

Committee Members in attendance:

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*
Paul Alig, *TeamChild*
Rosemarie Search, *Washington Association of School Administrators*
Tim Stensager, *K-12 Data Governance Committee*
Tracy Sherman, *League of Education Voters*
Zharina Angeles, *Commission on Asian Pacific American Affairs*

Committee Members not in attendance:

Alan Burke, Ed.D, *Office of Superintendent of Public Instruction*
Edward Prince, *Commission on African American Affairs*
Lillian Ortiz-Self, *Commission on Hispanic American Affairs*
Matt Vaeena, *Commission on Asian Pacific American Affairs*
Mia Williams, *Association of Washington School Principals*
Myra Johnson, *Washington Education Association*
Trevor Greene, *Association of Washington School Principals*

Staff and Public in attendance:

Amy Van, *Commission on Asian Pacific American Affairs*
Christie Perkins, *NW PBIS Network*
Heidi Maynard, *Washington State School Directors' Association*
Jenny Owre, *Office of Superintendent of Public Instruction*
Jess Lewis, *Office of Superintendent of Public Instruction*
Kristin Hennessey, *Office of Superintendent of Public Instruction*
Lori Lynass, *NW PBIS Network*
Maria Flores, *Office of Superintendent of Public Instruction*
Megan Eliasson, *Office of Superintendent of Public Instruction*
Sheri Dunster, *Office of Superintendent of Public Instruction*

Introductions, agenda overview, and approval of meeting minutes

The meeting was called to order at 9:10 a.m. by OSPI facilitator, Maria Flores. Agenda items were reviewed and the group approved the January meeting minutes.

Updates

OEO Data- Jennifer Harris, Office of the Education Ombuds

- Last week OEO launched an online database that will allow better disaggregation and portray the complex nature of the data collected.
- Total cases addressed by biennium indicate a dramatic increase in services provided.
- There is a decent spread of different aged students served
- OEO recently hired a Yakima Ombuds to meet the needs of Hispanic students.
- Most commonly raised issues are full of multi-issues, but OEO is forced to select a primary issue for data collection purposes.

- Question: Have there been many complaints from parents of students placed in SPED category? There are sometimes concerns with the disproportionality of students of color being placed in SPED category and then there are issues with classroom removal for SPED services.
 - No, this is not a common occurrence in our work; however we are aware of the complexity of these issues.
- OEO collects discipline by: suspension, expulsions, and ongoing behavior (new category).
- Overlapping discipline and SPED categories are closely matched and this is apparent in day to day work.
- Patterns: 60% of one thousand cases involve students with disabilities and in two thirds of those cases the student’s disability is a significant social/emotional and/or behavioral component. Students with ODD or anxiety are showing up in this category.
- Our challenge is with data disaggregation, especially with poverty because of the inconsistency of reporting with free reduced price lunch. We see more students needing the support not being identified.
- Our agency needs to meet the state rates at a minimum, ideally this would mean the data is flipped around and we are over serving the population of the state.

Data Elements Work Session:

The group split into groups to develop data elements for Education Services, Credit Retrieval, Reengagement Plans, and Interventions.

The following titles, definitions, and criteria were shared:

Education Services during the Suspension or Expulsion

Titles	Definition	Pick List
Different classroom in school	A classroom for students serving in-school suspension (ISS) in the same school building but is separate and apart from the classrooms in which they normally attend.	Students received: a) Academic instruction (yes/no) b) Individualized behavior intervention (yes/no)
In-School Suspension	Student is placed in a different room (not a classroom) in the school during their exclusion.	Students received: a) Academic instruction (yes/no) b) Individualized behavior intervention (yes/no)
Alternative Building in School District	A building that is separate and apart from the school in which the student attended prior to the suspension or expulsion.	Students received: a) Academic instruction (yes/no) b) Individualized behavior intervention (yes/no)
Virtual Academy/Online Learning	Online learning opportunities provided by district approved providers to suspended or expelled students to allow them to stay current with grade-level studies.	Students received: a) Online academic instruction (yes/no) b) Individualized behavior intervention w/staff (yes/no)
Tutoring	Tutoring services provided by the district to assist students in maintaining continued academic learning while out of the classroom environment.	Students received: a) Yes b) No
Evening and/or a variation of “Saturday” school	After school and weekend learning opportunities for students	Students received: a) Yes b) No
Make-up work packet (agreement to terms)	Classroom assignments completed at home and returned as agreed to by the student/family and district.	Students received: Yes No

Credit Retrieval Options

Titles	Definition	Pick List
Eligibility	Academic credit is a value assigned to completed academic work. Partial academic credit is a value assigned to partially complete academic work.	
Requirements	Academic credit and/or partial academic credit can be earned or awarded during regular attendance, during and period of exclusion, for suspension, or after their return to school. Academic credit and/or partial academic credit can only be earned through completion of, or completion of portions of assigned coursework.	
Authorization	The granting of academic credit either partial or complete can only be done by staff authorized by the school district policies/procedures.	
Continuation	A program for credit continuation/grade completion is a program that allows students to continue to accrue academic credit and/or partial academic credit without gaps during suspension or expulsion.	
Number of lost credits not achieved:	Number of academic credits or partial academic credits the student was able to retrieve during suspension or expulsion.	Students received: a) Prior to exclusion b) At start of exclusion
Retrieval	Students are informed of right and allowed and expected to make up all missed coursework or tests for modified assignments without penalty.	Students received: a) Yes b) No

Reengagement Plans

Titles	Definition	Pick List
Date reengagement meeting notification sent to parents	Notification including information on parent's right to request interpreter	Parents received: a) Yes b) No
Reengagement meeting		<ul style="list-style-type: none"> • Date held • Held within 20 days of suspension/expulsion (yes/no) • No later than 5 days prior to return to school (yes/no) • Language interpreter provided and materials provided to translation requested (yes/no) • Who participated in meeting (roles) • DATES (expulsion occurred, the meeting occurred, the student returns to school)
Meeting outcomes		<ul style="list-style-type: none"> • Shortened length of exclusionary discipline (yes/no) • How many days reduced? • Reengagement plan completed (yes/no) • School completed enrollment/reenrollment paperwork (yes/no)
Components of reengagement plan		<ul style="list-style-type: none"> • Challenges/stressors identified (yes/no) • Barriers to attendee identified (yes/no) • Referral to 504/SPED if relevant (yes/no) • Safety plan (if HIB identified) (yes/no) • Supportive components identified behavioral success plan identified (yes/no) • Relevant counseling discussed with family (yes/no) • Communication plan (yes/no)

Interventions

Titles	Definition	Pick List
Discipline Review Committee	Committee comprised of student’s teachers/principal/counselor reviews serial student’s prior conduct and discipline to determine 1) Whether prior discipline has been effective; and 2) Whether another type of response to the behavior would be more effective or appropriate under the circumstances.	Committee was used: a) Yes b) No
Student Performance Improvement Agreement	Student-district contract in which student complies with certain conditions in exchange for a shortened term of suspension.	Student received: a) Yes b) No
District Liaison for Suspended/Mandatory Expelled Students	A certified staff member or paraeducator (not a compliance officer) assigned by the district to communicate with the student and the student’s family during the period of suspension or expulsion. The assigned staff member’s duties include: 1) Monitoring the student’s receipt of assignments and return on course work; 2) Serving as a liaison between the student/family and the district to provide updates on improvements in the student’s behavior and academic progress; 3) Reviewing the student’s progress with the district administrators to determine whether it warrants a shortening of the suspension/expulsion.	District Liaison was used throughout the time of suspension/expulsion: a) Yes b) No
Frequency of same discipline for different behavior infractions	Listing the times the same punishment and/or intervention has been used for the same or different inappropriate behaviors for an individual student	Same punishment use: Number of punishments _____ Frequency of same punishment use _____

STUDENT, PARENT, EDUCATOR PANEL

Overview of Student Discipline Task Force

- Charge and duties of the Task Force were outlined by Maria Flores.
- Names of the participants have been removed for privacy purposes. Three students and one education advocate represented Shelton High School; one student, the vice principal, and the dean of students represented Highline High School.

Panel Introductions

Shelton High School

- Education advocate - asked the task force to truly listen to the statements from the students, honor their words and respect them. He has been an advocate in Shelton SD for 6 years. Students find resiliency, despite the conditions on the street and in their home. Students may not have shelter after the school day. Students have PTSD. Unfortunately, the same youth are criminalized. Behavior as a result of mental health is dealt with as suspension. School should be a place where students feel safe and welcome. We need systems to address this and focus on healing. Students should have the opportunity to work with advocates, counselors, and teachers.
- Student 1 – In 9th grade and feels he has been set up for failure, friends expect the worst from you, and it’s a vicious cycle. We are rewarded for good choices, but I feel bad because I should be doing this anyway. Things could change with the opportunity to talk.
- Student 2 - In 9th grade and feels that suspension is not the answer. Without communications between teachers, upon return you aren’t given a chance. Continually the same problem, teacher, and students, trying to kick me out to alternative school. My small mistakes turn into something really bad. I was put behind by a 45 day suspension, I felt dumb, and I had no communication with my teachers or peers. GEAR UP coordinator helped get me homework and

plan, talked about what I am doing right. It was a positive experience eating lunch in the counselor's office.

- Student 3 – In 9th grade and feels suspension is not fair, currently on long-term suspension, and labeled a trouble maker. I was suspected for stealing an iPad. I need to graduate on time, but school doesn't help me at all. I was once expelled for an entire calendar year, sitting at home with nothing to do. I just want to grow up and be like everyone else with a career.

Panel Introductions

Highline High School

- Student 4 – 9th grader at Highline High School.
- Vice Principal- We have a district goal to get down to 0 suspensions by 2015. We take this work very seriously. Around 3-4 years ago our school suspended 307 students; this year we suspended fewer than 100. We aren't doing students any favor by sending them out for 45 days; this only creates more challenges for them when they return. The services that we don't have in schools (mental health, substance abuse/prevention) need to be addressed.
- Dean of Students- No student is sent directly to me, we have a great PBIS system and more is happening in the classroom with the teachers. We've significantly reduced our out of school suspensions. Data is collected and tracked after the student is suspended and returns to school. Students go through orientation and rules are discussed. We talk about what their academic and career goals are. Transition center houses in-school suspension (alternative to suspension=ASP). Some behavioral students reset for only a couple of periods. We offer an academic support program for students nearly passing a class and complete the work to earn credit.

Questions and Feedback

What are the educational services you received while suspended or expelled?

Student 4 – I received all of my work in the ASP center. Phones were taken away and any other potential distractions. Joel was placed in the ASP center for 1 day, due to an in-class situation. This would have normally resulted in 1-3 days out of class- using our previous system.

Dean of Students- assignments are given based on a points system. Below 24 points may be opted in for another day.

Student 1 - suspended for the end of the year in 8th grade (with 11 days left in the year). A paraeducator recommended I do Odyssey online, but questions were given in the form of a test.

Student 2- I've been long term suspended twice. The second time the help stopped and I was emergency expelled. They tried to set me up with a computer for Odyssey but nothing made sense and I received no help. I felt like I wasn't going to succeed. Even though I wanted to change, I had no help. This year I've been suspended short-term but haven't received any help. I would've liked to stay at school or even after school. When I got suspended, I felt like I was labeled as this person who should be suspended. Why waste time feeling good about yourself when you know you're going to be kicked out? There is no positive support. People are waiting for you to slip up.

Student 3- The teachers and principals are not helping. Sascha and another advocate (GEAR UP Specialist) are the only ones providing support. GEAR UP follows us from 6th grade on.

GEAR UP Support:

Student 1- Our GEAR UP Specialist really cares. I used to get suspended all the time. She's like a counselor to me. If she feels like I'm doing badly she talks to me about it. She tells me to do other things (like soccer).

Student 2- Our GEAR UP Specialist is the only one setting up reward systems, advocating for me, and really the only help I've gotten. We have a lunch reward system and if I didn't do well she still made it seem like I could do better.

Additional Comments:

Vice Principal - Every 15 days we check in with these students. We have a program for long-term suspension (students are reconnected with school within 48 hours). Students can accelerate their learning in this space with online programs. Two full time certificated staff and a part time paraeducator with 12-16 students at a time.

Dean of Students- Credit retrieval program is exciting for students.

Student 1-The problem between me and the teacher will always be there. I would recommend teachers have a conversation with their student after an incident and see how we are doing.

Vice Principal- With one student we had to try 100 interventions and I was at the point of giving up on him, then I realized he had a son at home. We need a quick link to support our students with the services they need.

Student 2- I had a meeting with my principal, GEAR UP and my parents and they said I'd come back in if I did well. Ms. Smithers said I gave her motivation, because of how well I was doing showing I could change.

Dean of Students - The classes where students are acting up are where students are feeling frustrated due to lack of skills. When students fail and we still send them on to the next level, we are setting them up to fail. We were seeing a lot of young Latino males. We have good systems in place, but I don't know that we're catching the students that need the most help. Better job of assessing students and scaffolding. It's a challenge for our staff to understand they need to teach basic skills in their specific classes.

Student 1 - We moved to WA from AZ because we went bankrupt.

Student 2 - Back in 5th grade I had a lot of goals and I liked my teachers. In 6th grade I was with new teachers and new students and I needed to be the bad kid with the bad reputation. I was still doing fine academically until 7th grade.

Student 3 - I grew up around a lot of crime and I expected that when I moved here. I started getting suspended in 2nd grade because I thought I had to stand up for myself (even in times when I didn't need to). My parents were always there to protect me if I needed something. My life started coming down in 8th grade. I struggled with math. I started questioning why I was in school when I would eventually be kicked out. I thought if I'm not good at math then I'm not good at anything.

Student 4 - I beat up another student for making a remark about my culture and 9/11. I was suspended the majority of my 7th grade.

Student 1 - We struggled financially at home. I thought if my life is going to be like this- then why try? Then I saw my behavior was affecting home life too. I have to work harder to help my parents not worry about.

Student 4 - System could have been stricter with racial bullying (specific types).

Student 2 - Counseling could have helped someone else, but I had to be bad like my brothers. We really needed a family wide intervention. Counseling focused on me, but when I got home I was influenced by my brothers (with drugs, alcohol, and sneaking out). I realized me and my brothers were affecting my mother's health. I no longer follow my brothers. I decided to change and slowly realized who I am starting to be.

Student 1 - My teachers could have not made such a big deal (once you're the bad kid you're always the bad kid) even with peer pressure. It feels good to get recognized for good so your peers don't influence you anymore, but it takes a long time to make that change and to get noticed for that. The last time I

was suspended they told me this is the last time- we're not joking. I had straight D's and now I have above a 3.0 GPA. Teachers offer to stay after school and help.

Student 2 - The only reason I have an A is because my teacher takes her job to heart.

Student 4 - The teachers that reach out to kids result in improvement.

Family involvement:

Vice Principal - It is a challenge to communicate with parents – most barriers are with ELL students.

Student 2 - My brother was sent to an academy and now he's doing well but socially he is bitter. I told myself if I just do well in school I won't have to do that. I used to lie to my parents and tell them I was doing fine. My parents were surprised when I got a big suspension and all the write ups. It's important for parents to know about the good and the bad.

Student 1 - I feel so proud when someone calls from the school and tells my mom in Spanish that I'm doing well.

Goals:

Student 1 - I would like to hand my mom a diploma and have a career in agriculture.

Student 2 - I would like to make my mom proud and have a good career.

Student 3 - I would like to make my family proud and to support my family and donate money to charities.

Student 4 - I would like to earn an AA in Business.

PLANNING AND CONCLUSION

May Agenda Planning

The group requested the following agenda items:

- Finalize Education Services
- Revisit Legally Defined Behaviors (also to be revisited as homework)
- Update on the WAC
- Petitions for readmission/petitions to exceed one year
- Other definitions

With no further action, the meeting adjourned at 3:30 p.m.