

Committee Members in attendance:

Alan Burke, Ed.D, *Office of Superintendent of Public Instruction*
Dr. James Smith, *Educational Opportunity Gap Oversight and Accountability Committee*
Edri Geiger, *Washington State School Directors' Association*
Greg Williamson, *Office of Superintendent of Public Instruction*
Jennifer Harris, *Office of the Education Ombuds*
Lillian Ortiz-Self, *Commission on Hispanic 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*
Za Vang, *Commission on Asian Pacific American Affairs*

Committee Members not in attendance:

Edward Prince, *Commission on African American Affairs*
Governor's Office of Indian Affairs (TBD)
Matt Vaeena, *Commission on Asian Pacific American Affairs*
Trevor Greene, *Association of Washington School Principals*

Staff and Public in attendance:

Andrea Cobb, *Office of Superintendent of Public Instruction*
Chuck Lind, *Patterson Buchanan*
Deb Came, *Office of Superintendent of Public Instruction*
Heidi Maynard, *Washington State School Directors' Association*
Jerry Bender, *Association of Washington School Principals*
Joyce Yee, *League of Education Voters*
Katherine Taylor, *Senate Early Learning & K-12 Education Committee*
Kelsie Malyon, *TeamChild*
Lily Shay, *Office of Superintendent of Public Instruction*
Lori Lynass, *NWPBIS*
Luke Wickham, *Counsel to the House Education Committee*
Maria Flores, *Office of Superintendent of Public Instruction*
Marie Sullivan, *Washington State School Directors' Association*
Megan Eliasson, *Office of Superintendent of Public Instruction*
Mike Donlin, *Office of Superintendent of Public Instruction*
Rashad Norris, *Highline Community College Higher Education*
Tricia Hagerty (Robbs), *Highline Schools*

Introductions, agenda overview, and approval of meeting minutes

The meeting was called to order at 9:09 a.m. by OSPI facilitator, Maria Flores. Introductions were made for members that were not present at the first meeting. Maria discussed the agenda for the day.

Comments:

- Clarification that definitions for data governance collection and definitions for Student Handbook Policy are different. Statute does not specify whether we will require school boards to include policy in their handbooks.
- There is a concern with differing definitions in RCW/WACs from those in CEDARS manual.
- This task force will develop standard definitions that raise the bar and are clear.
- An ongoing challenge with Data Governance is in consistency of interpretation of definitions results. Common interpretation is necessary to gain credibility and consistency with reporting.

Sample Discretionary Discipline Policies: Small Group Analysis/Small Group Presentation

The members worked in groups of two to analyze sample district policies by category. Pairs shared out to whole group on “likes” and “dislikes” (see Group Analysis of Sample Discipline Policy Definitions).

Comments:

- Clarification that deeper categories with strict legal language were intentionally left out. They will require more individual member research before further discussion and defining. These will be discussed in more detail at a future meeting; some of the categories included: gang involvement, truancy, and harassment (intimidation, hazing, bullying) and sexual harassment.
- Members will compare this discussion to definitions in SWIS and definitions used at national level.
- Adjustments may need to be made to headings, because we are trying to move away from defiance.
- Are we trying interpreting our charge as an agenda for discipline reform? Reading the charge plainly would mean minimally this task force will deliver standard discretionary definitions for data collection.
- Broader consequences and greater discussion may continue in 2014.
- With this activity, members bring their background with PBIS, student disabilities, etc.
- The EGOAC has asked for clarity in their initial discipline recommendation. In a third of districts there is a huge disproportionality. Moving to common language of discretionary policy would give a clearer picture of what is happening to our students. Looking at each district and the students predominately disciplined will aid in targeting interventions. We can collect data to find problem areas as well as districts performing well.
- Significant gap between what students are disciplined for and what the categories are listed. Individual interpretations occur in this gray area, they are skewed by cultural competency and other things. We have to define it because we need consistency.

Tabled Discussion on: Use of Electronic Devices, Theft/Possession of Stolen Property, Academic Dishonesty/Plagiarism, Vulgar or Lewd Conduct, Forgery/Alteration of Records, Extortion/Blackmail & Coercion, Threats of Violence, and Multiple/Accumulated Offenses

Public Comment

Greg Williamson, *Office of Superintendent of Public Instruction*

Lily Shay, *Office of Superintendent of Public Instruction*

Youth Voice & Action Proposal

- Panels
 - Include a panel at the remaining two meetings (November and December)
 - Select two topical panels surrounding credit retrieval, restorative justice, PBIS, in-school suspension, alternatives to suspension, reengagement plans, etc.
 - Include experts on topic—youth and adults
- Site Visits
 - Schedule a day (see Doodle Poll) that TF members can visit sites (Greenhill School—JRA, high dropout/discipline schools, schools that are doing discipline differently, etc.)
 - Have a chance to hear perspective of students (via focus groups) and see environments
- Field Testing Recommendations (Action!)
 - Take recommendations from the Task Force in 3rd meeting (Nov.) and bring them to students/others at selected and able schools for ‘field testing’
 - Invite those schools/groups to return to 4th meeting (Dec.) to ‘testify’ to the successes/modifications/failures of the recommendations.
- The time frame for Student Voice is too cramped; preferred to get the charge done thoroughly and right.

The rest of the public was invited to provide comment. No members of the public asked to speak.

Working Lunch- Introduction to Data Governance and Existing Data Sets

Tim Stensager, *Director of Data Governance, OSPI*

- CEDARS questions regarding business rules should go to Deb Came.
- January 1, 2014 is the deadline for collection in September (2015).

- Statute expanded variables to a new level of detail; this group will also define expanded behavior.
- Classroom management is a huge responsibility issue that needs to be part of the conversation.
- Distribution of staff discipline referrals- 20% of staff are giving discipline referrals.
- Data reveals effectiveness of programs.
- Intended audience for data includes: policy workers, school-level administrators, and school board.
- Filters can be applied by program or race or both.
- Examples of existing data collection categories were displayed; future collection would incorporate new discipline codes.
- Data creates an ecosystem and allows comparable schools to analyze and adopt them.
- Reducing suspensions could still potentially show increase in discipline rates (due to individual occurrence/ineffective treatment).
- SLDS cannot do overlays but the new system has capability- 3D visual shows multiple variables.
- EOGOAC has discussed the need for more disaggregation, particularly with African American students (native born, foreign born/potential ELL students).
- Suspensions cause lower academic achievement and lower graduation rates.
- Backwards planning for definitions: eventually data collection standards go to district and they work with their vendors to get into systems (SWIS).

Comments:

- Members are concerned with waiting until the 15-16 year to collect data.
- The longer we wait the more students we lose. We can perfect as years go on. Pick most critical issues for this year and continue the next year to further define.
- EOGOAC's main concern is with the disproportionality of students of color.

Group Discussion of Timeline

- Prioritization of defiance/disrespect/noncompliance and classroom disruption as first definitions to be done by January. Other issues will be explored in depth as task force continues to meet through 2014.
- Will begin to review of educational services provided while suspended/expelled, petitions for readmission.
- Important dates before the November meeting: **October 25th** Send members materials to develop definitions → **November 18th** Members send separate definitions back → **November 19th** Send all separate definitions in a table; Members review → **November 25th** Student Discipline Task Force Meeting

Final announcements, Conclusion

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