

**Committee Members in attendance:**

Dr. James Smith, *Educational Opportunity Gap Oversight and Accountability Committee*  
Edri Geiger, *Washington State School Directors' Association*  
Edward Prince, *Commission on African American Affairs*  
Greg Williamson, *Office of Superintendent of Public Instruction*  
Jennifer Harris, *Office of the Education Ombuds*  
Matt Vaena, *Commission on Asian Pacific American Affairs*  
Myra Johnson, *Washington Education Association*  
Paul Alig, *TeamChild*  
Rosemarie Search, *Washington Association of School Administrators*  
Tracy Sherman, *League of Education Voters*  
Za Vang, *Commission on Asian Pacific American Affairs*

**Committee Members not in attendance:**

Alan Burke, Ed.D, *Office of Superintendent of Public Instruction*  
Governor's Office of Indian Affairs (TBD)  
Lillian Ortiz-Self, *Commission on Hispanic American Affairs*  
Mia Williams, *Association of Washington School Principals*  
Tim Stensager, *K-12 Data Governance Committee*  
Trevor Greene, *Association of Washington School Principals*

**Staff and Public in attendance:**

Amy Van, *Commission on Asian Pacific American Affairs*  
Andrea Cobb, *Office of Superintendent of Public Instruction*  
Andrew Kelly, *Office of Superintendent of Public Instruction*  
Anne Lee, *TeamChild*  
Chuck Lind, *Kent School District*  
Denise Fitch, *Washington State School Directors' Association*  
Heather Lewis-Lechner, *Senate Democratic Caucus*  
Heidi Maynard, *Washington State School Directors' Association*  
Katherine Taylor, *Senate Early Learning & K-12 Education Committee*  
Katie Mosehauer, *Washington Appleseed*  
Kelsie Malyon, *TeamChild*  
Maggie Wilkens, *League of Education Voters*  
Maria Flores, *Office of Superintendent of Public Instruction*  
Megan Eliasson, *Office of Superintendent of Public Instruction*  
Mike Donlin, *Office of Superintendent of Public Instruction*  
Nicholas Bradford, *Independent*  
Rashad Norris, *Highline Community College Higher Education*  
Rev. Don J. Davis Jr., *AME Church*  
Robin Munson, *Office of Superintendent of Public Instruction*  
Sharon Taukel, *Bellevue School District- Parent*  
Wendi Gilreath, *Puget Sound Educational Service District*

**Introductions**

"What is your experience with student discipline issues and what expertise do you bring to the Task Force?"

- The meeting was called to order at 9:00 a.m. by OSPI facilitator, Maria Flores. Members participated in an introductory activity.

**Group Norms, Decision Making and Communication Protocols**

Megan Eliasson, *Research Analyst, OSPI*

- Members proceeded to develop norms to manage individual behavior, facilitate group work, and increase productivity and effectiveness at future meetings.

## Group Norms:

- *Step back and be considerate of other members*
- *Save personal media for breaks*
- *Concentrate on outcomes required by charge*
- *Stay focused on agenda*
- *Maintain a safe environment to ask questions*
- *Make every voice heard*
- *Listen carefully and keep an open mind*
- *Suspend judgment*
- *Honor different points of view*
- *Be prepared for meetings (read materials provided)*

## Decision Making:

- Members discussed the benefits of reaching a group consensus when making decisions.

## OSPI Staff Communication:

- *Facilitation of Task Force Meetings*
- *Keep webpage up to date: [Student Discipline Task Force](#)*
- *Send and post meeting materials in advance*
- *Distribute agendas and meeting invitations*
- *Provide meeting logistics in advance*
- *Record meeting minutes*
- *Connect with K-12 Data Governance committee and data groups*
- *Communicate final recommendations*

## Member Communication:

- Members discussed the expectation to provide essential information and movement to the organizations represented.
- Members determined that mandatory attendance is critical due to the short timeline of work. Case by case phone in options may be available for members with travel issues, upon advance notice to OSPI staff.
- An alternate attendee may be acceptable if a member has an unanticipated event or scheduling conflict. It is more important that each organization is represented for decision making at each meeting. It is the member's responsibility to brief the select alternate on the status of their work and the group norms.

**Review of Statutory Purpose of Student Discipline Task Force –Section 3, ESSB 5946 & Draft Work Plan and discussion***Maria Flores, Accountability Research & Policy Program Manager, OSPI*

- Designations for membership and specific duties via Engrossed Senate Substitute Bill 5946 were outlined.
- The task force will recommend revisions to the statewide student data system (CEDARS) incorporating standards for discipline collection- effective 2015. The group may consolidate all or some of their work to submit recommendations for 2014 collection.
- Reports coming in from the district are now disaggregated, but we need to understand at the student level, without violating protections of FERPA. OSPI uses a sample size of 20 to protect student identity.
- Additional changes by law include: elimination of indefinite expulsion/suspension, emergency expulsion will be converted to another corrective action within 10 days, and adoption of rules for "limited" petition.
- State of WA removes 10's of thousands of students from school services, and if provided it's usually a bare minimum.

## Timeline and Draft Work Plan:

October 17, 2013

- Samples of discipline definitions
- Existing data sets
- Backwards planning timeline to develop definitions

- Sample coding incidents learning exercise
- Existing markup categories and behavior interventions
- Update on youth voice planning (Greg Williamson will contact: Edward Prince, Edri Geiger, Paul Alig, Tracy Sherman and Jennifer Harris)

November 25, 2013

- Student discipline data from last year

December 9, 2013

- Finalize recommendations for the data manual or at minimum what definitions have been developed.

### **Mandatory v. Discretionary discipline codes and infractions discussion**

Maria Flores, *Accountability Research & Policy Program Manager, OSPI*

- Mandatory and discretionary (locally defined) categories were distinguished.
- There is still discretion within mandatory categories. It would be a missed opportunity not to recommend or alert on the issues included in mandatory. This would be a clarification not removal of any items from the list.
- Discretionary definitions not included in other codes must be in accordance with state/federal law.
- Currently most discretionary is categorized as "09" or "Other."
- Need reasonable clarity for the type of misconduct and procedural corrective action.
- Translated versions of student handbook are required, but improvements on accessibility could be improved. There is lacking of student, family, community understanding across the board.
- Considerations for Discretionary Codes: SRO intervention, school climate and culture frameworks (PBIS), classroom data sets (School Wide Information Systems- SWIS).
- Move away from deficits and towards setting students up for success.
- Members have been asked to aid the state in collecting information – giving the clearer picture of what's happening. Members may have more work that their interested in, but need to prioritize their charge.
- Acknowledge that people are time constrained and use check boxes with definitions for efficiency.

### **Public comment**

Denise Fitch, *Washington State School Directors' Association*

- Take into consideration that expulsions last a full calendar year. Identify duplicate counts, and this will make a huge difference in how the data is collected. Visit listening circles at facilities of state incarcerated youth for another perspective. There is a difference between SRO incidents and others solely interpreted by the school. Check out the healthy youth survey, (distributed every two years) which addresses school climate, safety, and community information. Consider gathering data specifically regarding marijuana and illicit drugs.

Chuck Lind, *Kent School District*

- This group has bright and experienced individuals on all different levels. It is apparent that the group has strong experiences and opinions and some may feel constrained by the charge. However, this group will be most effective if the results are within the confines of the statute. It will give the most credibility. Collecting low income data on students (FRPL) this does not fall under FERPA but is extremely protected by school lunch act data. Be wary of the state on laws that may violate federal law. Talk to registrars and union for a representation of data entry and collection.

### **Working Lunch- Discussion of final recommendations format and potential topics for next meeting**

Brainstorming for future meetings:

- Student voice through student panel (explore rural to urban, ELL, students of color and/or poverty)
- Review written statements from students currently suspended or expelled
- Restorative Justice
- Analysis of 5946 and 1680 (predecessor)
- School Resource Officer (SRO)
- Scope other data collection areas/sets

- Compare neighboring state data or federal data
- Compare other data collection at other agencies (DSHS)
- Health youth survey or equivalent
- District and School Perspective (understand the data processing)
- Timelines for Data Collection
- SPED/Section 504
- Members bring a community partner (team approach, perspective panel, share back to organization)
- Reengagement meetings and reclamation (avoiding drop outs)
- Credit retrieval and innovative practices
- PBIS network

Staff will provide:

- Sample discipline plans and policies at district
- Bill Section: link to applicable WAC's, RCW, reports
- List of acronyms
- Disaggregation of data subgroups in November

### **Student Discipline Data from CEDARS and discussion**

Robin Munson, *Assistant Superintendent Assessment and Student Information, OSPI*

- For the past ten years, aggregate data was collected (by school and grade) for the K-12 Data and Reports site. CEDARS discipline collection started in 2012 and included additional data fields.
- Any definitions that we add must be consistently collected from the district. The state level can define and provide training resource for specific categories.
- Only 1-2 Districts that were not participating as of 6-8 months ago in CEDARS.
- Data governance process goes through to identify additional data categories. There are no limits on fields that can be added to CEDARS. The only limitation is the timeline between recommendations and publishing in the CEDARS data manual.
- CEDARS does not include emergency expulsion.
- We need data on educational services (and what type) during expulsions and suspensions. We can determine the number of credits earned by students under expulsion.
- Students transferring in state have their initial enrollment. We don't receive a student's history when they transfer in, and we don't provide when they transfer out.
- Data from 12-13 will be posted on the website in November (state and district level disaggregated in a variety of ways).
- Data will be presented not analyzed to the full extent due to time constraints.

### **Reclaiming Students: The Educational and Economic Costs of Exclusionary Discipline in Washington, TeamChild & Washington Appleseed**

Annie Lee, *Executive Director, TeamChild*

Kate Mosehauer, *Executive Director, Washington Appleseed*

- We have a mutual concern about the negative impact on out of school exclusions on WA students.
- Public records requests were sent to 295 school districts in 2009-10 year.
- Received limited data from field, but good representation of eastern/western WA and urban/rural.
- Profiled districts with positive approaches.
- Reclaiming Students focuses on exclusionary discipline- removes a student from an educational setting.
- Only 7% of discipline incidents included educational services, and there is significant disproportionality with access to education services between white students and students of color.
- Gangs prey on kids under suspension or expulsion. Keep these students on site and learning would protect them.
- Students with long term expulsion trying to move across district lines are denied due to their discipline history. Most districts will honor other's disciplinary actions.
- District disciplinary policies vary so much that data is inconclusive.

- Students that have left regular education system and received their GED are not reported.
- What are districts doing to mitigate what happened in the past? PBIS is very data rich with how preventative measures will provide outcomes for students/school environment.

**Debriefing discussion-Based on the previous presentations on student discipline data from OSPI and the TeamChild/Washington Appleseed report, discuss “What do we know, what do we not know and what additional information is needed?”**

- Members condensed previous brainstorming lists and determined their priorities.
- Staff will prepare agenda based on priorities, timeline, and presenter availability.

	“Priority” 4 pts.	“Significant” 3 pts.	“Moderate” 2 pts.	“Uncertain” 1 pt.	TOTAL
Youth Voice	12	9	6	0	27
Asset Based	8	9	4	2	23
Reengagement/Reentry	16	6	0	0	22
Timelines and Process	12	0	2	0	14
Existing Data Sets	0	0	6	3	9
SPED/Section 504	0	6	0	2	8
Research State and National	0	0	4	3	7
Juvenile Justice	0	0	0	0	0

**Overview of rulemaking and Student Support services**

Greg Williamson, *Director of Student Support, OSPI*

Mike Donlin, *School Safety Center Program Supervisor, OSPI*

- Discipline and Conduct link on School Safety Center website (A-Z) list
- Resources will be posted on website- including rule making process (public hearings)
- Emergency WACs will be updated – bill is effective September 28, 2013.

**Public Comment**

Sharon Taukel, *Bellevue School District- Parent*

- Described personal experience of expulsion for truancy and spoke to negative intervention experience with guidance counselor. Would like to see task force drill down to building level and consider trends, authoritarian tone, and racism. What are the reasons that behaviors are occurring?

Nicholas Bradford, *Restorative Justice- Independent*

- Young men, particularly of color are impacted the most by this issue. We don’t want to inadvertently increase disproportionality by not addressing why or how we’re reducing suspensions. Consider ways to strengthen relationships with school after a crisis.

Maggie Wilkens, *League of Education Voters*

- Washington is one of 9 states with growing achievement gap. Community members, parents, students, JRA, DSHS, Assistant principals, Higher Education, Credit Retrieval and Remediation process should be included to round out the perspective. LEV will volunteer to organize outside panels to share at each meeting.

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