

# What Do Recent Discipline Changes under 1541 Mean for Washington Schools, Students, and Families?

---

OEO WEBINAR

OCTOBER 11, 2016

HOSTED BY: CARRIE BASAS, OEO DIRECTOR, AND ROSE SPIDELL, OMBUDS

# Today's Presentation

---

## Introduction of Speakers (Carrie Basas):

Dr. John Glenewinkel, Superintendent of Republic and Curlew School Districts

Wyeth Jessee, Chief of Student Supports, Seattle Schools

Erin Romanuk, Program Manager, Discipline, Seattle Schools

Karen Pillar, Staff Attorney, TeamChild

Joshua Lynch, Supervisor, Student Discipline, OSPI

## Format for the Hour:

- 1. Overview-** Rose Spidell, OEO
- 2. OSPI Update-** Joshua Lynch, OSPI
- 3. Panel of District and Community Perspectives**
- 4. Questions and Answers**
- 5. Conclusion**

# Overview: OEO Ombuds Rose Spidell

---

OEO

155 NE 100th St.

Suite 210

Seattle, WA 98125

Toll-Free: 1-866-297-2597

[oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)

[www.oeo.wa.gov](http://www.oeo.wa.gov)



# Overview of Changes in School Discipline

---

## What is the same:

All students and their parents have the right to notice and to challenge school discipline

Schools must plan re-engagement meetings with the family if a student is removed for more than 10 days to build a plan to support a successful re-engagement with school

*Districts must also inform families of school rules and discipline policies and engage communities in reviewing them.*

## What has changed:

New time limits on expulsions – no more than 1 “academic term”

New limits on the reason students can be suspended or expelled – no more use of suspension/expulsion as “discretionary discipline”

Requirement to provide access to education during suspension or expulsion

Re-engagement meetings must be culturally responsive and sensitive



Joshua Lynch, Program Supervisor, Discipline & Behavior

Email: [Joshua.lynch@k12.wa.us](mailto:Joshua.lynch@k12.wa.us)

Phone: 360-725-4969

---

Contact Information

# 4SHB 1541 Part 1:

---

## Update from OSPI: Disproportionality in Student Discipline

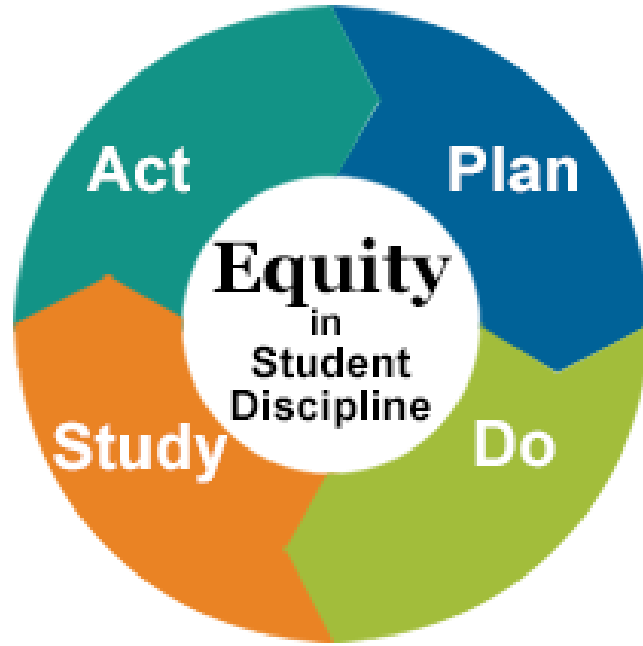
Joshua Lynch, Program Supervisor, Discipline & Behavior

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION



- ✓ A long-term suspension or expulsion must not exceed the length of an academic term.
  - ✓ School districts must not use long-term suspension or expulsion as a form of discretionary discipline.
  - ✓ School districts may not suspend the provision of educational services as a disciplinary action.
  - ✓ School districts must provide an opportunity for students to receive educational services while suspended or expelled.
  - ✓ School districts must disseminate, monitor the impact of, and periodically review/update discipline policies.
- 

## HB 1541 (2016): Student Discipline



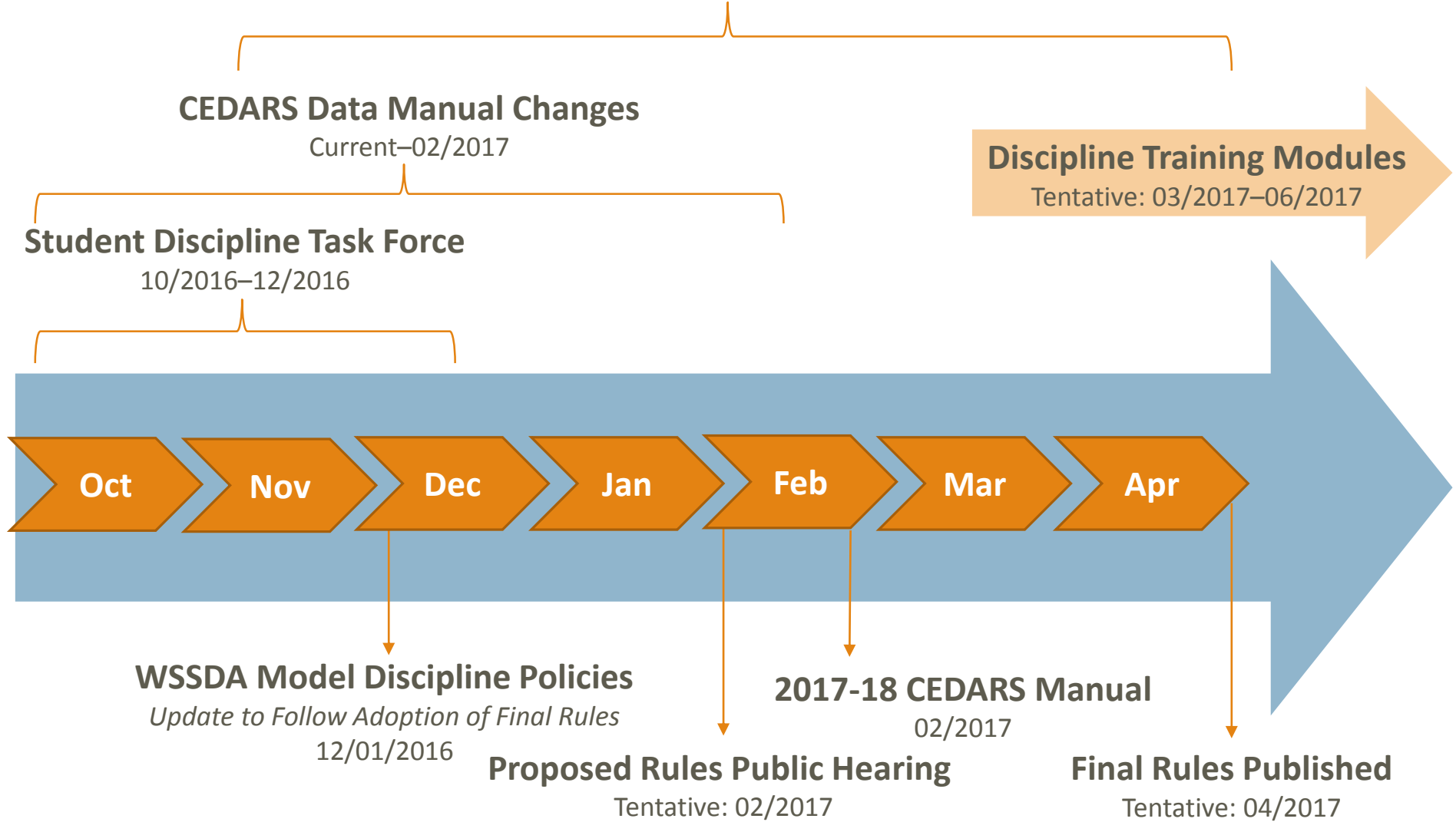
---

# 1541 Implementation Plan



# Rulemaking Drafting and Publication Timeline

Tentative: 11/2016–04/2017



- OSPI will develop training to support implementation of student discipline policies and procedures.
- Districts are strongly encouraged to provide trainings to all school and district staff interacting with students.
- Trainings will be developed to align with rulemaking, and will coincide with CEDARS updates, cultural competence training program, WSSDA model discipline policy, and Washington integrated student supports protocol.

---

## 1541 Discipline Policies: Training

- (1) School districts **shall annually disseminate** discipline policies and procedures to students, families, and the community.
- (2) School districts **shall use disaggregated data** collected pursuant to RCW 28A.300.042 **to monitor the impact of** the school district's discipline policies and procedures.
- (3) School districts, in consultation with school district staff, students, families, and the community, **shall periodically review and update** their discipline rules, policies, and procedures.



---

## 1541: Discipline Policies

# Panel (35 minutes)

---

- John Glenewinkel, Republic School District
  - Wyeth Jessee and Erin Romanuk, Seattle Schools
  - Karen Pillar, TeamChild
- **What are you most excited about with these changes? What would you like to share?**
  - **Where do you think the greatest challenges will be in having these changes translate into decreased removals, decreases in disproportionality, improvement in school learning climate? Consider what resources you might need or where you'll need community, family, student, or other feedback and support.**

# John Glenewinkel

---

Superintendent Republic and Curlew School Districts

[jgwinkel@republic.wednet.edu](mailto:jgwinkel@republic.wednet.edu)

509-775-3173



**CURLEW SCHOOL DISTRICT 50**

Home of the Cougars



47 Curlew School Rd  
PO Box 370  
Curlew, WA 99118  
Phone: 509-779-4931

# Purpose of Discipline

---

- Make school a safe and welcoming place.
- Create a culture that is understood by the students, staff and community.
- Improve student outcomes.

# Discipline Policy

---

- Needs to be individualized to the extent possible.
- Connect students to school and larger community
- Use community when possible.
- Provide opportunities for students to make repairs and act proactively.

# Good Discipline Practice (Some of these are in law)

---

- Guidelines need to be published—handbooks.
- Rules should be reasonable, aligned with current RCW and WAC and understandable.
- Rules should be age appropriate
- Rules that cannot be adjusted to be sensitive to cultural issues, gender issues or social and emotional factors need to be revisited.



## STUDENT DISCIPLINE UPDATES – HB 1541

Note: this chart is a summary of updates to HB 1541 as of the date above.\* It is subject to OSPI rulemaking, which has not yet been completed. It is not intended to be relied on for policy changes.

Implementation School Year	Mandatory/ Discretionary	Legal Citation	Required Actions
2016-17	Mandatory	RCW 28A.320.211	<ul style="list-style-type: none"> <li>Annually disseminate discipline policies and procedures to students, families, and the community</li> <li>Use disaggregated data collected to monitor the impact of discipline policy and procedure</li> <li>Periodically review and update discipline rules, policy, and procedure</li> </ul>
2016-17	Mandatory	RCW 28A.600.015	<ul style="list-style-type: none"> <li>Update school policy, procedure, and rules to reflect prohibition of long-term suspension or expulsion as a form of “discretionary discipline”<sup>i</sup></li> <li>Before long-term suspending or expelling a student, “consider alternative actions”</li> <li>Continue educational services to student during suspension or expulsion [<i>See Alternative Setting</i>]</li> </ul>
2016-17	Mandatory	RCW 28A.600.020	<ul style="list-style-type: none"> <li><i>Alternative Setting</i> – the education provided to the student during suspension or expulsion should be (1) comparable, (2) equitable, and (3) appropriate to the regular education services a student would have received without the exclusionary discipline<sup>ii</sup></li> </ul>
2016-17	Mandatory	RCW 28A.600.020	<ul style="list-style-type: none"> <li>A long-term suspension or expulsion must have an end date of not more than the length of an “academic term”<sup>iii</sup> as defined by the school board<sup>iv</sup></li> </ul>
2016-2017	Mandatory	RCW 28A.600.022	<ul style="list-style-type: none"> <li>Convene a reengagement meeting with student and parents within 20 days of imposing a long-term suspension or expulsion, but no later than 5 days before the student’s reenrollment<sup>v</sup></li> <li>Allow families to access, provide meaningful input on, and have the opportunity to participate in a “culturally sensitive” and “culturally responsive” reengagement plan<sup>vi</sup></li> </ul>
2016-17	Discretionary	RCW 28A.415.410	<ul style="list-style-type: none"> <li>Provide OSPI training to all school and district staff interacting with students regarding changes in the discipline policy and procedure</li> </ul>

## Other Changes Impacting School Districts 2016-2017 (Kutak-Rock)

---

- Strongly encouraged to use professional development and training developed by OSPI regarding cultural competence to train school district staff.
- Learning Assistance Program (LAP) funds (5%) can be used for development of partnerships with community-based organizations for at risk students.
- The school board (rather than OSPI) can now approve the community organization partners for LAP in an open meeting before funds can be expended.



## Wyeth Jessee

Chief of Student Supports

206-252-0067

[rwjessee@seattleschools.org](mailto:rwjessee@seattleschools.org)

## Erin Romanuk, LICSW, ACSW

Program Manager, Discipline

206-252-0822

[evromanuk@seattleschools.org](mailto:evromanuk@seattleschools.org)

# Seattle Public Schools

---

The foundation of the school discipline policy:

- Based on prevention within PBIS framework
- Establishing a positive school climate
- Shared behavioral expectations with common language for talking about behavior
- Is inclusive of students, families, teachers, administrators, and other staff
- Aim to reduce loss of instructional time and out of school responses to behavior



---

## New for 2016-2017 School Year

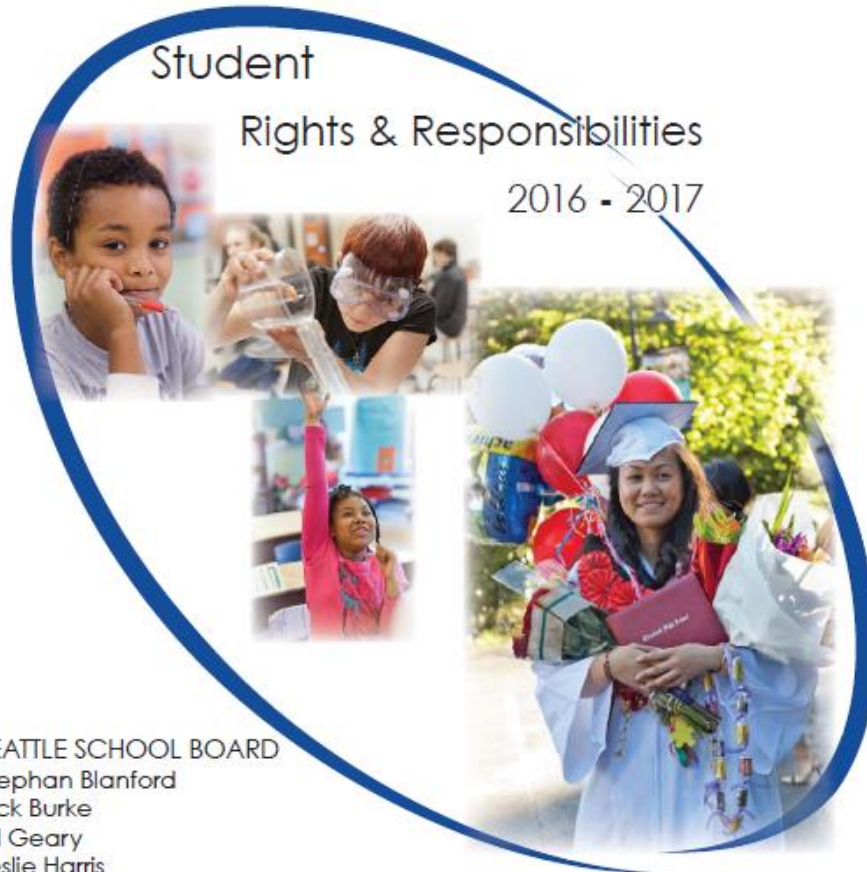
- Student Rights and Responsibilities (SRR)
  - Inclusive of student voice
- Basic Rules Flyer
  - In alignment with the SRR
  - Distributed to every student
- School and Student Responsibilities posters displayed in each school
- Professional Development for all staff on Relationships and Resiliency

# Seattle Public Schools

Student

Rights & Responsibilities

2016 - 2017



## SEATTLE SCHOOL BOARD

Stephan Blanford

Rick Burke

Jill Geary

Leslie Harris

Betty Patu

Sue Peters

Scott Pinkham

## SUPERINTENDENT

Dr. Larry Nyland







SEATTLE  
PUBLIC  
SCHOOLS



Positive Beliefs

Positive Learning

Positive Relationships

Positive Partnerships



### Students have responsibility to:

- Share with a trusted adult at the school when they are experiencing emotional and/or physical stressors for the purpose of obtaining resources or support;
- Advocate for their educational, cultural, social, and emotional needs;
- Engage in mutually respectful dialogue with staff and other students;
- Accept reasonable consequences when failing to meet behavioral expectations and use the opportunity to learn from their mistakes;
- Attend school regularly and prepared for all classes;
- Contribute to a safe and positive school climate;
- Respect and be mindful of the rights of other people and groups;
- Understand and follow "The Basic Rules of Seattle Public Schools" and individual school rules;
- Dress appropriately for school in ways that will not cause safety or health problems;
- Identify themselves to and follow the instructions of school staff; and
- Respect the property of others and the school.

August 2019



SEATTLE  
PUBLIC  
SCHOOLS

Positive Beliefs - Positive Learning

Positive Relationships - Positive Partnerships



### School staff have a responsibility to:

Contribute to a safe and positive school climate;

Know, care for, and establish positive relationships with students;

Hold all students to high-expectations and provide quality and effective instruction;

Model courteous and respectful treatment;

Provide opportunities for student voice to be heard;

Encourage family participation in the resolution of ongoing problems;

Encourage the resolution of problems within the school setting; and

Seek consequences that are fair and natural for the situation.

August 2019



# Karen Pillar, Attorney

---

1225 S. WELLER STREET, SUITE 420

SEATTLE, WA 98144

206.322.2444 EXT. 101

[QUESTIONS@TEAMCHILD.ORG](mailto:QUESTIONS@TEAMCHILD.ORG)

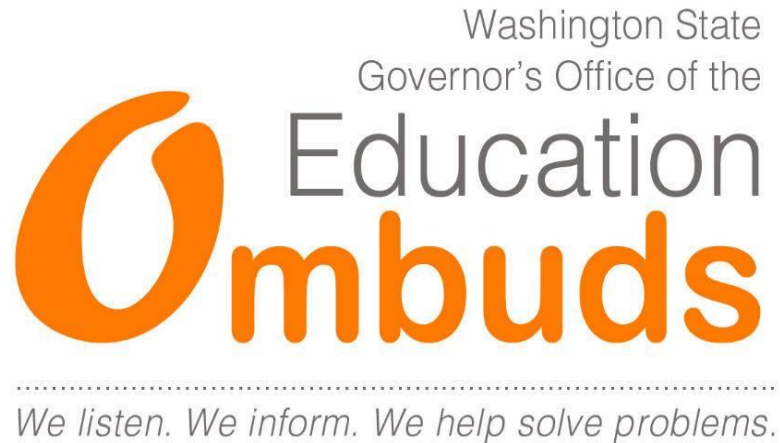




- 
- These changes align with TeamChild's work to shift how adults think about and respond to student behavior
  - Student behavior should not be connected with a student's ability to access education
  - Disrupting a student's learning will not improve behavior or result in better outcomes
  - Interventions must focus on addressing gaps in both adult skill development and student skill development

# Questions and Answers (10 minutes)

---



If you have a question that has not been not answered during the presentation, please use the contact information on the next slide to reach out directly to any of the participants, or email us at [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov).

# Wrap-Up

---

For specific follow-up, please reach out to any of the participants today:

**Office of the Education Ombuds**, [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov),  
Toll-free: 1-866-297-2597

**Joshua Lynch, OSPI Student Discipline**,  
[Joshua.lynch@k12.wa.us](mailto:Joshua.lynch@k12.wa.us), 360-725-4969

**John Glenewinkel, Republic & Curlew School Districts**,  
[jgwinkel@republic.wednet.edu](mailto:jgwinkel@republic.wednet.edu), 509-775-3173

**Wyeth Jessee and Erin Romanuk, Seattle Public Schools**,  
[rwjessee@seattleschools.org](mailto:rwjessee@seattleschools.org), 206-252-0067 and  
[evromanuk@seattleschools.org](mailto:evromanuk@seattleschools.org), 206-252-0822

**Karen Pillar, TeamChild**, [questions@teamchild.org](mailto:questions@teamchild.org),  
206.322.2444 ext. 101

**This presentation will be uploaded to OEO's website as soon as possible. Please check <http://www.oeo.wa.gov> for an updated link to it and share it with your colleagues.**

**Thanks for joining us! Please follow OEO on Facebook or Twitter for updates on our next webinar.**