

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*
Edward Prince, *Commission on African American Affairs*
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*
Trevor Greene, *Association of Washington School Principals*
Za Vang, *Commission on Asian Pacific American Affairs*

Committee Members not in attendance:

Governor's Office of Indian Affairs (*TBD*)
Matt Vaeena, *Commission on Asian Pacific American Affairs*

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*
Dan Steele, *Washington Association of School Administrators*
Heidi Maynard, *Washington State School Directors' Association*
Jenny Owre, *Office of Superintendent of Public Instruction*
Jerry Bender, *Association of Washington School Principals*
Katherine Taylor, *Senate Early Learning & K-12 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*

Introductions, agenda overview, and approval of meeting minutes

The meeting was called to order at 9:05 a.m. by OSPI facilitator, Maria Flores. The agenda was reviewed and the October meeting minutes were approved.

Discretionary Discipline Definitions Work Session

The members worked with partners to narrow down preferred definitions. The partners shared out to the entire group.

1. Flagrantly, willfully and/or repeatedly causes significant disruption to the educational process.
 - Failure to cooperate: purposely or repeatedly failing to comply with or follow the reasonable, lawful directions or requests of teachers or other school staff.

- Disruptive conduct: conduct that materially and substantially interferes with the educational process.
 - Defiance: repeatedly disobedient or defiant (verbal or non-verbal) to school authority.
2. Non-compliance/insubordination/disobedience/defiance: flagrant, repeated failure (verbal or non-verbal) to comply with instruction; being insubordinate, repeatedly or persistently disrespectful; in defiance of authority. Conduct must materially and substantially interfere with maintaining order in the educational environment.
 - Classroom Interruption/Disruption: intentionally engaging in behavior (verbal or non-verbal) that distracts from the learning environment conduct must materially and substantially interfere with the educational environment.
 3. Non-compliance/insubordination/defiance: flagrantly purposefully or repeatedly failing to comply with or following instruction which substantially interfere with the educational process or educational environment
 - Classroom interruption/disruption conduct: intentionally engaging in behavior (verbal or non-verbal that distracts from learning environment, conduct must substantially interfere with the educational process
 4. Non-compliance/Disobedience/Defiance: flagrantly, purposefully or repeatedly failing to comply with or follow instructions which repeatedly and substantially interfere with the educational process and/or environment
 - Disruptive Conduct: classroom, school activities and extracurricular activities
 5. (Single Definition) Student behavior that creates a sustained/protracted interruption of the learning environment and is unalterable through staff positive redirection.

The members formed two groups to further narrow down the definitions.

Group One (single definition):

- Non-compliance, Disobedience, Defiance and Disruption: student behavior, that creates a sustained disruption of the educational environment and is unalterable through staff positive redirection.

Group Two (separate definitions):

- Failure to cooperate (minor): repeatedly failing to comply w/or follow the reasonable, lawful directions or requests of teachers or staff.
- Disruptive conduct (major): conduct that materially and substantially interferes with the educational process and is unalterable through staff positive redirection.

Members voted on definition preference; 7 voted for singular, 8 voted for separate definitions.

- Tabled: send definitions homework before December meeting for each member to wordsmith.

Discussion:

- School board members will want to see definitions broken down to see information for subgroups. Student discipline occurs disproportionately and a better picture is needed.
- There is a lack of follow-through in areas where disproportionality occurs; we need a comprehensive description to back up actions.
- There's a difference between lawful (keeping students safe) v. reasonable (maintaining cultural sensitivity).

- Definitions should be divided by classroom and non-classroom (e.g. busses, hallways, recess, and parking lots).
- The accountability of districts is different from what data governance does; we need to remember what districts are doing.

Educational Services While Suspended/Expelled and Petitions for Readmission

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

- This presentation was an overview of other charges by 5946.
- We don't currently collect data on short term suspensions/expulsions and what services are provided. Also, none of services are required, but merely ideas of what could be done.
- According to data from WA Appleseed, education services are not being provided.
- Expulsions do not have in-school services; bringing the student to a completely different setting.
- A common misnomer for parents is that they may petition at any time. Petition policies are locally determined and clarity varies.
- Common questions include: where do you go for petition, what do you include, who decides, is there an opportunity to speak to decision makers?
- What data points should be collected during the suspension and expulsion process?
 - services, standards that count
 - number of days for process
 - student circumstances/appropriateness of interventions
 - student bound and grade specific services

Comments:

- How do we collect this data without turning into compliance check?
- How would we collect data on student reengagement plans in CEDARS?
- CEDARS data collection will include:
 - Education services
 - Status of petitions for readmission
 - Credit retrieval
 - Rate of school dropouts

Discipline data collected by OSPI in 2012-13

Deb Came, *Director, Student Information – OSPI*

- There were 59,800 students with incidents reported in 2012-13; 101,364 total incidents (meaning multiple offenses per student).
- The percentage of student incidents per grade level was shown; 8th graders having the highest proportion of students with incidents.
- K1 represents full day Kindergarten, K2 represents half day Kindergarten
- The EOGOAC is concerned with disaggregation of American Asian/Pacific Islander group and would like to see actual numbers. Deb will send summary of population totals and the number of incidents within each subgroup.
- Members discussed whether "other" category is enough to justify a suspension/expulsion.

- Studies done on difference of maturity levels from elementary to middle and middle to high school; certain transitions have a more negative impact.
- The amount of supports taper down from elementary to middle and substantially from middle to high school. Also, different environments in elementary, middle and high school when you compare having one teacher to having multiple teachers.
- Several years down the road we can track where students go (e.g. drop out, transfers, etc.). It would be helpful to follow the services received when expelled/suspended.
- Discretionary issues with what grade student is in; some districts place students by credit accumulation rather than cohort.
- Restrictions on data collection were unclear last year; it is critical moving forward to determine what categories need to be completed.
- Expulsions may go beyond a year if a superintendent approves- this will be the case for safety concerns.
- The members would like to see both suspension and expulsions separated by ethnic groups.
- Data only captures expulsions occurring in 2012-13, not expulsions ongoing from previous years.
- Concern with students with multiple suspensions missing more services; the length of suspension is captured to show how much school time is missing, but doesn't show accumulation of multiple occurrences of suspensions
- Percent of Suspension/expulsions under "other" behavior is highest in Kindergarten.
- Need to capture emergency expulsions incidents converted to 'other' in data collection; statute specifies we show conversion dates
- Plan to represent number of students, incidents, behavior category (by federal reporting standards) all at state level. Data will be available on SDTF or report card website and sent to members by mid-December.
- Sometimes it takes districts a year of experience to understand what the data collection process is and how to enter data in correctly.

December Agenda Review/Future Meeting Planning

Members reviewed and approved the proposed agenda for December.

- 2014 meetings- starting in January will reoccur on a bimonthly basis. Staff will prepare a Doodle survey and send to members.
- Some members may not be able to meet over the summer.

Final announcements, Conclusion

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