

**Members in Attendance**

Frieda Takamura, Educational Opportunity Gap Oversight and Accountability Committee  
Rose Spidell, Office of the Education Ombuds  
Commissioner Lynette Finau, Commission on Asian Pacific American Affairs  
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  
Susan Canaga, alternate for Tim Stensager  
Reiko Dabney, Washington Education Association  
Gloria Ochoa-Bruck, Commission on Hispanic Affairs

**Members not in Attendance**

Dr. James Smith, Educational Opportunity Gap Oversight and Accountability Committee  
Tim Stensager, K-12 Data Governance Group  
Andrea Cobb, Washington State School Directors' Association  
Diane Beall, Commission on African American Affairs  
Tammy James-Pino, Governor's Office of Indian Affairs

**Staff and Public in Attendance**

Maria Flores, Director, Title II, Part A and Special Programs  
Nickolaus Cox, Administrative Assistant, Title II, Part A and Special Programs  
Jennifer Olson, Administrative Assistant, Equity and Civil Rights  
Joshua Lynch, Program Supervisor, Student Discipline  
Sarah Albertson, Program Supervisor, Equity and Civil Rights  
Katie Weaver Randall, Director, Student Information  
Becky McLean, Supervisor, Enrollment Reporting/Categorical Funding, School Apportionment and Financial Services  
Vicki Nishioka, Education Northwest  
Justin Kjolseth, Washington State Office of the Attorney General  
Reyna Rollolazo, South King County Discipline Coalition  
Eric Richards, Kent School District

**Welcome**

Meeting was called into order at 9:10 a.m. Members proceeded with introductions, agenda overview, and approval of October meeting minutes.

**Definition Overview and Activity: Joshua Lynch**

Joshua Lynch provided an overview of the definitions survey that was sent to task force members.

Members broke into small groups and discussed considerations for how certain terms could be defined in the rules. Definitions discussed included: corrective action, discipline, suspension, alternatives to suspension, in-school suspension, removal from classroom, emergency removal from classroom, exceptional misconduct, re-engagement plan, discretionary discipline, and length of an academic term.

Notes from this activity are attached to these minutes.

### **Discipline Data Overview: Katie Weaver-Randall**

- Katie Weaver-Randall's data presentation was based around the questions that were brought up during the October meeting, including:
  - discipline rate by student groups and grade
  - receipt of academic and behavior services by discipline actions
- All information is based from CEDARS data collections (15-16 school year) and specifically discipline events (ST/LT suspensions).
- Task force members discussed how the data was represented, what could be added or changed in the data collection process, and raised additional questions for future analysis.

### **Public Comment**

Public comment was offered, however, nobody signed up.

### **Working Lunch: Apportionment and Provision of Educational Services: Becky McLean**

Becky McLean presented on that drive state funding for K–12 students and options for counting suspended or expelled students. Group discussed how the requirement to provide educational services could relate to apportionment issues.

### **Considerations on Provision of Educational Services: Vicki Nishioka**

Vicki's presentation focused on a discussion around the purpose of school discipline and considerations for the provision of education services.

Members discussed the purpose and importance of school discipline.

- A member discussed how as a teacher, they focus on fixing problems in the classroom with student engagement rather than kicking kids out.
- Members discussed the purpose of safety, promoting positive and safe environments, and behavior expectations.

### **Activity: Provision of Educational Services**

The Task Force broke into two groups and discussed recommendations regarding the provisions of educational services for exclusionary discipline. The categories of discussion included: teacher qualification, access to materials, transportation, English learner services, and data.

Notes from this activity are attached to these minutes.

### **Public Comment**

Reyna Rollolazo, representing the South King County Discipline Coalition, provided public comment. There are many communities that want to engage, although due to many structural reasons they are left

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out. There are a lot of questions including what is culturally engagement? Do we know the dates/times/locations or any supports once there are proposed rules? Will child care be available? It's important for parents to have interpretation services and child care.

OSPI staff responded that they will explore options of public meetings on both sides of the state. They have not yet discussed the logistics of the public hearings, but they have discussed conducting family focus groups at some point to inform the development of discipline training modules under Sec. 104 of HB 1541.

#### **Future Meeting Planning**

- Staff will type up notes from today's activities
- Members who have not yet completed the survey will complete the survey before the next meeting
- At the next meeting, we will have more time to discuss today's topics, and topics discussed at the first meeting

**With no further business to discuss the meeting was adjourned at 4:00 PM.**

**Discipline Definitions Activity: Notes from group discussion**

Corrective action

Definition will inform other definitions:

Family Involvement

Classroom Removal

Define due process

Emergency removal

Language on principal and teacher meeting

Reengagement/Culturally Responsive

- Language Access explicitly define culturally responsive...

Consider other areas: absenteeism etc.

- Expand to include trauma – informed ed, etc.
- Involving family – ask who should participate – location of meeting.

Discipline

- School based disciplinary actions (e.g. detention, loss of privileges, etc.) “removal from class for less than balance of period.”
- Corrective Actions. (designed to modify improve behavior restorative, etc.)
- Suspension
  - ISS and OSS, STS, LTS
- Expulsion
- Emergency measures
  - EE, ERem.

If we get very clear on Corrective Action, could we eliminate references to Alternative Discipline?  
Alternative Actions?

New language: alternative discipline (not suspension “punitive”) | Corrective?

Alternative Discipline – e.g. Detention, removal of privilege, loss of recess.

ISS/OSS/Alt to Suspension should be clearly differentiated.

ISS→CRDC Definition but time frame of WAC suspension definition?

Alt to suspension/ Alt Actions should be distinguished

ISS Considerations?

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- Cross-reference to rule re: providing educational services?
- Type of notice and hearing – Q?
  - > 10 days follow LTS?
  - < 10 days follow STS?

### Suspension

- Denial of attendance form regularly scheduled class/program
- Keep=exceeding balance of class period

Q – how to distinguish from removals by teacher?

- ISS and OSS should be defined. What does exceeding balance of class period mean for number of hours at elementary level?

Q – include removal of student by parent/guardian at request of school? Due to violation of school rules.

### Corrective Action

- Be clear it does NOT include ‘emergency’ removals/expulsions which may be used before a final decision is made re: whether a rule was violated and “corrective” action is warranted.
  - Differentiate between suspensions/expulsion which may be used as a form of “discipline” even if they do not function by itself as a “corrective” action.
  - Should align with best practices, evidence based
    - Research or Evidence Based Practices... toward minimizing exclusion/improving behavior/...reference guidance
  - On best practices individually culturally responsive/relevant
  - New category for interim measures → emergency removals/expulsions?
  - Corrective actions could include, e.g.
    - MTSS
    - Restorative actions
    - Trauma informed interventions
  - Action/intervention [in response to rule violation] to improve/modify [inappropriate?] behavior that interferes with learning/ed. process.
- \* Should schools/districts be required to identify corrective actions that will be taken if a student is disciplined via LTS, expulsion?

### Discipline

Change to overarching, category of: actions taken by school/district in response to a student’s rule violation, including full range from class and building based responses to suspension/expulsion.

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\*Q: each disciplinary action requires documentation/recording to show [progressive discipline] and should trigger notice/opp. to be heard, see WAC 392-400-240.

\* May be district from state reporting reqs. Tracking may be at school/district level.

\*"progressive" discipline does not necessarily mean more punitive each time → should still tie to research based corrective action.

Length of Academic Term

- Language around impact on students' academic progress by trimester/semester (one term impact)
- Potential movement towards trimester (24 credit)
- Short

Educational Services

- Tailored to student needs
- Community resources – inclusion

Exceptional Misconduct

Delete?

- Account for in "non-discretionary" explicit family and student, staff involvement

Discretionary Discipline

To define or not to define—that is the question!

- Eliminate redundancy



**Provision of Educational Services Activity: Notes from group discussion**

**Student Access**

District

- ALE
- Device/Wifi
- Adaptive/content tech programs
- CTE/Electives

School/teachers

- Scope/seq.
- Materials
- Staff liaison: \$ stipend building principal
- Instruct tutor: district approved criterion

Student

- Complete assigned work
- Cmu. with school weekly

Parents

- Monitor student
- Cmu. with school weekly

**Course Work**

\*long term suspension  
(managed by staff liaison)

Content areas:

- Reading
- Writing
- Social Studies
- Science
- Language
- Soc/emotional

Learning Plan:

- Learning goal in each area (as applicable)

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- Progress monitoring by tutor and liaison
- Materials accessible by district in alignment to goals
- IEP related content with consult with SpEd staff

Some of the key takeaways from the small group session were:

- Educational services should be individually designed to meet needs of student, based on teacher determination of what would be covered during the time missed, plus any additional academic or behavior needs identified in an assessment of the individual student's progress. The assessment of needs may be brief for shorter removals and more in depth for longer removals - it may be appropriate to have a tiered set of requirements around assessment/meetings of teacher, parent, etc. for removals from 1-3 days, 3-5 days, 5-10 days and more than 10 days.
- The individual assessment of needs should review what would be necessary to ensure equitable access to educational services, including review of need for transportation, interpretation for a student and/or parent supporting home-based work, access to technology, etc.
- For longer removals, districts may need to identify setting where services will be delivered, and one to one tutoring and/or use of online curricula may be appropriate/necessary to ensure progress. One on one tutoring may not need to be for the same number of hours as a regular school day; flexibility should be allowed for districts to design effective programs with local resources. Instruction may not cover every credit bearing class, but should involve an individual assessment of which classes/credits a student may be able to earn during period of exclusion and consideration of when/how other credits may be made up.