

Student Discipline Task Force  
December 6, 2016 Meeting Minutes

**Members in Attendance**

Rose Spidell, Office of the Education Ombuds  
Zharina Angeles, Commission on Asian Pacific American Affairs  
Rebekah Kim, Association of Washington School Principals  
Paul Alig, TeamChild  
Lance Goodpaster, Washington Association of School Administrators  
Julia Warth, League of Education Voters  
Tim Stensager, K-12 Data Governance Group  
Susan Canaga, alternate for Tim Stensager  
Reiko Dabney, Washington Education Association  
Gloria Ochoa-Bruck, Commission on Hispanic Affairs  
Tammy James-Pino, Governor's Office of Indian Affairs  
Andrea Cobb, Washington State School Directors' Association

**Members not in Attendance**

Dr. James Smith, Educational Opportunity Gap Oversight and Accountability Committee  
Diane Beall, Commission on African American Affairs  
Frieda Takamura, Educational Opportunity Gap Oversight and Accountability Committee  
Commissioner Lynette Finau, Commission on Asian Pacific American Affairs

**Staff and Public in Attendance**

Joshua Lynch, Program Supervisor, Student Discipline  
Sarah Albertson, Program Supervisor, Equity and Civil Rights  
Nickolaus Cox, Administrative Assistant, Title II, Part A and Special Programs  
Jennifer Olson, Administrative Assistant, Equity and Civil Rights  
Adam Villani, Student Information  
Gil Mendoza, Deputy Superintendent  
Vicki Nishioka, Education Northwest  
Melinda Leong, Education Northwest  
Justin Kjolseth, Washington State Office of the Attorney General  
Reyna Rollolazo, South King County Discipline Coalition

**Welcome**

- Meeting was called into order at 9:07 a.m. Members proceeded with introductions, agenda overview, and approval of November meeting minutes.
- The main facilitator Maria Flores was absent from the meeting and the agenda was slightly adjusted in order to reflect that.
- Is the upcoming administration up to speed with what is being done within this Task Force? Yes.
- Possibly have a virtual meeting in January so that all members can view the final recommendations before they are turned in.
- Staff gave a reminder of the previously agreed on group norms, voting protocols, and communication protocols since there will be a lot of decision making done today.

**Definition Overview and Activity: Joshua Lynch**

Joshua Lynch provided an overview of the definitions survey results.

**Cultural Competency & HB 1541 Part 2**

Joshua Lynch presented on other HB 1541 work that includes cultural competency. The group discussed a statutory definition of cultural competency and Professional Education Standard Board components that have been incorporated in to teacher certification and curriculum.

The group agreed that the rules should include a preamble statement about cultural competency.

**Public Comment**

Reyna Rollolazo, representing the South King County Discipline Coalition, provided public comment. Families are calling for accountability and transparency. Schools should be asking parents what it means for them to have a culturally competent conversation. Her coalition is hosting a parent meeting soon and hopes to make recommendations to OSPI.

**Working lunch and afternoon: Small group discussions on recommendations for provision of academic services.**

**Recommendations for provision of educational services**

The members present for this portion of the day discussed and voted on the following recommendations:

1. Tiered approach toward education services. Services may need to look different depending on the length of time the student is out of school. (Recommendation passed by 10/10 consensus vote at 12/06/16 task force meeting)
2. For longer exclusionary periods, make space for family input and individual student needs. (Recommendation passed by 9/9 consensus vote at 12/06/16 task force meeting)
3. Educational services must align with student's current course of study. (Recommendation passed by 9/9 consensus vote at 12/06/16 task force meeting)
4. At higher tier, written learning plan developed to track current course of study and academic progress that involves parent, district, building person who can speak to current course of study, and student. (Recommendation passed by 9/9 consensus vote at 12/06/16 task force meeting)
5. Rules should define what is included in equitable, separate from course of study. What is equitable could include ELD services; Accommodations, aids, and services in 504 plan or IEP; LAP services, McKinney-Vento services, etc. (Recommendation passed by 9/9 consensus vote at 12/06/16 task force meeting)

The members also discussed, but did not vote on, the following topics:

1. Tiered approach applies to something less than the maximum length of a Short-term suspension. (Discussed at 12/06/16 task force meeting without voting)
2. Designated staff in the school/district to work on these plans with family and student. (Discussed at 12/06/16 task force meeting without voting)
3. Any setting outside of regular classroom is an alternative setting and should be subject to equitable requirement. (Discussed at 12/06/16 task force meeting without voting)
4. Should be planned to ensure student stays on track to graduate. If it focuses on current course of study, emphasis should be on earning that student credits toward graduation. Keep in mind a route to graduation. (Discussed at 12/06/16 task force meeting without voting)

### **Public Comment**

Reyna Rollolazo, representing the South King County Discipline Coalition, provided public comment. Is there data available on how many students' families utilize due process? There is a lack of understanding with families about their rights. We question the meaningfulness of our current system if parents don't utilize it or know they have due process rights. OSPI staff responded that this data is not collected at the state level.

Reyna also echoed support for having a designated liaison in schools. This could help families actually understand their rights and what's happening. Providing information just in writing may not be culturally responsive.

She cautioned against using language like "correction." Many students already feel like they're stepping into a correctional facility. How expectations are communicated and how discipline is handled makes a difference.

### **Future Meeting Planning**

- Because the task force did not make it through recommendations for all of the definitions, the group agreed to meet again in January to finish voting.
- OSPI staff will draft proposed recommendations for task force review and voting prior to the January meeting.

**With no further business the meeting was adjourned at: 3:30 p.m.**