

**Office of Superintendent of Public Instruction  
July 14, 2014**

**Committee Members in attendance:**

Dr. James Smith, *Educational Opportunity Gap Oversight and Accountability Committee*  
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*  
Mia Williams, *Association of Washington School Principals*  
Myra Johnson, *Washington Education Association*  
Paul Alig, *TeamChild*  
Tim Stensager, *K-12 Data Governance Committee*  
Tracy Sherman, *League of Education Voters*  
Zharina Angeles, *Commission on Asian Pacific American Affairs*

**Committee Members not in attendance:**

Alan Burke, Ed.D, *Office of Superintendent of Public Instruction*  
Edri Geiger, *Washington State School Directors' Association*  
Matt Vaeena, *Commission on Asian Pacific American Affairs*  
Rosemarie Search, *Washington Association of School Administrators*  
Trevor Greene, *Association of Washington School Principals*

**Staff and Public in attendance:**

Christie Perkins, *NW PBIS Network*  
Heather Lindberg, *Washington State PTA*  
Maria Flores, *Office of Superintendent of Public Instruction*  
Megan Eliasson, *Office of Superintendent of Public Instruction*

**Introductions, agenda overview, and approval of meeting minutes**

The meeting was called to order at 9:15 a.m. by OSPI facilitator, Maria Flores. Member transitions were announced, including: Jess Lewis to replace Greg Williamson as the OSPI representative and Gloria Ochoa to replace Lillian Ortiz-Self as the Commission on Hispanic Affairs representative. Agenda items were reviewed and the group approved the May meeting minutes.

**Work Session: Legally Defined Behaviors for CEDARS****Harassment, Intimidation, Bullying (HIB)**

- OSPI website needs to be updated.
- Do we need to separate harassment and bullying and reference the HIB definition?
- HIB doesn't include protected classes or sexual harassment. Need to list out protected classes and state that they aren't included.

**Hazing**

- This has been an issue at Garfield High School along with others.
- Hazing couldn't be counted as a disruption to class. Be cautious in expanded definitions rather than clarifying; there is existing discretion that needs to be clarified.
- How would you specify gang related hazing incidents?
- Can we select multiple incidents? Yes, but the fewer well defined the better the data will be in quality.
- How are we tracking this to see trends in certain schools by race and ethnicity?
- Taking out interpretation piece and zero in on essence.
- We could add a parenthetical reference to HIB rather than making a separate category.
- Hazing is a type of harassment.
- Clarify discriminatory harassment and HIB.

**Discriminatory Harassment**

- When listing this in a system, would hazing have a more severe consequence than the first incident of harassment?
- Discrimination is systemic; we need to keep it separate from HIB to clarify and add clarify student-to-student harassment.
- This also should cover protected classes.
- Acts of discrimination do not have clear definitions or procedures.
- Discriminatory harassment and sexual harassment procedures are identical.
- Schools need to recognize when something systemic is occurring and deal with that differently.
- It would be ok to parse these out, a lot of work has been done to educate districts on differences in definitions for regulatory purposes.
- Many mainstream students will be included from these processes.
- We could possibly go back through and link RCWs to definitions.

**Sexual Harassment**

- Anyone can file a complaint. However, districts are required to have a compliance officer and there needs to be clarity for complaints that are not getting there.
- Serious concerns with any procedure not outlined below the principal level. This is troublesome for families trying to access and understand these policies.
- A potential recommendation for the task force report could be strengthening sexual harassment procedures.

**Harassment**

- Consolidate this category with HIB.
- CEDARS manual should include guidance in HIB definition.

**Gang Activity**

- Code multiple fields to further specify.
- Zero tolerance policies – sanction can be done as exceptional misconduct
- Could code as gang-related activities rather than escalating to gang-related fights.
- In a smaller school district, an African American student is not enrolled for wearing a red polo. There is always ambiguity and room for personal bias.
- Is there a reason to recognize this as a bona fide category?
- Principals do not necessarily suspend kids when they know they are in a gang.
- From a principal's perspective, gang-involvement incidents are usually coupled with other incidents. Usually, these kids are not assumed in general circumstances.
- Is there a scenario for discipline removal not covered by another definition that we need to clarify gang-involvement? Could be recruitment, in-class brawl, etc.
- There is no good definition, most gang activity falls under fighting, harassment, etc.
- In Seattle, gang recruitment would fall under "gang hate activity."
- There is a tendency to target students of color. Cross tabulating data points will take these fields and disaggregate them by race.
- Does this answer whether more students of color are involved in gangs or that more students of color are targeted for gang-related activities?
- We are also trying to underline triggers for disproportionality.
- We run the risk of creating more sanctions; however this would be available for worst-case scenarios.
- When suspended/expelled for gang-related activity, students would be removed until they could prove they weren't involved.
- Gangs-in-schools task force recommended not having students labeled with gang activity in their permanent record. Including in CEDARS would be part of the state record rather than the student record's permanent record.
- There is a cultural competency issue that needs to be looked at. If we don't measure it, we can't address it.
- We should also tease out the RCW language for Gang Activity.

**Truancy**

- We've talked about our group making additional recommendations in our report to address issues.

**Data Presentation: Dropout History**

- We can look at credits, graduation rates; student achievements (based on SBAC) earned by distinct groups, and then decide whether students received appropriate academic supports.
- When looking at the variability of districts, some have very low disproportionality with graduation and achievement.
- The filters currently being worked on would allow at least two filters at a time (e.g. Pacific Islanders and FRPL).
- Cross tabulation with SPED does not include 504 students.
- Statewide data would be public and disaggregated by district. This is going through final stages of data privacy checks.
- Would this tool be more accessible as a chart?
- If mobility data was shown, disproportionality and discipline could serve as an additional layer- particularly passage rates in ELA, Math, and Science layered over mobility issues.
- Preparing a decision package for OSPI to create a tool. Deb will take the question to her analysts to write sequel code to pull from database. The database creates a static report, but this can take hours. We are working on the analytical tool so questions can be asked along the way.
- WA State has the most data of any state in the nation. This can be both complex and problematic.
- Also, working on analytics for performance indicators for Randy Dorn. Analytics underpinning include a huge discipline section.
- Districts could check a box for compliance and still not be offer appropriate activities/interventions. This would skew our data.
- Need to educate districts on necessity of credible data. There are also individuals that don't want to report themselves as a certain category.
- Home language would be a great way to start this filtering.

**Draft Data Elements Homework Review and Finalize**

- Awareness that these forms and reporting may be symptomatic of another problem.
- Should we have behavior support or replace with language from PBIS Tier 2 and Tier 3 expectations?
- Bill language states- interventions that will be applied to put students on track for academic engagement.
- Change line in CEDARS from "intervention" to "corrective action."

**September Agenda and Report/Recommendations**

- Revisit Discipline Data Elements (use clean copy - remove comments and track changes and draft copy – with all comments and track changes)
- Finalize Legally Defined Behaviors
- Other Discretionary Discipline Elements
- Data Displays for Dropout – Tim Stensager
- Discuss report format

With no further comment, the meeting adjourned at 4:00 p.m.