

# Overview

## Consensus Project Data Recommendations

### Task Force Data Definitions

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### Task Force Recommended Data Elements

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## Data Recommendations from Consensus Report

### Annually collect and publicly report school discipline data

- Number of students suspended (in and out-of-school) and expelled annually
- Data that tracks offenses – what are the top offenses?
- Disaggregated data by age, race/ethnicity, gender, LGBT, Sped, ELL
- Proportion of students with multiple suspensions
- Can we compare the suspension/expulsion rates across similar campuses and districts in the state? To the national numbers?
- School days missed as a result of disciplinary removals

## Data Recommendations from Consensus Report

### Standardize disciplinary data definitions and codes

- Unique identifiers/demographic information
- Location of disciplinary incident
- Date/time of disciplinary incident
- Offense codes
- Disposition codes
- Date of removal and return

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### Consensus Project Data Recommendations

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## Overarching Feedback on Data Definitions

- Breaking down definitions to make them less subjective
- Failure to cooperate and disruptive conduct can be very subjective categories, and this is usually where the most disproportionality occurs. How can we ensure that this is not a catch-all category?
- Are there definitions for substance use and possession? States/districts are beginning to think about this offense in ranges.

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## Failure to Cooperate/Disruptive Conduct

- Many states and districts are beginning to move away from the use of disrespect, defiance, and/or insubordination, as a suspension offense category.
- Examples: LAUSD, San Francisco USD, California passed law
- If keeping, then need to make less subjective by adding qualifiers:
  - By severity/seriousness of offense (how severe was the disruption? Was there bodily harm? Was the behavior threatening?)
  - Creating levels of offenses with additional descriptors (I-IV for example)
  - Providing examples and non-examples

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## Destruction of Property/Theft/Lewd Conduct

- Some states have further delineated destruction of property, or theft, etc. by the severity of the damage caused, or by dollar amount of the destruction caused.
- Examples:
  - California – including the words “terroristic threats”: ...shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000)....
  - North Carolina, Virginia, and New York reporting requirements also break out definitions by severity of incidents/crimes – e.g., Assault with a weapon, assault resulting in serious personal injury, arson, making threats, burglary, larceny, etc.

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## Multiple Offenses/Harassment

- Make clear if this definition applies for any type of infraction that a student commits, or if it just for certain infractions that occur multiple times.
- Example from Colorado that is generic: “habitually disruptive student” means a child who has caused a material and substantial disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the course of a school year. Any student who is enrolled in a public school may be subject to being declared a habitually disruptive student.
- Would ensure that a separate definition for bullying and electronic/cyber bullying/harassment exists.

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# Overview

Consensus Project Data Recommendations

Task Force Data Definitions

**Task Force Recommended Data Elements**

Council of State Governments Justice Center | 9

## Interventions Prior to Suspension

- Will there be a way to document the interventions tried?
  - Austin Independent School District has a unique system that ensures teachers document interventions before referring students to the student support team or for suspension
- Is there a way to document how many interventions were implemented?  
The intensity of the interventions?

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## Services During Suspension/Expulsion

- Is there a way to link data reporting with the juvenile justice system to see what academic services are provided in detention facilities when a student is arrested in school?
- Questions on who provided the instruction? What type of academic services are being provided?
- What social/emotional supports and mental health interventions are provided? Is restorative justice an option?
- Are credits able to be earned? And, can they be transferred? Are they recognized by the school?

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## Reengagement/Petition for Readmission

- Who was involved in the reengagement meeting?
- What about the actual plan implementation? Also, is this readmission to the home school or another school building?
- Questions about the appeal process – for example the number of days between the appeal and the hearing, or other ways to determine if the legal process was followed?

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## Definitions

### CSG Overall Feedback

- Is it possible to break down certain definitions further to make them less subjective – can incidents be categorized differently? Level of severity? Amount of damage? Action vs. threat?
- Failure to cooperate and disruptive conduct can be very subjective categories, and this is usually where the most disproportionality occurs. How can we ensure that this is not a catch-all category? Is there a way to be more specific? Provide examples and non-examples?
- What do current definitions on substance use and possession look like? States/districts are beginning to think about this offense in ranges, with different consequences for first offense, second offense, etc., the nature of the substance, and other factors.

*Finalized at the December 2013 meeting – submitted as revisions to CEDARS Manual*

- ☐ Failure to Cooperate (including but not limited to non-compliance, defiance, disrespect): repeatedly failing to comply with or follow reasonable, lawful directions or requests of teachers or staff.
- ☐ Disruptive Conduct: conduct that materially and substantially interferes with the educational process.

### CSG Feedback:

- Many states and districts are beginning to move away from the use of disrespect, defiance, and/or insubordination, as a suspension offense category. These are often used as catch-all categories (ranging from dress code violations to talking back in class) and can generate significant racial disparities.
  - *New California Law (AB 420): Eliminates willful defiance or disruption of school activities as a reason to expel students and prevents administrators from using that reason to issue suspensions to K-3 students. This began with leading districts in the state banning the use of willful defiance.*
- Other examples of state definitions of disruption/defiance incorporate committing bodily harm and fighting, or they break out these incidents by levels (seriousness of the offense):

Delaware law:

- Defiance of School Authority" shall mean: (1) A verbal or non-verbal refusal to immediately comply with a **reasonable request** from school personnel, or refusal to identify oneself at the request of school personnel, and/or refusal to comply with disciplinary action; or (2) A verbal or non-verbal display of disrespect and/or

uncivil behavior toward school personnel which either causes a substantial disruption or material interference with school activities.

- "Disorderly Conduct" shall mean conduct in the School Environment which causes public inconvenience, annoyance or alarm or **creates a risk** thereof by: **engaging in fighting or violent tumultuous or threatening behavior or making an unreasonable noise or an offensively coarse utterance or gesture or display or addressing, abusive language to any person present.**

Florida definitions for incident reporting: (See Appendix P on this page for all definitions: <http://www.fldoe.org/schools/safe-healthy-schools/safe-schools/sesir-discipline-data/discipline-incident-data/sesir-discipline-data-collection-syste.shtml>)

- Florida uses offense levels from I to IV, and provides definitions along with examples of what constitutes each type of offense.
- One category is "disruption on campus – major" which used to be disorderly conduct. Now defined as "disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others." Also, Florida reporting requirements make clear that this category should not be used for disruption of a single classroom, such as disobeying or showing disrespect to others, such as inappropriate language or not sitting in seat.

Wisconsin Incident Type Data Collection and Reporting:  
([http://lbstat.dpi.wi.gov/lbstat\\_dataincident](http://lbstat.dpi.wi.gov/lbstat_dataincident))

- Wisconsin data breaks out serious offenses by dangerous behavior causing bodily harm, and dangerous behavior that causes the threat or potential of bodily harm.
- "Endangering Behavior" is behavior causing the threat of or potential for bodily harm to another person, due to circumstances which show utter disregard to the well being of such individuals. To use this incident type as a reason for removal the behavior must occur while on school grounds or while under the supervision of school authorities.

Massachusetts reporting instructions:

(<http://www.doe.mass.edu/infoservices/data/guides/ssdr.pdf>)

- Massachusetts' data also breaks out by physical attack and a threat of a physical attack; robbery and the threat of robbery.

Rhode Island Data Collection Specifications:

(<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/Data-Resources/Data-Collections/DisciplineCollection.pdf>)

- Rhode Island also breaks down codes like MA and WI, but also includes three levels for the type of injury caused – no injury, minor injury, serious injury.

*Finalized at the January 2014 meeting*



- Destruction of Property/Vandalism: intentional damage of school property or the property of others.
- Vulgar or Lewd conduct: obscene acts or expressions, whether verbal or non-verbal
- Theft, possession of stolen property: taking or knowingly being in possession of district property or property of others without permission.
- Academic dishonesty/plagiarism: knowingly submitting the work of others represented as the student's own or assisting another student in doing so, or using unauthorized sources.

#### CSG Feedback:

- Some places have further delineated destruction of property, or theft, etc. by the severity of the damage caused, or as by dollar amount of the destruction.

#### California statutes:

- **48900.7** (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made **terroristic threats** against school officials or school property, or both.
- (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

#### North Carolina Discipline Data Reporting Procedures

(<http://www.ncpublicschools.org/docs/research/discipline/collection/discipline-reporting-procedures.pdf>) and Virginia Reporting Procedures

([http://www.doe.virginia.gov/statistics\\_reports/school\\_climate/discipline\\_crime\\_violence/11-12\\_annual\\_report.pdf](http://www.doe.virginia.gov/statistics_reports/school_climate/discipline_crime_violence/11-12_annual_report.pdf)) and New York Glossary of Terms

(<http://www.p12.nysed.gov/sss/ssae/schoolsafety/vadir/glossary08aaug.html>)

- North Carolina, Virginia, and New York reporting requirements also break out definitions by severity of incidents/crimes – e.g., Assault with a weapon, assault resulting in serious personal injury, arson, making threats, burglary, larceny, etc.

*Finalized at the September 2014 meeting*

- Multiple/ Accumulated Offenses: discipline for culmination of multiple infractions that occurred during a school year.

**CSG Feedback:**

- Colorado Statutes (<http://www.lpdirect.net/casb/crs/22-33-106.html>): “habitually disruptive student” means a child who has caused a material and substantial disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the course of a school year. Any student who is enrolled in a public school may be subject to being declared a habitually disruptive student.
- Is this for any type of infraction, or just certain infractions that would result in this coding?

***For task force consideration:***

- *Sexual Harassment:* Conduct or communication intended to be sexual in nature and that is unwelcome by the targeted person(s).
- *Discriminatory Harassment:* Conduct or communication that (1) is intended to be harmful, humiliating, or physically threatening, and (2) shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal.

**CSG Feedback:**

- Is there a separate definition for bullying, and electronic/cyber bullying rather than just discriminatory harassment and sexual harassment? Or are these under mandatory law removals?

**Recommended Data Elements**

- Priority 1 (stated in charge)
- Priority 2
- Priority 3
- Priority 4

1. Have you done interventions prior to suspension? (Priority 2)

- a) Yes
- b) No

**Commented [N1]:** Is there going to be a way to document the interventions tried? Austin Independent School District has a unique system that ensures teachers document interventions before referring students to the student support team or for suspension

2. Education Services (type and location) during the Suspension or Expulsion? (Priority 1)

- a) Yes
- b) No

If yes, did it include academic instruction/services?

- a) Yes
- b) No

If yes, did it include behavior interventions?

- a) Yes
- b) No

**Commented [EM2]:** Also way to document how many interventions implemented? Intensity?

**Commented [N3]:** Is there a way to link with the juvenile justice system to see what academic services are provided in detention?

**Commented [N4]:** Who provided the instruction? A qualified teacher? Are credits able to be earned? What type of academic services? It is very different to have work sent home to a student vs. a qualified educator providing instruction on curriculum

**Commented [EM5]:** And, in addition to can credits be earned, can they be transferred? Are they recognized by the school?

**Commented [N6]:** Does this include social/emotional supports and behavioral/mental health interventions?

*Academic Progress- currently captured in CEDARS (Priority 1)*

3. Reengagement Meeting Held? (Priority 2)

- a) Yes
- b) No

If yes, date of meeting \_\_\_\_\_

**Commented [N7]:** Who was involved in the reengagement meeting? It is critical that families, students themselves, and educators are part of this process. Also, if a student was in an alternative setting or a juvenile facility, including coordinators/staff from these settings is also important in helping to determine appropriate placement.

4. Reengagement Plan? (Priority 2)

- a) Yes
- b) No

**Commented [N8]:** I would maybe add another question as to the actual plan implementation? Also, is this to the home school or another school building?

5. Parents/Guardians Notified of Due Process Rights? (Priority 3)

- a) Yes
- b) No

6. Petition for Readmission? (Priority 1)

- a) Yes
- b) No

If yes, did student submit a petition for readmission?

- a) Yes
- b) No

If yes, date \_\_\_\_\_

If yes, was the student's petition for readmission granted?

**Commented [N9]:** How is this different than an appeal?

**Commented [N10]:** Who else could submit a petition?

- a) Yes
  - b) No
- If yes, date \_\_\_\_\_

7. Was the suspension or expulsion appealed? (Priority 2)

- a) Yes
  - b) No
- Was it upheld?

- a) Yes
- b) No

If yes, was it appealed to the school board?

- a) Yes
- b) No

If yes, did school board shorten?

- a) Yes
- b) No

8. Was the petition made by the district to exceed more than one calendar year? (Priority 1)

- a) Yes
- b) No

If yes, was the petition granted?

- a) Yes
- b) No

**Commented [N11]:** I would include questions about the appeal process – for example the number of days between the appeal and the hearing, or other ways to determine if the legal process was followed

**Commented [N12]:** What other bodies can the appeal be made to? Need to hold someone accountable if not the school board?

**Commented [N13]:** Maybe add a question that if the petition was granted, where does the student end up? Are there going to options for another school, GED, transfer, dropout, etc.?

Priority 4: Will include remaining data elements

**Charge:**

[Engrossed Substitute Senate Bill 5946](#) requires that OSPI convene a Student Discipline Task Force which is charged by, Part III ([Sec. 301](#)) to develop:

- Standard definitions for causes of student disciplinary actions taken at the discretion of the school district.
- Data collection standards for disciplinary actions that are discretionary and for disciplinary actions that result in the exclusion of a student from school.

The data collection standards must include:

- information about education services provided while a student is subject to a disciplinary action,
- the status of petitions for readmission to the school district when a student has been excluded from school,
- credit retrieval during a period of exclusion, and
- school dropout as a result of disciplinary action.

Remaining Discipline Data Elements

1. Have you done interventions prior to suspension? Y or N

2. Education Services (type and location) during the Suspension or Expulsion? Y or N

Title	Definition	Pick List
<b>In School Suspension- in a different room in the same school</b>	A room for students serving in-school suspension (ISS) within the same school building but separate and apart from the classrooms in which they normally attend.	Student in different room in same school: a) Yes b) No Student received: Academic instruction/services a) Yes b) No Behavior intervention a) Yes b) No
<b>Alternative Building in School District</b>	A building that is owned/operated by the School District that is separate and apart from the school that the student attended prior to the suspension or expulsion.	Student placed in alternative building in school district: a) Yes b) No Academic instruction/services a) Yes b) No Individualized behavior intervention a) Yes b) No
<b>Provided at home</b>	Within the student's home	Student at home: a) Yes b) No Academic instruction/services a) Yes b) No
<b>Other location outside of school</b>	Public venue, such as library or at another provider's location	Student at another public location a) Yes b) No Academic instruction/services a) Yes b) No

**Remaining Discipline Data Elements**

Title	Definition	Pick List
<b>Virtual Academy/Online Learning</b>	District approved online learning opportunities provided to suspended or expelled students to allow them to stay current with grade-level studies.	Student received: Online academic instruction/services a) Yes b) No # hours online access per week: _____
<b>Tutoring</b>	Tutoring services provided by the district to assist students in maintaining continued academic learning while out of the classroom environment.	Student provided a tutor: a) Yes b) No Student received: Academic instruction/services a) Yes b) No Individualized behavior intervention a) Yes b) No
<b>Non-traditional school hours</b>	Learning opportunities for students provided outside of standard schools hours (e.g. Friday afternoon, Saturday school, etc.)	Student furnished services in non-traditional school hours: a) Yes b) No Student received: a) Academic instruction/services a) Yes b) No Individualized behavior intervention a) Yes b) No
<b>Work packet</b>	Assignments completed and returned as agreed to by the student/family and district.	Student received assignments: a) All b) Partial c) none Student completed work: a) All b) Partial c) None

**Remaining Discipline Data Elements**

Title	Definition	Pick List
<b>Social/emotional behavioral support</b>	Instruction and/or intervention in social/emotional behavioral support	Student was provided instruction and coaching in behavior a) Yes (if yes, hours /days provided: _____) b) No c) Not available at my school

**3. Academic progress**

Title	Definition	Pick List
<b>Credits prior to exclusionary discipline (w/date stamp)</b>	Academic progress student makes prior to the date of suspension or mandatory expulsion	Student maintains all credit received prior to exclusion. a) Yes b) No The student's grades were frozen at the time of expulsion. a) Yes b) No
<b>Credits lost during exclusion</b>	Student fails to make academic progress based on the student's projected graduation date because of the suspension or expulsion	Student does not receive grades/credit during exclusion. a) Yes b) No
<b>Program of credit retrieval or accrual</b>	Student continues to accrue credit without gaps.	Educational Services one or more options used. Note all that applies: a) District Liaison for Suspended or Expelled Students b) District Certificated or Para Educator led during school hours c) Evening or Saturday School d) Online learning e) Contract work packets f) Private tutor g) Student Performance Agreement
<b>Credits earned</b>	Academic progress made by student during suspension / expulsion	Number of credits earned during exclusion: _____ Number of credits earned via a Credit Retrieval Program: _____

**Remaining Discipline Data Elements**

Title	Definition	Pick List
<b>Number of lost credits</b>	Number of academic credits student should have received during the time period of their suspension or expulsion minus the number of academic credits the student actually received during that time.	Net Number of credits lost: _____
<b>Retrieval</b>	Students are informed, allowed, and expected to make up all missed coursework or tests for modified assignments without penalty and to potentially retrieve lost credits.	Students received: a) Yes b) No
<b>Academic progress (grades 9-12)</b>	Academic credit and/or partial academic credit can be earned or awarded during regular attendance, during a period of exclusion, for suspension, or after their return to school.	<p>How many credits earned prior to exclusion : (auto populate from CEDARS)</p> <p>Grade level: (drop down grade levels)</p> <p>How many credits earned at completion of credit retrieval:</p> <p>Grade level: (drop down grade levels)</p> <p>Did student lose academic standing as a result of suspension/Expulsion- in excess of one trimester/semester? a) Yes b) No</p> <p>Student earned credits while suspended or expelled: a) Yes b) No</p> <p>Credit Retrieval provided at no cost: a) Yes b) No</p>



Remaining Discipline Data Elements

4. A) Reengagement Meeting Held? Y or N

Title	Definition	Pick List
Reengagement Meeting Notification	Notification of right to meeting, including information on parent/guardian’s right to interpreter/translation (language access services).	School sent notification: a) Yes b) No Interpreter/translation notice included in parent/guardian notification: c) Yes d) No Date sent: _____
Reengagement meeting	Meeting between school district/ student/parent and or guardian to discuss how to return a student to an educational setting as soon as possible.	Date meeting held: _____ Held within 20 days of suspension/expulsion a) Yes b) No No later than 5 days prior to return to school: a) Yes b) No Interpretation provided in primary language, if requested a) Yes b) No Translated materials provided in requested language a) Yes b) No Who participated in meeting: <input type="checkbox"/> General Ed. Teacher <input type="checkbox"/> SPED Teacher <input type="checkbox"/> School Psychologist <input type="checkbox"/> District Representative <input type="checkbox"/> Administrator <input type="checkbox"/> Counselor/Behavior Support <input type="checkbox"/> Parent(s)/guardian <input type="checkbox"/> Student <input type="checkbox"/> District Liaison for Suspended or Expelled Students

**Remaining Discipline Data Elements**

**B) Meeting Outcomes/Interventions**

Title	Definition	Pick List
<b>Shortened length of Exclusionary Discipline period</b>	Shortened period of time for the suspension or expulsion	Shortened length of exclusionary discipline: a) Yes b) No Number of days reduced: _____
<b>Supportive Interventions</b>	Interventions identified and implemented to aid in student's academic success/engagement and keep student on track to graduate	Challenges/stressors identified: a) Yes b) No Barriers to attendance identified: a) Yes b) No Was the attendance issue due to : a) physical health b) mental health c) Drug/alcohol abuse d) Other: _____ Referral to 504/SPED if relevant: a) Yes b) No Safety plan : a) Yes b) No

**Remaining Discipline Data Elements**

Title	Definition	Pick List
<p><b>Discipline Review Committee</b></p>	<p>Optional Committee comprised of student’s teachers/principal/counselor reviews student’s prior conduct and discipline to determine 1) Whether prior discipline has been effective; and 2) Whether another type of corrective action would be more effective or appropriate under the circumstances.</p>	<p>Committee was used:            a) Yes            b) No            Date held:_____</p> <p>Held within 20 days of suspension/expulsion            a) Yes            b) No</p> <p>No later than 5 days prior to return to school:            a) Yes            b) No</p> <p>Language access provided            a) Yes            b) No</p> <p>Translated materials provided in requested language            a) Yes            b) No</p> <p>Who participated in meeting:  <input type="checkbox"/> General Ed. Teacher  <input type="checkbox"/> SPED Teacher  <input type="checkbox"/> School Psychologist  <input type="checkbox"/> District Representative  <input type="checkbox"/> Administrator  <input type="checkbox"/> Counselor/Behavior Support  <input type="checkbox"/> Parent(s)/Guardian  <input type="checkbox"/> Student?  <input type="checkbox"/> District Liaison for Suspended or Expelled Students</p>
<p><b>Student-district contract</b></p>	<p>Contract in which student complies with certain conditions in exchange for a shortened term of suspension.</p>	<p>Student received:            a) Yes If yes, number of days shortened out of “x” days_____</p> <p>b) No</p>

**Remaining Discipline Data Elements**

Title	Definition	Pick List
<b>District Liaison for Suspended Expelled Students</b>	A trained and qualified staff member (not a compliance officer) assigned by the district to communicate with the student and the student's family during the period of suspension or expulsion. The assigned staff member's duties include: 1) Monitoring the student's receipt of assignments and return on course work; 2) Serving as a liaison between the student/family and the district to provide updates on improvements in the student's behavior and academic progress; 3) Reviewing the student's progress with the district administrators to determine whether it warrants a shortening of the suspension/expulsion.	District Liaison was used throughout the time of suspension/expulsion: a) Yes b) No District liaison information provided to parents/guardians? a) Yes b) No

**5. Petition for Readmission**

Title	Definition	Pick List
<b>Submitted Petition for readmission</b>	Petition for readmission outlining request to be readmitted to school at any time during the exclusion.	Student submitted petition for readmission a) Yes (if yes- Date_____) b) No
<b>Status of Petition for Readmission</b>	Readmission determined in accordance with school district policies and procedures.	Student petition for readmission granted a) Yes (if yes-date) b) No

**6. Grievances/Appeals**

Title	Definition	Pick List
<b>Short term suspension grievance</b>	Student and family submitted a grievance of the short term suspension according to school district policy and procedures	Short term suspension grievance submitted a) Yes (if yes- Date_____) b) No
<b>Status of Short term suspension grievance</b>	Decision by principal or designee about the short term suspension grievance Comment: what if the district uses someone else? Need to specify.	Decision made by: a) Principal b) Other: _____(title/position) Change in Short term suspension a) Yes b) No Date_____

**Remaining Discipline Data Elements**

Title	Definition	Pick List
<p><b>Long term suspension/expulsion Request for hearing</b></p>	<p>Student and family request a hearing to appeal long term suspension/expulsion within 3 days after written notice of long term suspension/expulsion</p>	<p>Hearing requested:                      a) Yes (if yes- Date _____)                      b) No</p>
<p><b>Emergency expulsion appeal</b></p>	<p>Student and family appeal emergency expulsion                      Student/family appeal the emergency expulsion</p>	<p>Date of Emergency appeal : _____                      Result/ granted:                      a) Yes                      b) No                      Date Appeal requested: _____                      Change in emergency expulsion:                      a) yes                      b) no                      Date _____</p>
<p><b>School set hearing</b></p>	<p>School sets hearing date within 3 days of receiving timely hearing request</p>	<p>School set hearing date:                      a) Yes (if yes- Date _____)                      b) No                      Hearing postponed:                      a) Yes (if yes, - Date: _____)                      b) No                      If yes, who requested postponement:                      a) District staff (title) _____                      b) Student &amp; Family</p>
<p><b>Hearing Decision notice</b></p>	<p>Hearing decision provided to the student and parents for suspension/expulsion appeal.</p>	<p>School sends hearing decision:                      a) Yes (if yes- Date _____)                      b) No</p>
<p><b>Hearing Decision outcome</b></p>	<p>Outcome of long term suspension/expulsion appeal, as decided by hearing officer.</p>	<p>Hearing Decision Outcome:                      Written decision setting out findings of fact, conclusions, and nature of suspension/expulsion provided to student and parents.</p>

**Remaining Discipline Data Elements**

Title	Definition	Pick List
<p><b>Appeal to school board</b></p>	<p>Student and family appeal long term suspension/expulsion hearing decision within 3 days to school board.</p>	<p>Appeal of hearing decision to school board            a) Yes (if yes- Date _____)            b) No            School Board Decision: (Date: _____)            Long term suspension shortened            a) Yes (if yes- how many days shorter- _____)            b) No            Expulsion shortened            a) Yes (if yes- how many days short _____)            b) No</p>
<p><b>Appeal to Superior Court</b></p>	<p>Student and family appeal school board decision within 30 days to local superior court.</p>	<p>Appeal of school board decision to Superior Court            a) Yes (if yes-Date _____)            b) No            Superior Court Decision: (Date: _____)            Long term suspension shortened            a) Yes (if yes- how many days shorter)            b) No            Expulsion shortened            a) Yes (if yes- how many days shorter)            b) No            c) Other: _____</p>

**Remaining Discipline Data Elements**

**7. Expulsions that Exceed More than One Calendar Year**

Title	Definition	Pick List
<b>Petition to exceed calendar year</b>		Was petition made to exceed to one calendar year: a) Yes b) No Was the petition granted a) Yes (if yes, date) b) No If extended expulsion, what is end date: Date _____ Number of extensions to the expulsion: (number) and (date) a) Number: _____ b) Dates: _____
<b>Reason for exceeding more than one year</b>		Select reason and give brief description: a) Public health b) Safety c) Other: _____

## Definitions

*Finalized at the December 2013 meeting – submitted as revisions to CEDARS Manual*

- Failure to Cooperate (including but not limited to non-compliance, defiance, disrespect): repeatedly failing to comply with or follow reasonable, lawful directions or requests of teachers or staff.
- Disruptive Conduct: conduct that materially and substantially interferes with the educational process.

*Finalized at the January 2014 meeting*

- Destruction of Property/Vandalism: intentional damage of school property or the property of others.
- Vulgar or Lewd conduct: obscene acts or expressions, whether verbal or non-verbal
- Theft, possession of stolen property: taking or knowingly being in possession of district property or property of others without permission.
- Academic dishonesty/plagiarism: knowingly submitting the work of others represented as the student's own or assisting another student in doing so, or using unauthorized sources.

*Finalized at the September 2014 meeting*

- Multiple/ Accumulated Offenses: discipline for culmination of multiple infractions that occurred during a school year.

***For task force consideration:***

- ***Sexual Harassment<sup>i</sup>***: Conduct or communication intended to be sexual in nature and that is unwelcome by the targeted person(s).
- ***Discriminatory Harassment<sup>ii</sup>***: Conduct or communication that (1) is intended to be harmful, humiliating, or physically threatening, and (2) shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal.
- ***Bullying***: Unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, overtime.

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<sup>i</sup> Could be called "Sexually Harassing Conduct"

<sup>ii</sup> Could be called "Discriminatory Harassing Conduct"



# Student Discipline Task Force

**2013-2014**

Authorizing legislation: [RCW 28A.600.490](#)

<http://app.leg.wa.gov/RCW/default.aspx?cite=28A.600.490>

## Student Discipline Task Force

### Committee Members

Dr. James Smith	Educational Opportunity Gap Oversight and Accountability Committee
Edri Geiger	Washington State School Directors' Association
Edward Prince	Commission on African American Affairs
Gloria Ochoa	Commission on Hispanic American Affairs
Jennifer Harris	Office of the Education Ombuds
Jess Lewis	Office of Superintendent of Public Instruction
Matt Vaeena,	Commission on Asian Pacific American Affairs
Mia Williams	Association of Washington School Principals
Myra Johnson	Washington Education Association
Paul Alig	TeamChild
Rosemarie Search	Washington Association of School Administrators
Tim Stensager	K-12 Data Governance Committee
Tracy Sherman	League of Education Voters
Trevor Greene	Association of Washington School Principals
Zharina Angeles	Commission on Asian Pacific American Affairs

# TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>3</b>
<b>BACKGROUND .....</b>	<b>4</b>
2012-2013 DATA.....	4
IMPLEMENTATION OF CHARGE .....	4
<b>STANDARD DEFINITIONS.....</b>	<b>4</b>
<b>COMPREHENSIVE EDUCATION DATA AND RESEARCH SYSTEM (CEDARS) .....</b>	<b>5</b>
<b>NEW DATA ELEMENTS .....</b>	<b>5</b>
INTERVENTIONS PRIOR TO INCIDENT .....	5
APPEALS .....	5
EDUCATION SERVICES.....	6
PETITIONS FOR READMISSION .....	6
REENGAGEMENT .....	7
<b>EXISTING DATA ELEMENTS .....</b>	<b>8</b>
<b>NEXT STEPS.....</b>	<b>8</b>
PREVENTION FOR AT-RISK STUDENTS .....	8
POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS .....	9
ALTERNATIVES TO IN-SCHOOL SUSPENSION .....	10
FAMILY ENGAGEMENT.....	11
RESTORATIVE JUSTICE.....	12
EQUITABLE ACCESS TO EDUCATION SERVICES.....	13
SCHOOL TO PRISON PIPELINE .....	14
<b>CONCLUSION .....</b>	<b>15</b>
<b>REFERENCES.....</b>	<b>15</b>
<b>APPENDIX A: ENGROSSED SUBSTITUTE SENATE BILL 5946 .....</b>	<b>15</b>
<b>APPENDIX B: FINAL RULES (WSR 14-15-153).....</b>	<b>15</b>
<b>APPENDIX C: JOINT “DE!R COLLE!GUE” LETTER – U.S. DEPARTMENT OF JUSTICE, CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS.....</b>	<b>15</b>

# Executive Summary

## Background

In 2013, Engrossed Substitute Senate Bill 5946, Part III (Sec. 301) created RCW 28A.600.490 and charged the Office of Superintendent of Public Instruction to convene a Student Discipline Task Force to develop:

- Standard definitions for causes of student disciplinary actions taken at the discretion of the school district.
- Data collection standards for disciplinary actions that are discretionary and for disciplinary actions that result in the exclusion of a student from school.

The data collection standards must include:

- Information about education services provided while a student is subject to a disciplinary action
- The status of petitions for readmission to the school district when a student has been excluded from school
- Credit retrieval during a period of exclusion
- School dropout as a result of disciplinary action (Washington State Legislature)

## 2012—2013 Data

Do we want to insert the data charts and tables that show the disproportionality and the issue with the “other” category in CEDARS?

## Implementation of Charge

The Student Discipline Task Force was led by a neutral facilitator and used a consensus based decision making protocol. The Task Force has met bimonthly since September of 2013 to meet the deadline of revising the data definitions and standards for student discipline by the 2015-16 school year.

## Standard Definitions

All school districts will be required to begin collecting discipline data in the 2015-16 school year in the following categories. The CEDARS manual will be updated with the new definitions.

*Finalized at the December 2013 meeting – submitted as revisions to CEDARS Manual*

- Failure to Cooperate (including but not limited to non-compliance, defiance, disrespect): repeatedly failing to comply with or follow reasonable, lawful directions or requests of teachers or staff.
- Disruptive Conduct: conduct that materially and substantially interferes with the educational process.

*Finalized at the January 2014 meeting*

- Destruction of Property/Vandalism: intentional damage of school property or the property of others.
- Vulgar or Lewd conduct: obscene acts or expressions, whether verbal or non-verbal

- Theft, possession of stolen property: taking or knowingly being in possession of district property or property of others without permission.
- Academic dishonesty/plagiarism: knowingly submitting the work of others represented as the student's own or assisting another student in doing so, or using unauthorized sources.

*Finalized at the September 2014 meeting*

- Multiple/ Accumulated Offenses: discipline for culmination of multiple infractions that occurred during a school year.

***(Legally Defined Behaviors) Finalized at the December 2014 meeting***

## Comprehensive Education Data and Research System (CEDARS)

The Comprehensive Education Data and Research System (CEDARS) manual will be updated and districts will begin collecting new data for discretionary offenses in the 2015-16 school year. The definitions for “failure to cooperate” and “disruptive conduct” were updated in the 2013 and will have 2013-14 school year data available in November 2014.

Beginning in the 2015-16 school year, districts will collect and submit data on redefined discretionary offenses. Districts may better understand the discretionary discipline incidents occurring in their schools. Through the Statewide Longitudinal Data System, districts may compare their annual discipline data to districts with similar demographics. With these analytics, districts and schools can evaluate the rate of suspensions and expulsions for discretionary incidents and consider areas for improvement.

## New Data Elements

### Interventions Prior to Incident

#### Element P22 – Interventions prior to suspension / expulsion

Field Name: Preincidentinterventions

Data Type: varchar

Size: 1

Allow NULL? YES. Conditional

Description: This element indicates if the district had held interventions with this student prior to this suspension / expulsion.

Business Rules: If Element P09 – Intervention Applied reports valid value EX – Expulsion or LS – Long-term suspension or SS – short-term suspension, then P22 – Interventions prior to suspension/expulsion must contain one of the valid values listed below.

Valid Values: Y – Yes, interventions had been done prior to suspension/expulsion

N – No, interventions had NOT been done prior to suspension / expulsion

## Appeals

### **Element P25 – Appeal**

Field Name: appeal

Data Type: integer

Size: 1

Allow NULL? YES. Conditional

Description: This element indicates if the suspension / expulsion was appealed.

Business Rules: If Element P09 – Intervention Applied reports valid value EX – Expulsion, then P24 – Appeal, must contain one of the valid values listed below.

Valid Values: 0 – NO Appeal made.

1 – Appeal Made, NOT Upheld

2 – Appeal made, and UPHELD, but NOT appealed to school board

3 – Appeal made, and UPHELD, and appealed to school board, but NOT shortened.

4 – Appeal made, and UPHELD, and appealed to school board, and SHORTENED.

## **Education Services**

### **Element P17 – Academic Services**

Field Name: AcademicServices

Data Type: Date

Size: See Data Type Definitions

Allow NULL? YES

Description: This element is the start date of when academic services were provided during the suspension or expulsion.

Business Rules: If NO academic services were provided then this field should be left NULL. If a date is entered, it must be after the date entered in P08 (Intervention Date)

### **Element P18 – Behavior Services**

Field Name: BehaviorServices

Data Type: Date

Size: See Data Type Definitions

Allow NULL? YES

Description: This element is the start date of when behavior services were provided during the suspension or expulsion.

Business Rules: If NO behavior services were provided then this field should be left NULL. If a date is entered, it must be after the date entered in P08 (Intervention Date)

## **Petitions for Readmission**

### **Element P19 – Petition for Readmission**

Field Name: PetitionforReadmission

Data Type: Date

Size: See Data Type Definitions

Allow NULL? YES  
Description: This element is the date that a Petition for Readmission was submitted by or on behalf of the student expelled or suspended.  
Business Rules: If NO Petition for Readmission were submitted, then this field should be left NULL. If a date is entered, it must be after the date entered in P08 (Intervention Date)

**Element P20 – Petition for Readmission Granted**

Field Name: GrantedPetitionforReadmission  
Data Type: Date  
Size: See Data Type Definitions  
Allow NULL? YES  
Description: This element is the date that a Petition for Readmission was granted / approved for the student expelled or suspended.  
Business Rules: If the Petition for Readmission was NOT granted, or if there was NO Petition for Readmission, then this field should be left NULL. If a date is entered, it must be on or after the date entered in P19 (Petition for Readmission)

**Element P21 – Petition by District to exceed more than one year**

Field Name: Petitionforoveroneyear  
Data Type: integer  
Size: 1  
Allow NULL? YES. Conditional  
Description: This element indicates if the district made a petition to exceed more than one calendar year for the suspension / expulsion.  
Business Rules: If Element P09 – Intervention Applied reports valid value EX – Expulsion, then P21 – Petition by district to exceed more than one year must contain one of the valid values listed below.  
Valid Values:  
0 – NO petition made by district.  
1 – District made petition. Petition denied  
2 – District made petition. Petition granted

**Reengagement**

**Element P23 – Reengagement Meeting Held**

Field Name: ReengagementMeeting  
Data Type: Date  
Size: See Data Type Definitions  
Allow NULL? YES  
Description: This element is the date that a reengagement meeting took place with the student returning from suspension.

Business Rules: If no reengagement meeting took place, then this field should be left NULL. If a date is entered, it must be on or after the date entered in P08 (date intervention applied)

### **Element P24 – Reengagement Plan**

Field Name: ReengagementPlan

Data Type: varchar

Size: 1

Allow NULL? YES. Conditional

Description: This element indicates if the district developed a reengagement plan for this students return from this suspension / expulsion.

Business Rules: If Element P09 – Intervention Applied reports valid value EX – Expulsion or LS – Long-term suspension or SS – short-term suspension, then P22 – Interventions prior to suspension/expulsion must contain one of the valid values listed below.

Valid Values: Y – Yes, Reengagement plan completed

N – No, Reengagement plan not completed

## **Existing Data Elements**

### **Credit retrieval during a period of exclusion**

Reporting on Academic Progress – Credit Loss

- Using the ratio of credits in a year for grades 9-12 and compare to students who received disciplinary interventions to those who did not.
- Students will be grouped by the number of days out of school (1-5, 5-10, and greater than 10).

### **School dropout as a result of disciplinary action**

Reporting on Academic Progress – Dropout Analysis

- Using CEDARS data elements to compare students that are disciplined to students that are not disciplined and if they dropout.
- Check enrollment at the end of the school year (May 31) for students who received short-term, long-term suspension or expulsion. Then compare this number to students that did not receive disciplinary interventions.
- The percentage of students who dropped out after suspension or expulsion was 3.0% (5.5% for grades 9-12 only). The percentage of students who dropped, but were not suspended or expelled was 1.7% (3.8% for grades 9-12 only).

## **Next Steps**

### **Prevention for At-Risk Students**

Background:

All students are at-risk when they are not allowed to be in school, cut off from needed, individualized school support and programs. Expelled or suspended, and not in a school facility, many times students



lack support by family or district staff and can be susceptible to gang or other negative influences that negates any hope of long term positive results.

Before deficits develop and gaps in competency increase, both General and Special Education students need direct instruction and a tiered curriculum in social emotional and behavioral skills that are developmentally appropriate and support both social and academic success for individual students.

The need exists to develop awareness and intervention strategies that will help to minimize excessive discipline issues by potential at-risk students.

Either we don't have good indicators as a system for kids who will struggle (starting at 8<sup>th</sup> grade or earlier) or we don't have systemic plans/programs in place for kids who are identified as "at-risk."

Recommendation:

Expelled or suspended students, unless violent or potentially violent, must receive educational and behavior intervention services in a school facility by a trained and qualified staff member. It is the student's civil right to receive a free, appropriate public education. The goal is to provide *all* students with the needed support and services to enable them to graduate to be career and college ready.

Legislature shall fund and schools/districts must implement from a structured set of options that are evidence-based to provide such instruction and accompanying success.

Professional development needs of all teachers shall be identified, made a requirement and paid for from increased, ear-marked funds in the basic education budget.

Ongoing training (including cultural competency training) must take place for all levels of staff in the recognition and awareness of behavioral, physical and mental indicators of potential discipline issues, along with proven intervention strategies and best practices to support student positive redirection.

Either invest in a an early warning system that has buy-in or, if we already have one that people are satisfied with, implement it with supports and bring a laser focus on those indicators with system agreement that we will focus on the 3-5 indicators for at least 3-5 years so we can give it time to work.

## **Positive Behavioral Interventions & Supports**

Background:

Suspended and expelled students receive little individualized behavior interventions. This results in repeating of the same or similar behaviors resulting in further exclusions.

All students – general and special education students – shall have their individual needs for social-emotional success assessed, ongoing, and intervention/supports identified to support their healthy growth in this area.

Reducing discipline disparities and improving academic outcomes include teacher-training programs, along with other implemented strategies focused on improving student engagement, restorative practices, and student social emotional positive redirection.

Many classrooms/schools/districts are taking a punitive approach to managing behavior rather than trying new approaches and focusing on a more positive school climate.

Recommendation:

Suspended and expelled students shall receive individualized behavior interventions by a trained and qualified staff member during their entire period of suspension or expulsion. The program and updates must be in consultation with the student and his family (similar to an IEP). State funding shall be based on results not just implementation.

A statewide needs assessment shall be conducted to determine the level of counseling/mental health staffing available and how many staff positions must be added to provide adequate levels of support for students in this area.

Funds shall be allocated to support the hiring of new staff positions to meet assessed needs.

Implementation of proven support systems such as SWPBIS (School-wide Positive Behavioral Intervention and Supports) and other positive intervention programs and strategies should take place in all districts and school sites. Restorative Practices seek to replace a punitive approach to discipline with a more constructive collaborative and humane that embraces all members of the community, including those who break the rules.

Such alternative systems create explicit structural approaches changes in the way schools approach school discipline.

Schools or districts (not sure which is the most appropriate level) with over x% of students being suspended or expelled or more than y% disproportionality must implement a new approach from a menu of options (PBIS, RULER, restorative justice, etc.).

## Alternatives to In-School Suspension

Background:

Out of the classroom, even though in the same school building, without individualized behavior interventions by trained staff may just set up a student for more exclusions. With no program

established that would enable a student to demonstrate readiness to return and support once back in the classroom the student may flounder and not be successful long term.

All schools will develop and implement a list of evidence-based strategies for addressing behavior and conduct infractions that, except in the most extreme cases, allow students to remain in class and use other interventions and consequences.

Excessive suspensions, even in-school suspensions, and expulsions threaten education opportunity, thereby undermining the closing of the academic opportunity gap.

Recommendation:

- Provide academic tutoring and behavior instruction, employing activities to develop social emotional skills, social skills, cognitive skills, and work habits.
- Student integration of skills and consequent improvement in student conduct will result in student success and subsequently, permission for the student to return to class.
- Directly teach problem solving skills to assist student in electing alternative ways to behave.
- Develop a contract that includes both positive and negative consequences.
- Emphasize student choice.

A trained and qualified staff member shall provide an alternative program for in-school suspension. Using a scaffolded approach to meet the behavior and education needs of the student, individualized services provided during and after shall enable the student to be prepared to successfully gradually return to a full day schedule.

## Family Engagement

Background:

See comments in “equitable access” section regarding district liaison working with both the student and his/her family as well as district administrators. Too many times the family is not knowledgeable about any problems until the student is excluded. Added to it is the lack of an on-going dialogue and collaboration with school and family during the period a student is excluded.

Parents must be made full and meaningful partners in addressing their students’ behavior challenges, so that social-emotional learning bridges from home to school and school to home.

Family Engagement Strategy builds parents’ skills to ask the right questions and play three specific roles in their children’s education and involvement in the disciplinary processes including positive behavioral redirection.

Recommendation:

- Build collaborative partnerships.
- Partner with the community and families to address the root causes of student misbehavior.

Parents of special education students should be trained in how to participate in writing FBAs and BIPs with their IEP teams.

Language access needs of parents must be addressed through legislation. This includes providing appropriately for the interpretation and translation needs of parents whose first language isn't English so that they may participate in discipline-related meetings.

Parents and schools need to work together to instill the importance of education into children of all ages. Finding discipline procedures that work is a job for students, parents, and teachers to explore together. In today's society, working together within the school and community will help teach children that working as a team can effectively solve discipline disparity problems.

For any behavior infraction that results in exclusion families must be part of the decisions being made on what shall be the appropriate interventions, placements, progress updates' schedule and interventions and the necessary indicators needed to be met to shorten period of exclusion.

## **Restorative Justice**

### Background:

Restorative justice is a revolutionary program based on respect, responsibility, relationship-building and relationship-repairing. It focuses on mediation and agreement rather than punishment. It aims to keep kids in school and to where learning can flourish. And it appears to be working incredibly well. The approach is not, however, being used in all district or even understood by all educators.

School staff shall be trained in the principals of restorative justice so that they may understand when this approach is appropriate in resolving behavior that has an impact on other students and the school community and that students have as many opportunities as possible to make amends with their individuals and their community instead of being removed/banished.

Keeping students in school is fundamental to their academic success. Excluding them through the use of harsh, punitive policies disengages students—leading many to drop out and even become involved with the juvenile justice system.

Students many times during the immediate behavior infraction do not think about how their action impacts others.

Many classrooms/schools/districts are taking a punitive approach to managing behavior rather than trying new approaches and focusing on a more positive school climate.

### Recommendation:

Using restorative practices keeps kids in school. They aren't tossed out for disrupting class or violating minor rules like children in punitive systems consistently are. Everyone works together to keep them in the classroom where they can learn. Children who are expelled from school often end up in what

education reform activists call the “school-to-prison pipeline.” Restorative justice seeks to stop that cycle and keep kids on track with their educations. The Restorative Justice model should be part of PD training for all school leaders and certificated staff and serious consideration given to implementing the model in all districts.

Districts shall employ restorative justice techniques by trained, qualified staff prior to resorting to suspensions.

Schools or districts (not sure which is the most appropriate level) with over x% of students being suspended or expelled or more than y% disproportionality must implement a new approach from a menu of options (PBIS, RULER, restorative justice, etc.)

## **Equitable Access to Education Services**

### Background:

Equitable Access to Education Services does not exist for all students, especially students on long term suspensions or expulsions. Not all excluded students (suspended or expelled) receive educational services and individualized behavior interventions. Many times it is up to the classroom teachers to provide “packets” and mark them to enable the student to keep up with the work. The end result many times is the loss of credits and continuation of behaviors that have not been addressed except for suspensions or expulsions.

Most districts’ excluded students are not overseen by a trained and qualified district liaison for suspended or expelled students and their families. Without this monitoring and support many excluded students do not receive meaningful, individualized education and behavior interventions during their suspension or expulsion, resulting in falling behind in class work, loss of credits and/or continue to have the behavior issues that can lead to further expulsions and potential dropping out of school.

Students who are out of school due to suspension or expulsion do not have the same access to educational services as their peers (i.e. opportunity to learn material covered in class while student is out, opportunity to make up missed schoolwork or tests to ensure student does not fall behind, access to the same level of instructional support.)

Students of color and low-income student are less likely to receive education services while being excluded from school.

### Recommendation:

This should be a priority focus for all teachers, counselors, principals, etc. With the disproportionality that exist, students of color are impacted in greater numbers in not receiving these key supports. All of the above parties must be held accountable for providing these services for all students. Equally accountable are legislators in providing funding to support these services.

Districts must provide a trained and qualified staff member (not a compliance officer) to communicate with the student and student's family during the period of expulsion. The duties of the assigned staff is to 1) monitor the student's receipt of assignments and return of course work; 2) serve as liaison between the student, family and district to provide updates on the improvement of the student's behavior and academic progress and 3) review the student's progress with the district administrator(s) to determine whether it warrants the shortening of the expulsion.

The state shall establish a minimum standard owed to students, monitor districts' compliance, and establish remedies (monetary or otherwise) for students who do not receive the minimum services to which they are entitled.

## School to Prison Pipeline

### Background:

Disparities exist in the number of students of color, ELL students, low income students, and students with disabilities that are ending up in the school to prison pipeline as a result of increasing dropout rates, long term suspensions and expulsions.

SROs used to enforce school discipline issues can result in a police report and/or arrest. Many districts have little or no written guidelines resulting in lack of clarity for staff, students and parents.

Additional measures must be adopted to increase awareness and monitoring of disproportionality in discipline practices.

Multiple exclusions set up students for failure, not being able to acquire enough credits to graduate and low self-esteem leading to dropping out.

### Recommendation:

The overall school community which includes the school system, school staffs, families, legislators, and even the business community has to be continuously made aware of the connectivity of excessive discipline (especially disproportionate), dropout rates, less than desirable graduation rates all contribute to the increasing number of students winding up in the juvenile justice system. Training on the roles and accountability of each segment in make a positive impact of these trends needs to take place.

School and districts must be audited every two years to determine whether their discipline practices are being conducted in a disproportionate manner.

School and districts must engage in "conversations on race" with their students and families of color to better understand their experience and perspective.

Districts must create a policy outlining the roles and responsibilities of the SRO and district staff that provides clarity to the police or sheriff department and their assigned SROs, district staff, parents and students. The MOU between the two entities must detail the roles and responsibilities, mandated

training, and oversight requirements established by state statute. Legislature shall establish the oversight requirements. Data reported in CEDARS must include arrests per year and/or exclusions resulting from SRO actions. These shall be included in the OSPI public online reports.

State data base and reports shall follow students who have been suspended or expelled, including disaggregation by race, gender, special education, and poverty noting: 1) frequency and number of exclusions related to dropping-out or graduating rates; 2) arrests; 3) time incarcerated during time as a student and after left K-12; and 4) achievement of a post-secondary degree.

## Conclusion

- Next steps language
- Expectations for response from Legislature
- Funding to support recommendations

## References

U.S. Department of Education. (2014). School climate and discipline. *Guidance package*. Retrieved from: <http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

Washington State Legislature. (2013). RCW 28A.600.490. Discipline task force — Development of standard definitions — Development of data collection standards — Membership — Statewide student data system revision. Retrieved from: <http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.600.490>

Washington State Legislature. (2013). SB 5946 - 2013-14. *Strengthening student educational outcomes*. Retrieved from: <http://apps.leg.wa.gov/billinfo/summary.aspx?bill=5946&year=2013>

## APPENDICES

**Appendix A: Engrossed Substitute Senate Bill 5946**

**Appendix B: Final Rules (WSR 14-15-153)**

**Appendix C: Joint “Dear Colleague” Letter – U.S. Department of Justice, Civil Rights Division and U.S. Department of Education, Office for Civil Rights**

## STDF SharePoint site

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We are planning on sharing a SharePoint worksite with you but as an external user there are a couple steps that you need to complete first. An email will be sent to you with the following instructions:

**STEP 1:** Set up and verify your **work** email address so you can use it with Microsoft products. It is important that you use your work email address so you do not open up your personal email to public disclosure.

**STEP 2:** Access the SharePoint Site

1. Start by opening Internet Explorer or Safari “in-private” browser (screenshots attached)
2. Verify your **work** email at [account.live.com](https://account.live.com)
3. Email [Bobbi.Stockwell@k12.wa.us](mailto:Bobbi.Stockwell@k12.wa.us) (OSPI SharePoint Admin) as soon as you have completed the steps above to let her know you are ready to sign into the Student Discipline Task Force worksite. \*\*Please make sure you also cc [jenny.plaja@k12.wa.us](mailto:jenny.plaja@k12.wa.us)

**After the above steps have been taken** the site will be shared with you and you should be able to log in **with your work email address and new password**. Please sign in with the link provided in the email that was shared with you. **Once you are signed in bookmark the site so you can return to it easily.**

- **You must sign in within 48 hours after you have sent your email confirmation to Bobbi Stockwell.**
- It may take up to 30 minutes before you will have access.

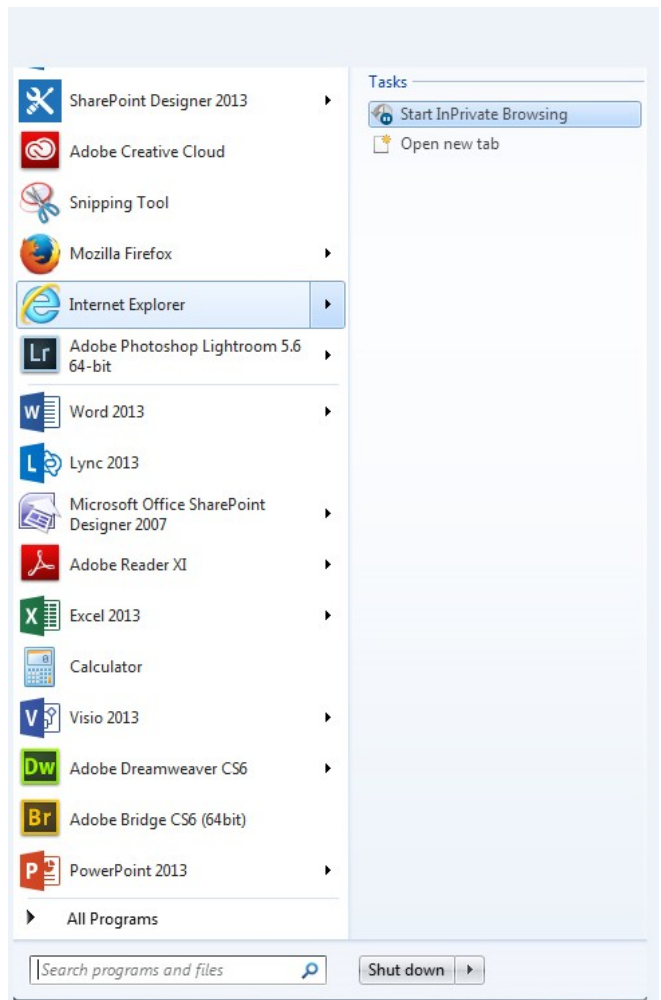
**After the first initial sign in make sure you are still** using internet explorer or Safari “in-private” browsing then click on this link (if you haven’t bookmarked your site already) to sign into <https://waospi.sharepoint.com/sites/SDTF>.

If you have any problems signing in please contact [Bobbi.Stockwell@k12.wa.us](mailto:Bobbi.Stockwell@k12.wa.us).



# Open in “Private Browser” Screenshots

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## Proposed Timeline for Student Discipline Task Force Report

