

Discipline Data

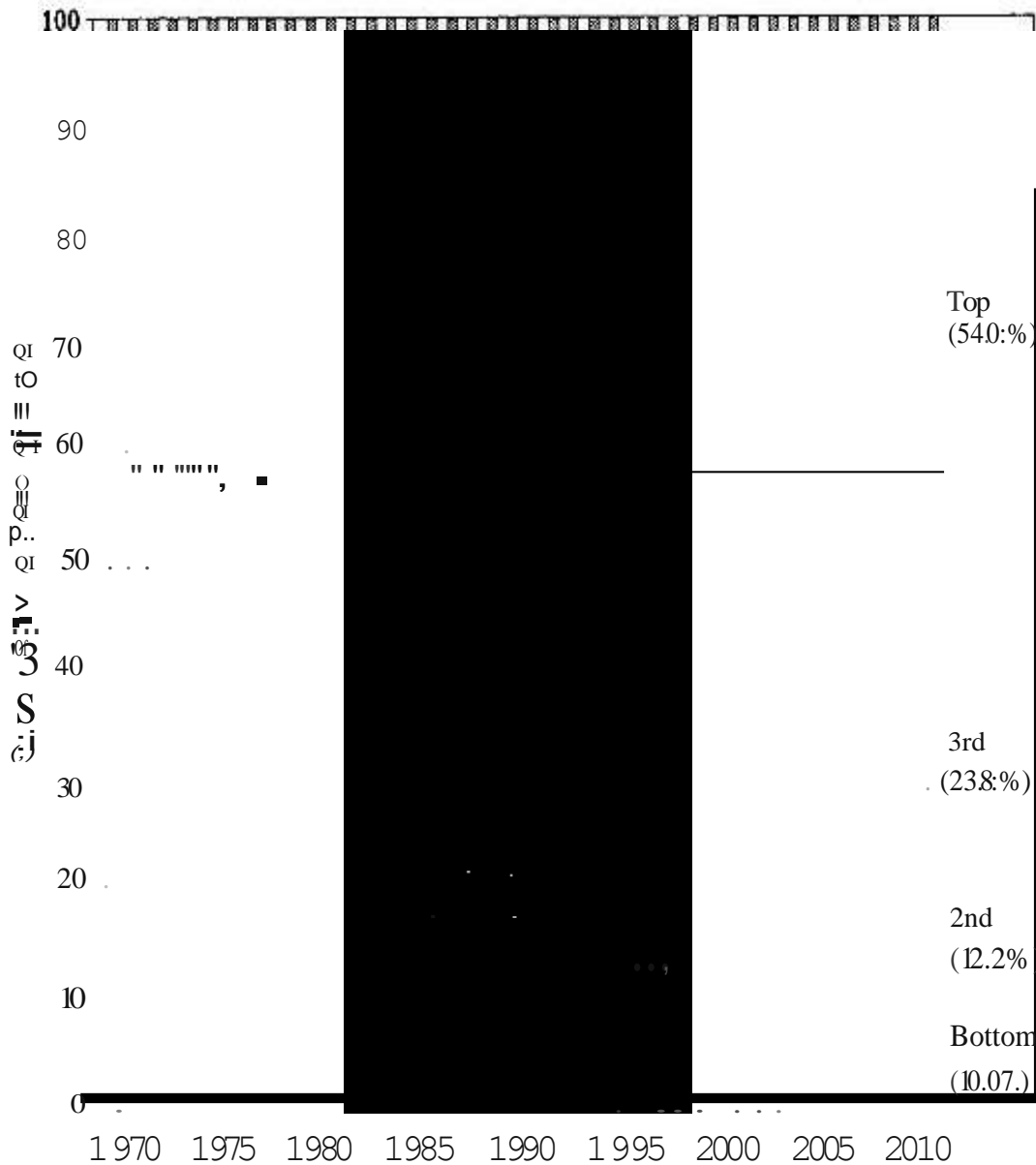
Discipline Task Force Meeting
September 8, 2014

Tim Stensager, Director of Data Governance
Division of Assessment and Student Information
Office of Superintendent of Public Instruction

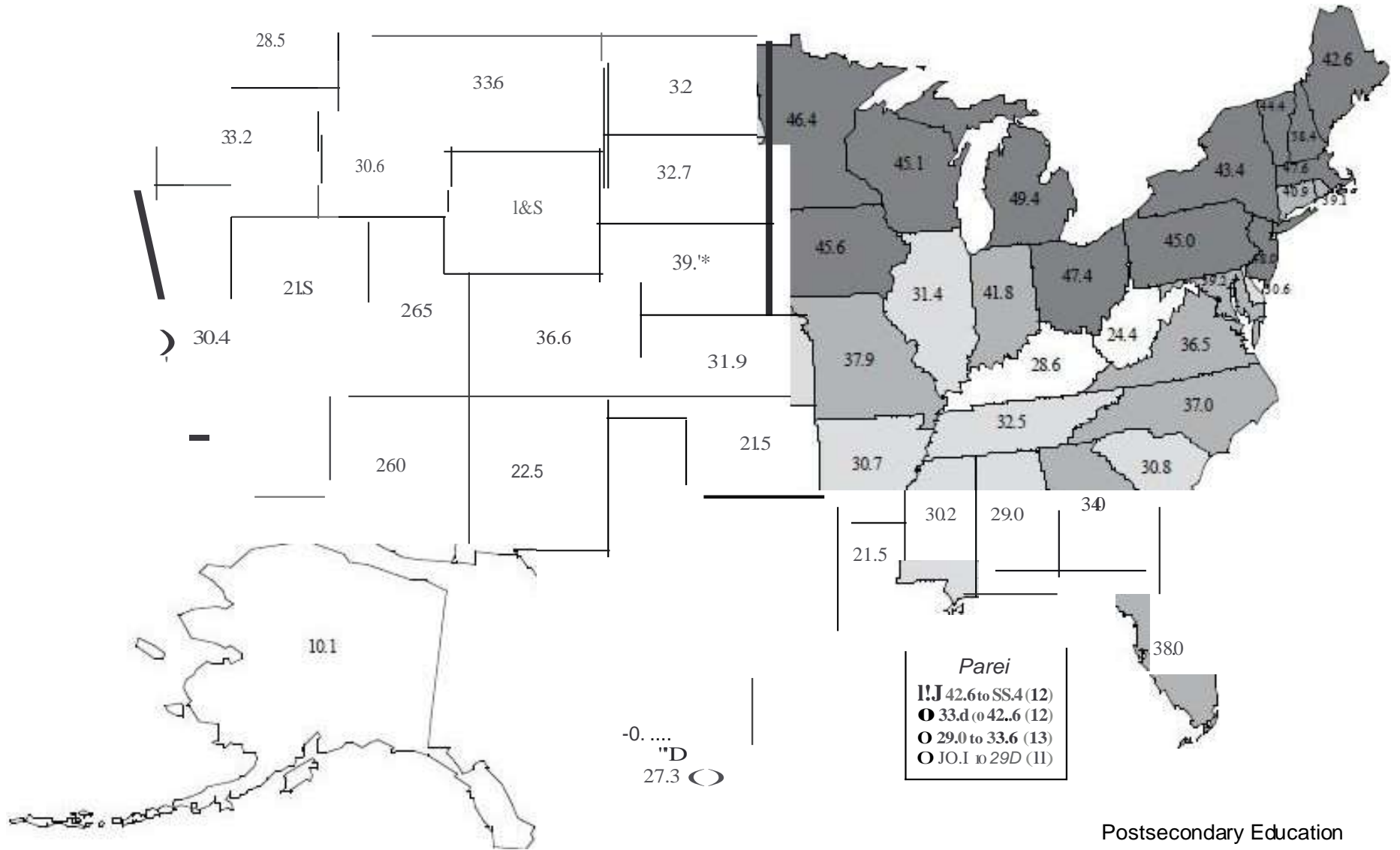
What is the problem

Why are we talking about this

Distribution of Bachelor's Degrees Awarded by Age 24 by Family Income Quartiles 1970 to 2011



College Participation Rates for Low Income Students by State 2010



Pareto
 42.6 to 55.4 (12)
 33.4 to 42.6 (12)
 29.0 to 33.6 (13)
 10.1 to 29.0 (11)



Vision

Every student ready for career, college and life

OSPI's Mission

To provide funding, resources, tools, data and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.

OSPI Performance Indicators – all disaggregated

Achievement:

- The percentage of students demonstrating the characteristics of entering kindergartners in all six areas as identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS)
- The percentage of students meeting standard on the 3rd, 8th and 11th grade statewide English Language Arts (ELA) and math assessments, and 8th-grade statewide science assessment
- Percentage of students making adequate growth toward proficiency in ELA/math as determined by Student Growth Percentiles in 4th and 6th grades
- The percentage of students enrolled and the percentage who earned high school credits in Algebra I/Integrated Math I by the end of 8th grade, and by the end of 9th grade
- The percentage of students meeting standard on all state assessments required for graduation, by the end of 10th grade
- The percentage of students enrolled in dual credit programs and the percentage of students who earned dual credits and certificates (e.g., AP, IB, Running Start, Tech Prep)
- The percentage of students who took the SAT and ACT, and the average SAT and ACT scores earned
- The percentage of high school graduates who were academically prepared and attended post-secondary education institutions within one year of graduating high school
- The percentage of students who accessed financial aid for college
- Percentage of students who persisted in post-secondary programs and completed certificates and degrees

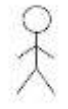
Dropout Prevention and Graduation:

- Four-year and five-year graduation rates
- ELA, math, and science course failure rates in 9th grade
- Suspensions and expulsions
- Attendance, especially chronic absenteeism

Leadership



In 1960, 100 Started School



48 Graduated



Teaching and Learning

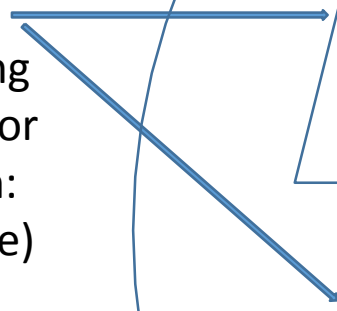
Core
Core +
Title/LAP
Special Education
ELL

Remove Barriers to Instruction

Abuse
Hunger
Drug and Alcohol
Mental Illness

Community Support

Early
Warning
Indicator
System:
(Nimble)



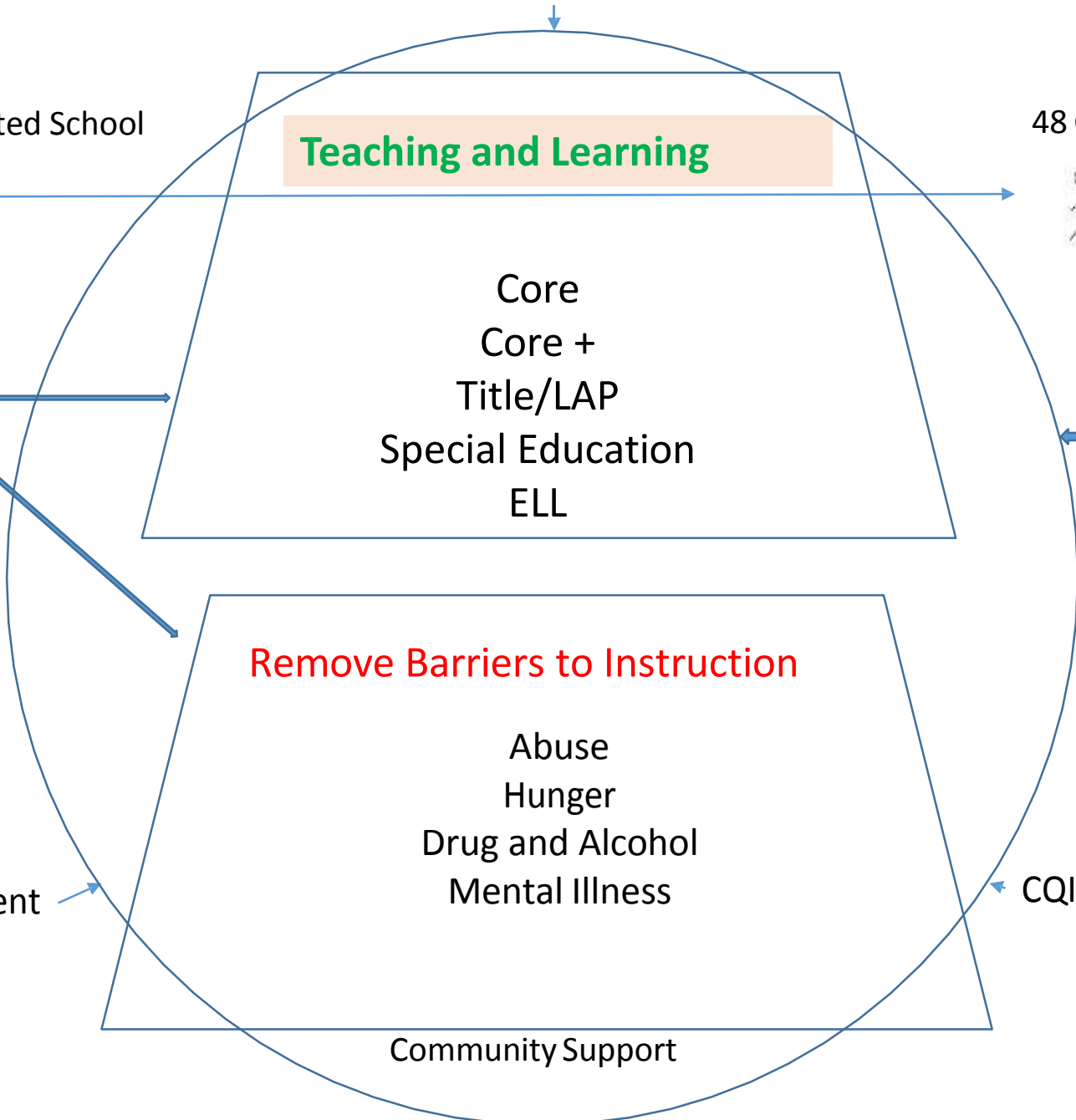
Outcomes
Analytics



Management
System



CQI



Mandatory

Mandatory Discipline Offenses

Weapons (handgun, shotgun/rifle, multiple firearms, other firearms, knife/dagger or other weapon)

Harassment, intimidation and bullying (HIB)

Manufacture, sale, purchase, transportation, possession or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.

Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation or importation of any controlled drug or narcotic substance or violation of the district drug policy. Includes the use, possession, or distribution of any prescription or over-the-counter medication (e.g. aspirin, cough syrups, caffeine pills, nasal sprays) in violation of district policy.

Major injury-when one or more students, school personnel, or other persons on school grounds require professional medical attention. *Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.*

Violent incidents w/ major injury:

· Severe fighting that results in a major injury, Assault, Homicide, Malicious Harassment, Kidnapping, Rape, Robbery

Violent Incidents without major injury

• Fighting without major injury, violent incidents without major injury, assault, malicious harassment, kidnapping, rape and robbery

Discipline Data Reporting

Behavior infraction code, including:

Bullying;

Tobacco;

Alcohol;

Illicit drug;

Fighting without major injury;

Violence without major injury;

Violence with major injury;

Possession of a weapon; and

Other behavior resulting from a short-term or long-term suspension, expulsion, or interim alternative education setting intervention;

New discretionary behavior codes added

Intervention applied, including:

Short-term suspension;

Long-term suspension;

Emergency expulsion;

Expulsion;

Interim alternative education settings;

No intervention applied; and

Other intervention applied that is not described in this section

Cross tabulated by:

school and district;

race

gender

grade level

low income

special education

transitional bilingual

migrant

foster care

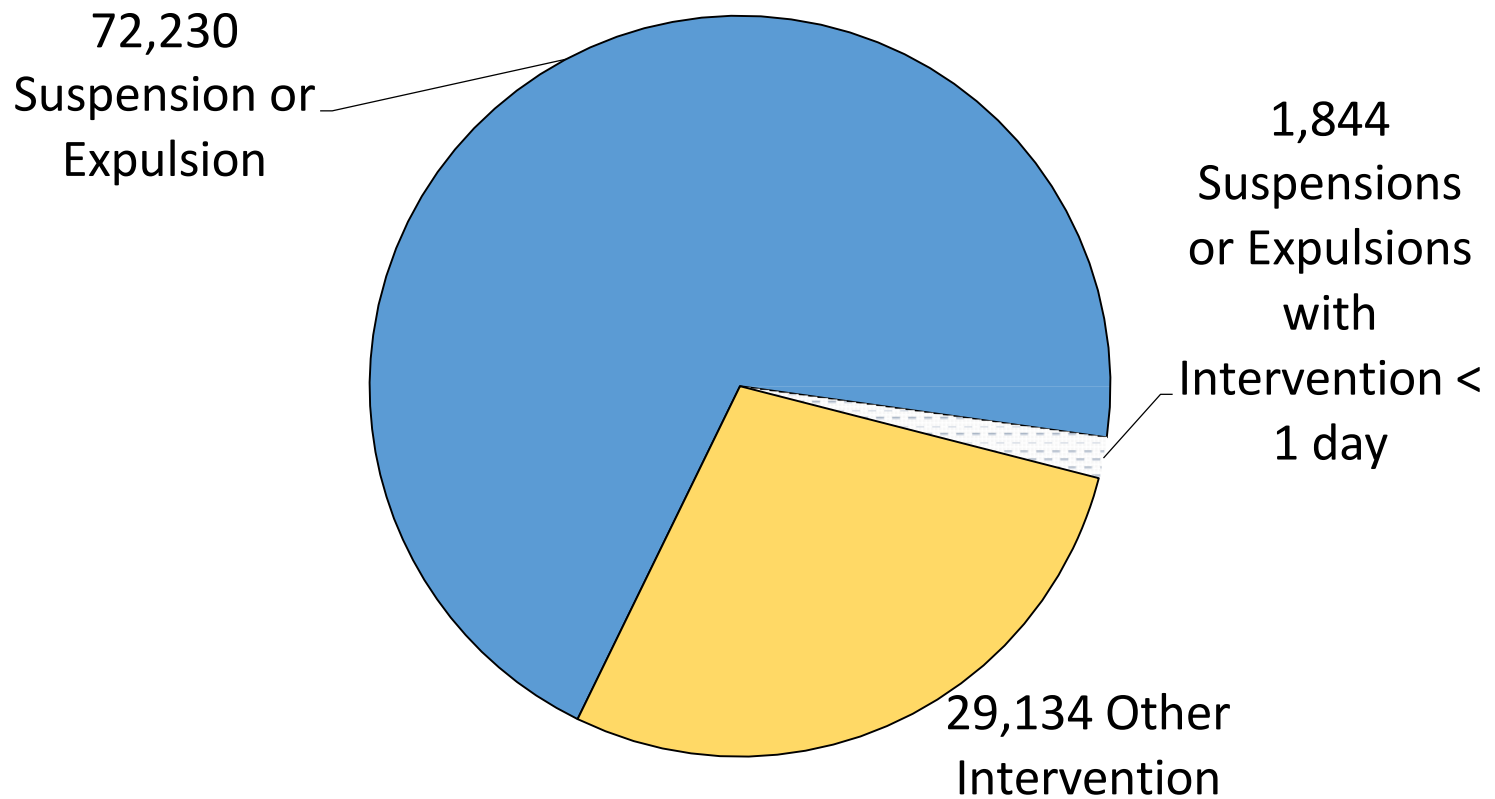
Homeless students covered by section 504 of the federal rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794),

and categories to be added in the future;

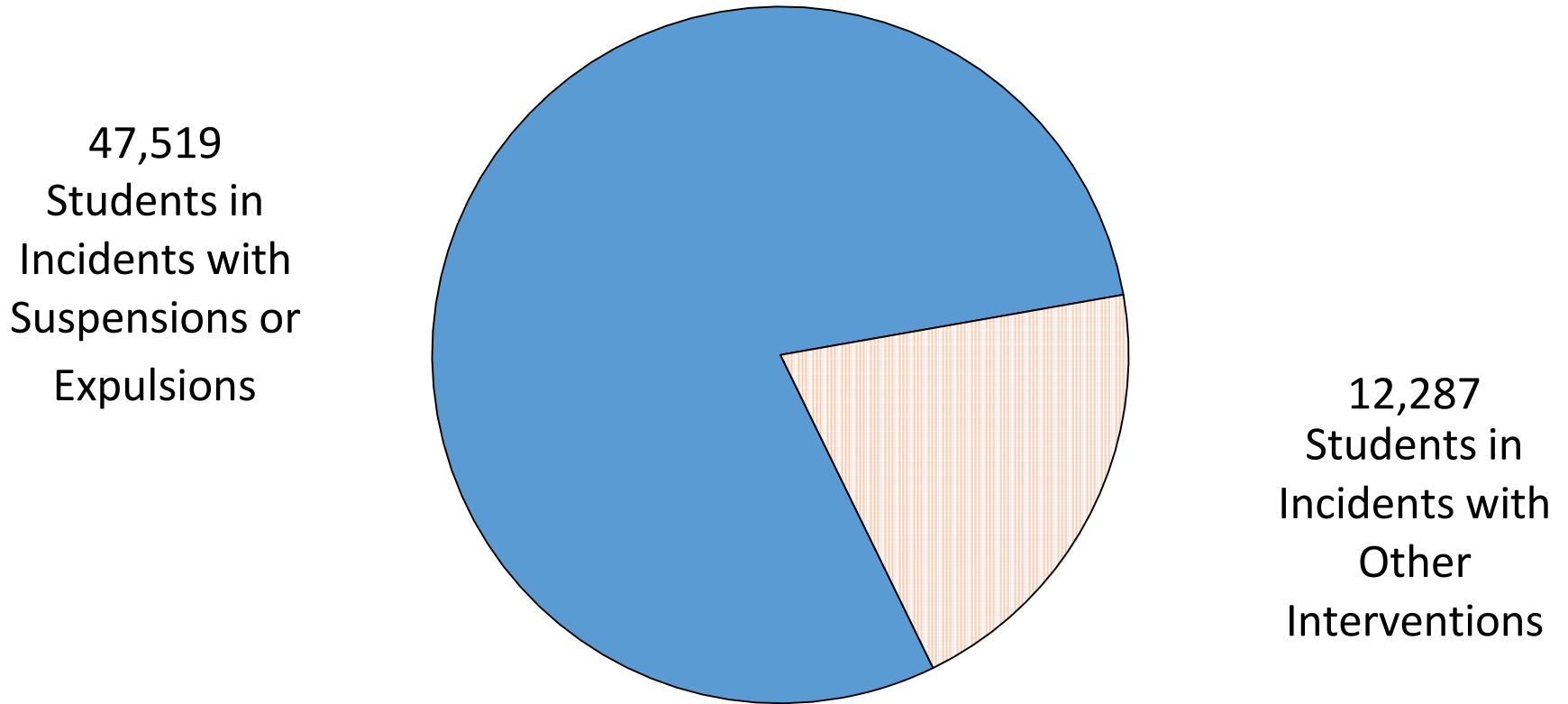
Behavior infraction code;

Intervention applied.

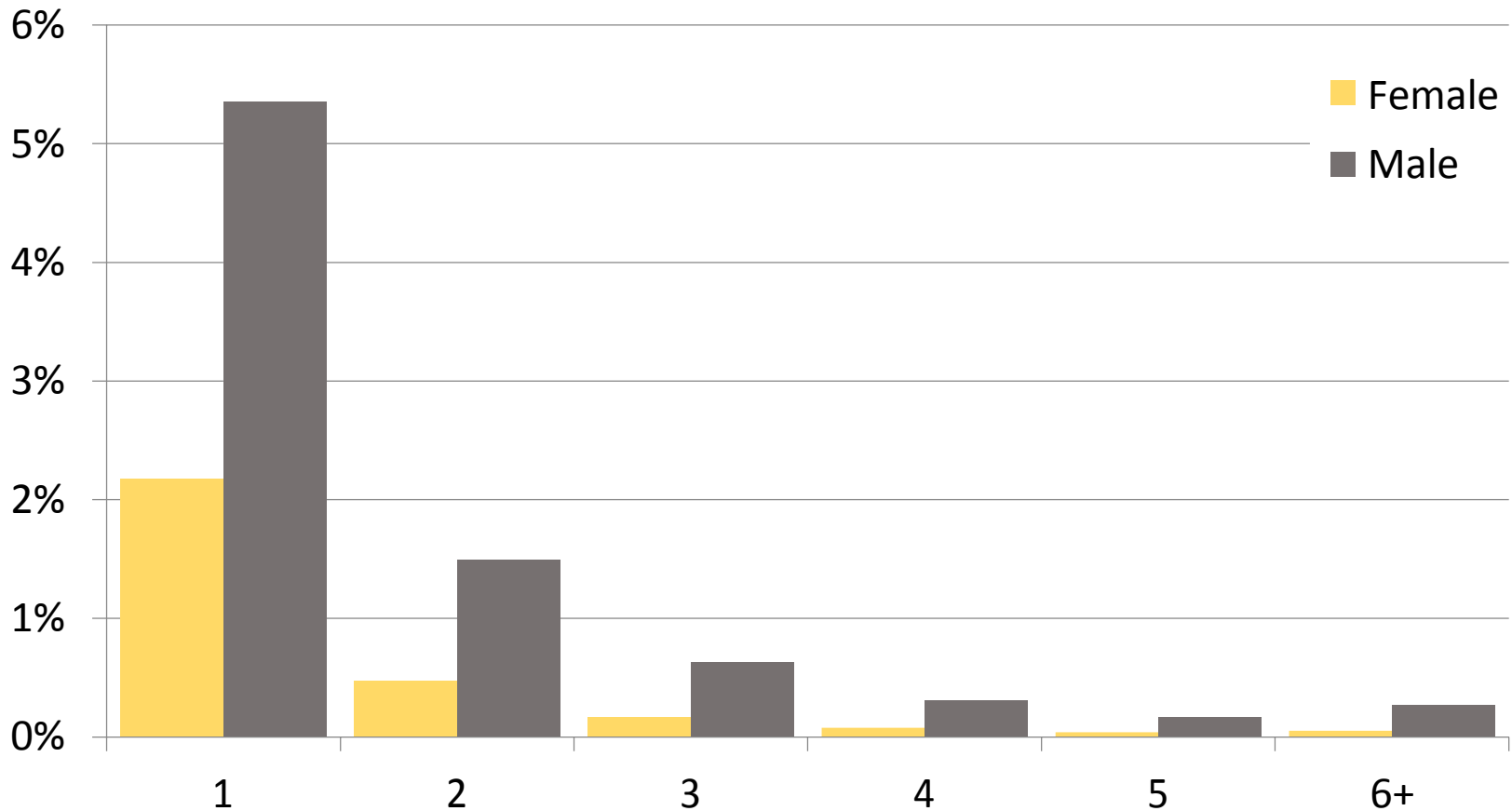
101,364 total incidents reported in 2012-13



59,806 students reported in incidents in 2012-13

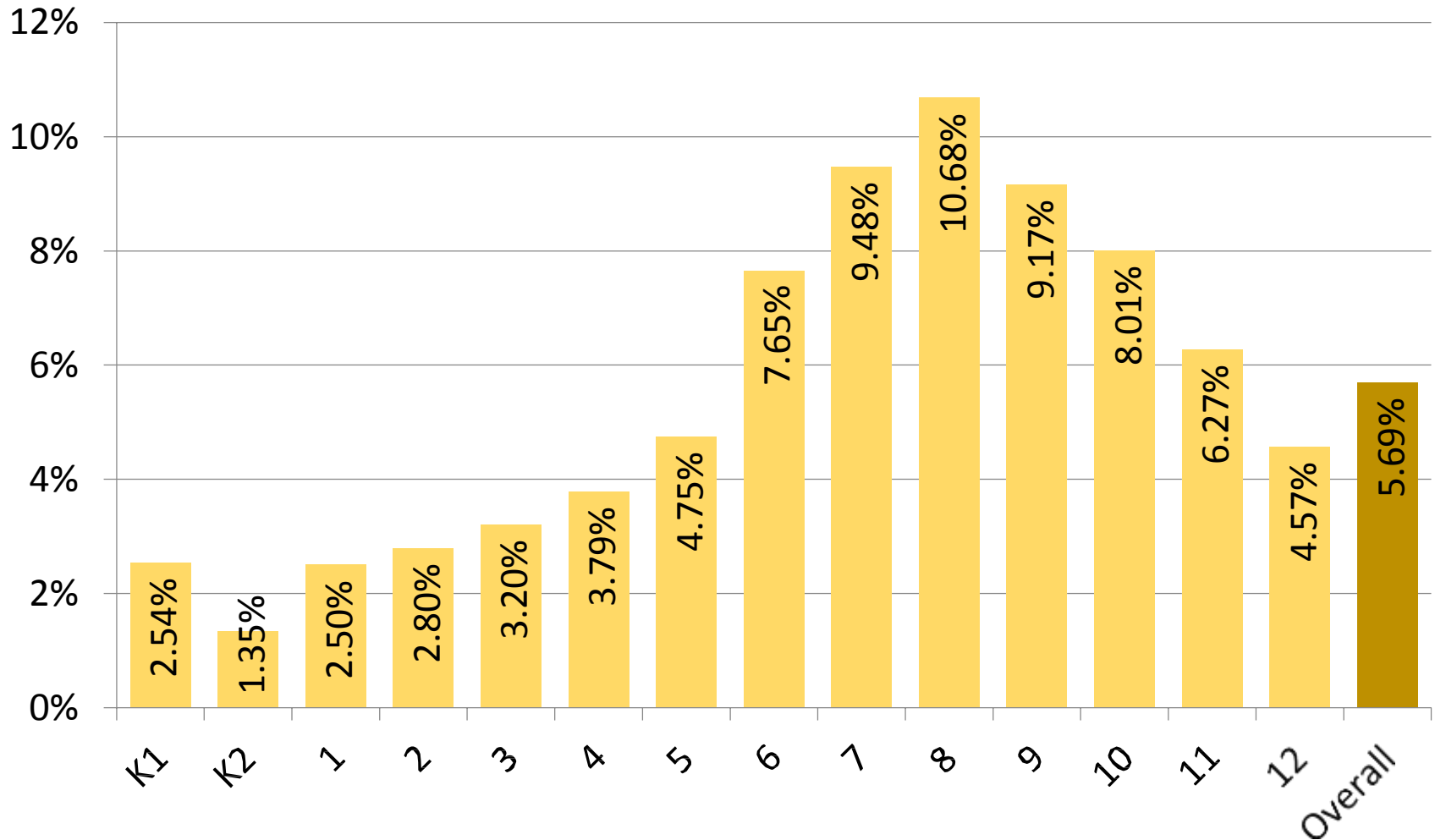


Percent of students by number of discipline incidents

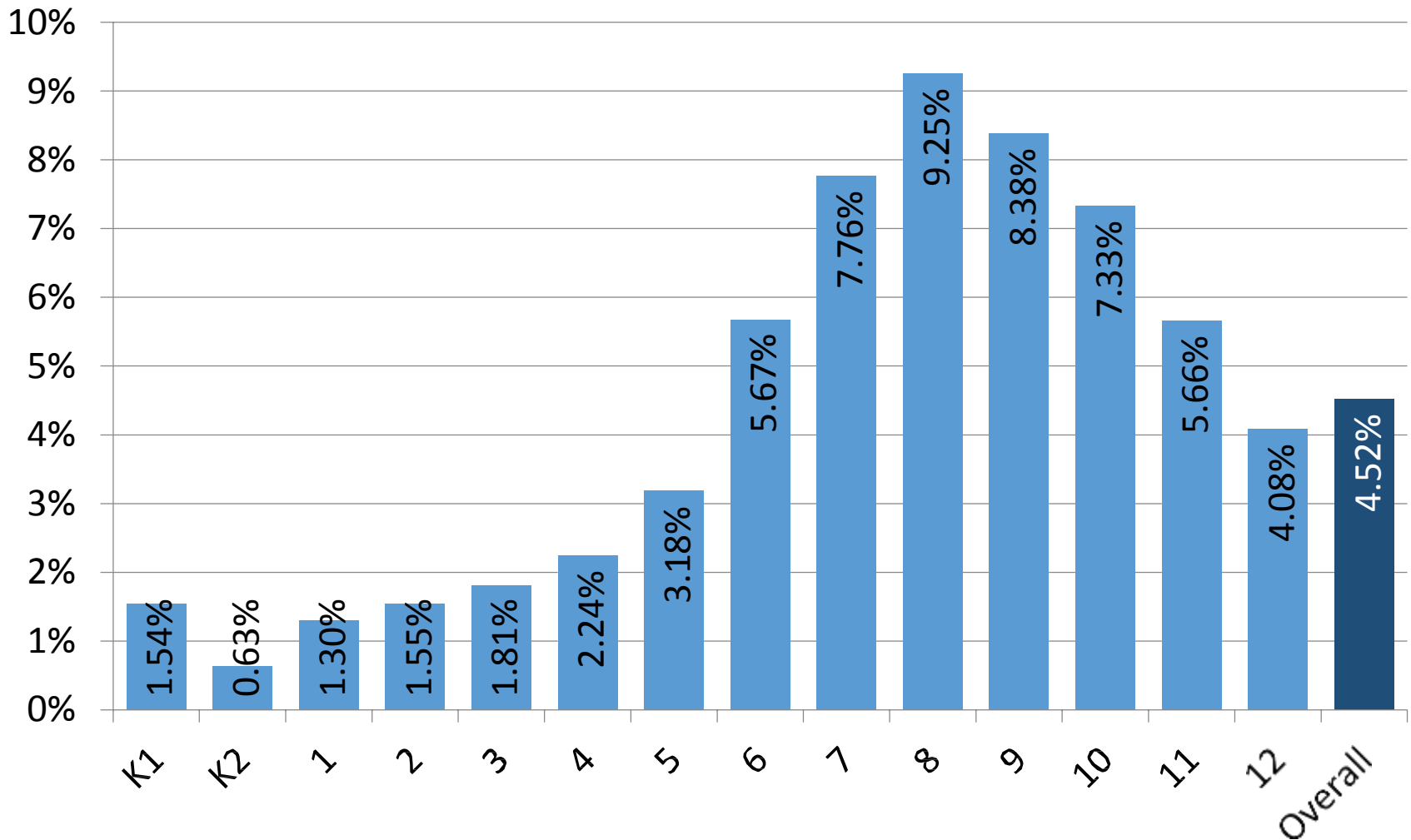


*5.7% of All Students were reported in one or more incidents
(8.2% of Males and 3% of Females)*

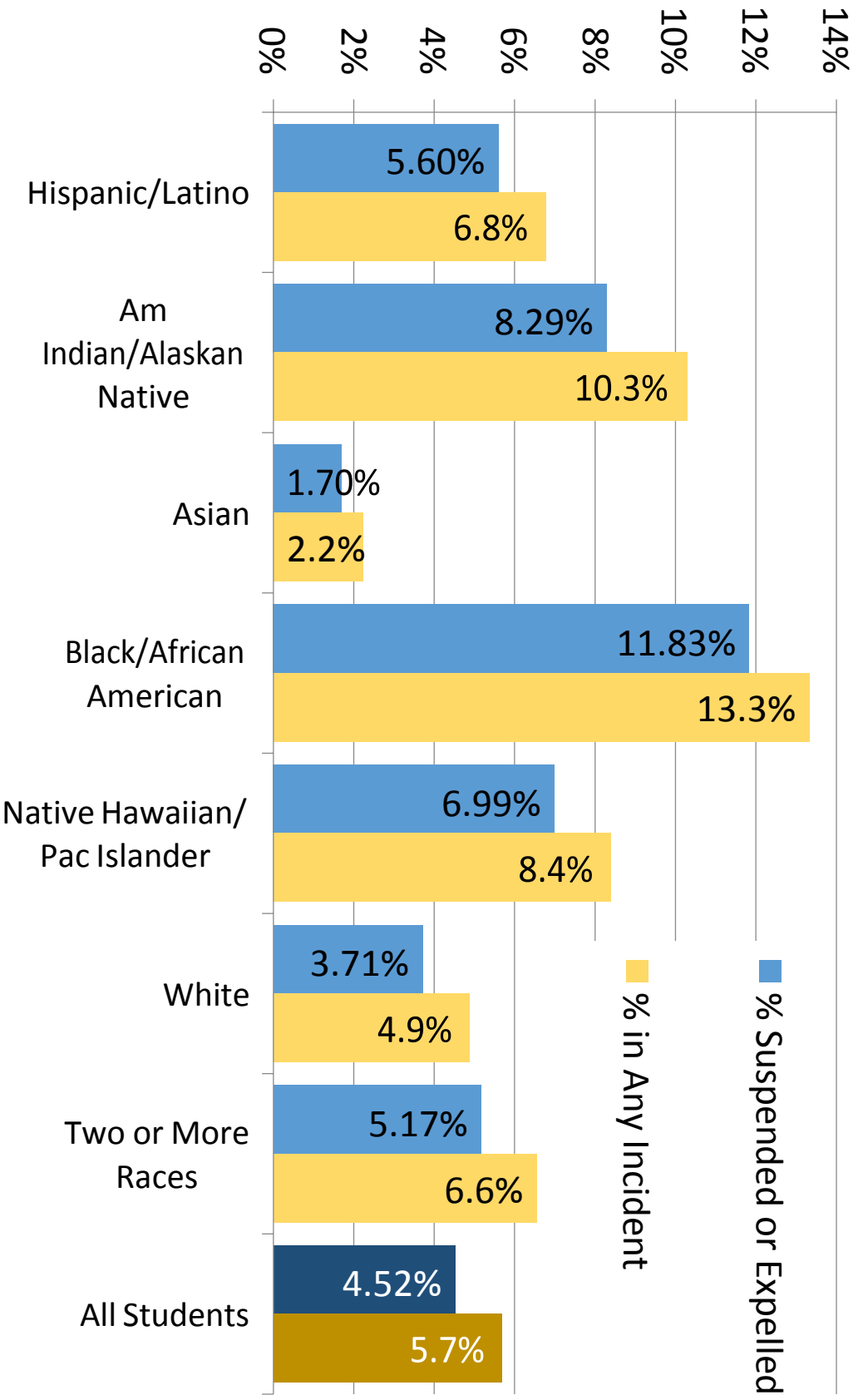
Percent of students in each grade level who were reported in an incident



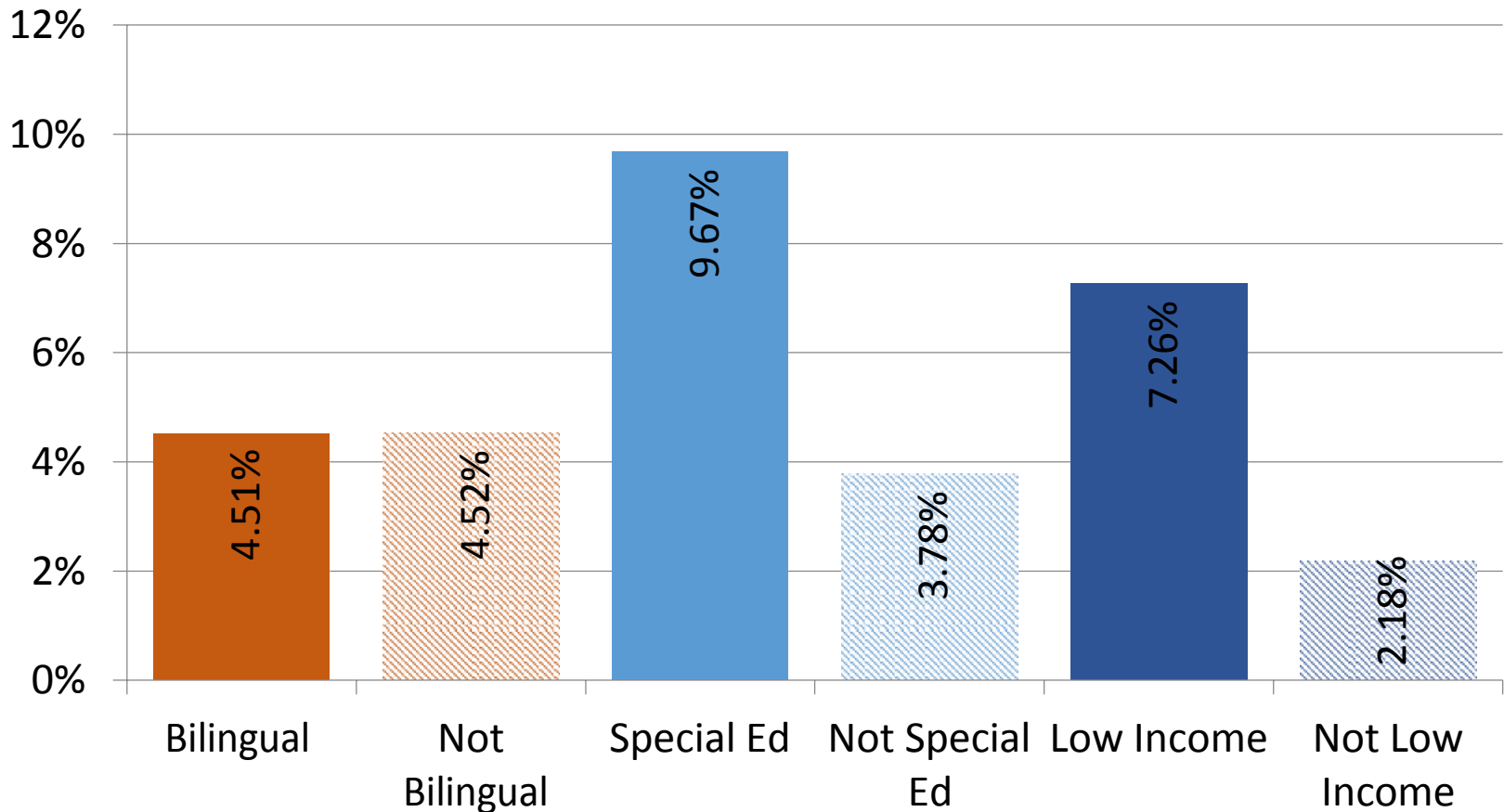
Percent of students in each grade level who were suspended or expelled



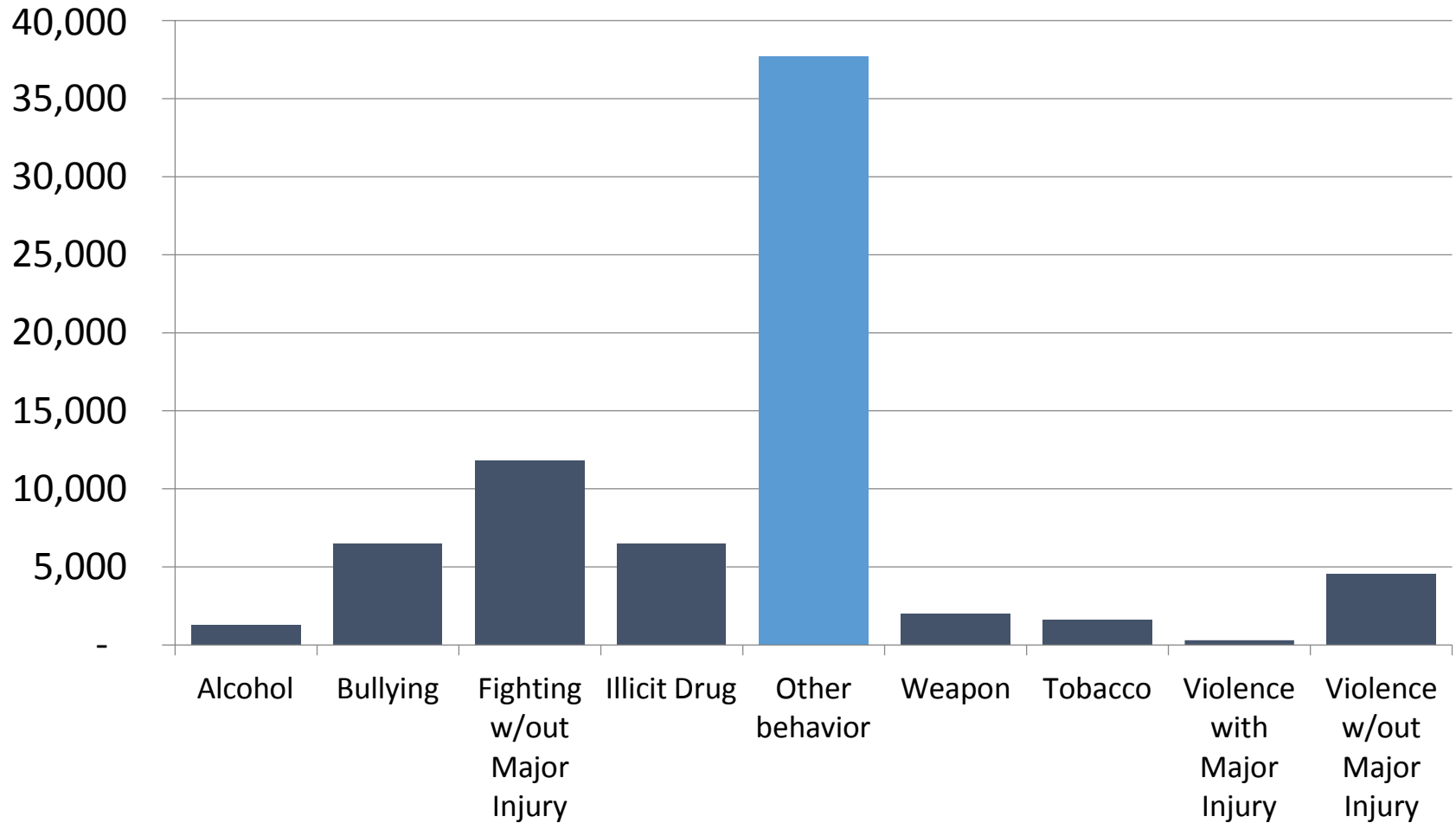
Percent of students in each race / ethnicity category who were reported in incidents



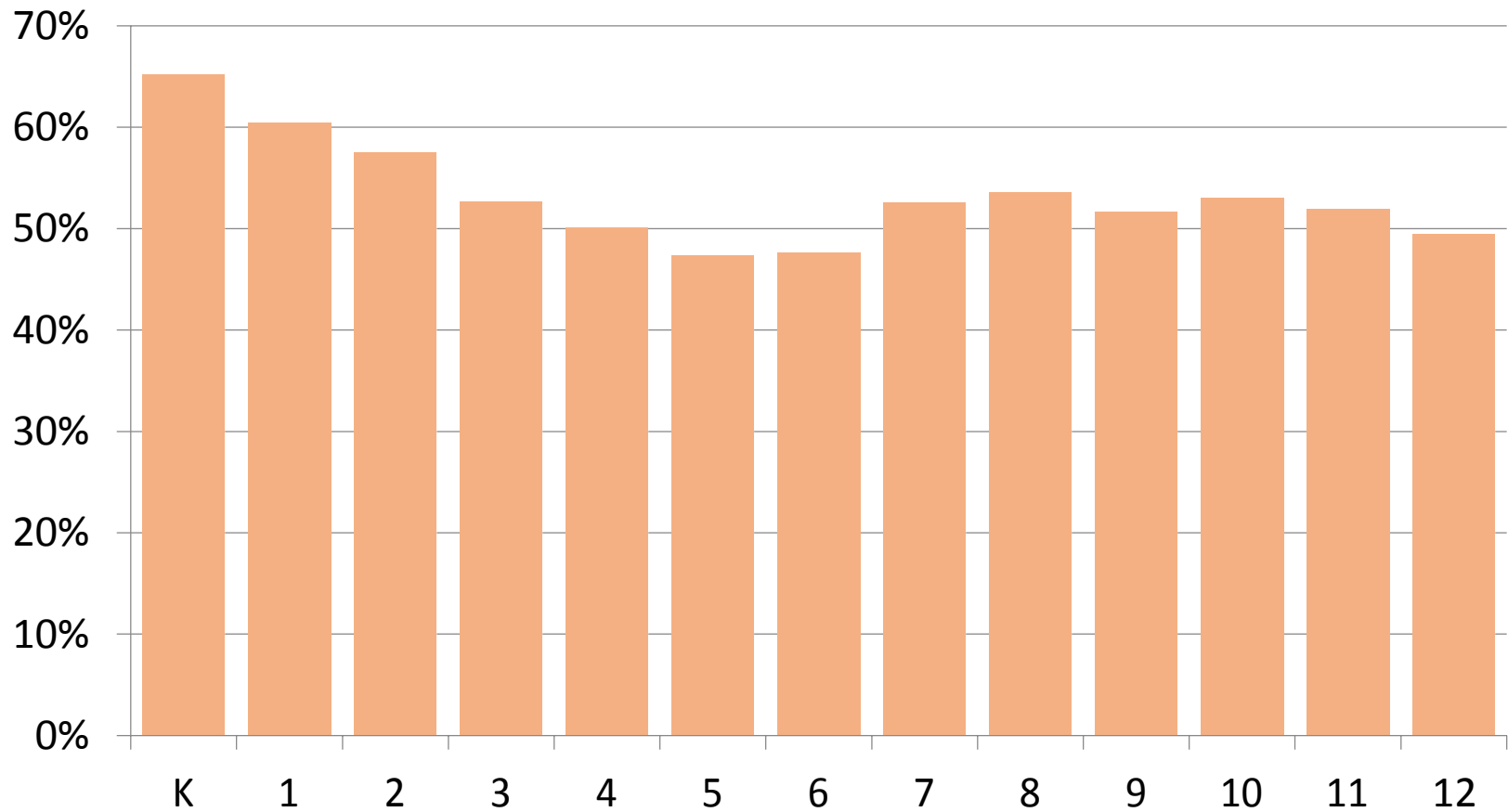
Percent of students who were suspended or expelled



Behaviors associated with a suspension or expulsion



Percent of Suspensions or Expulsions with “Other” Behavior



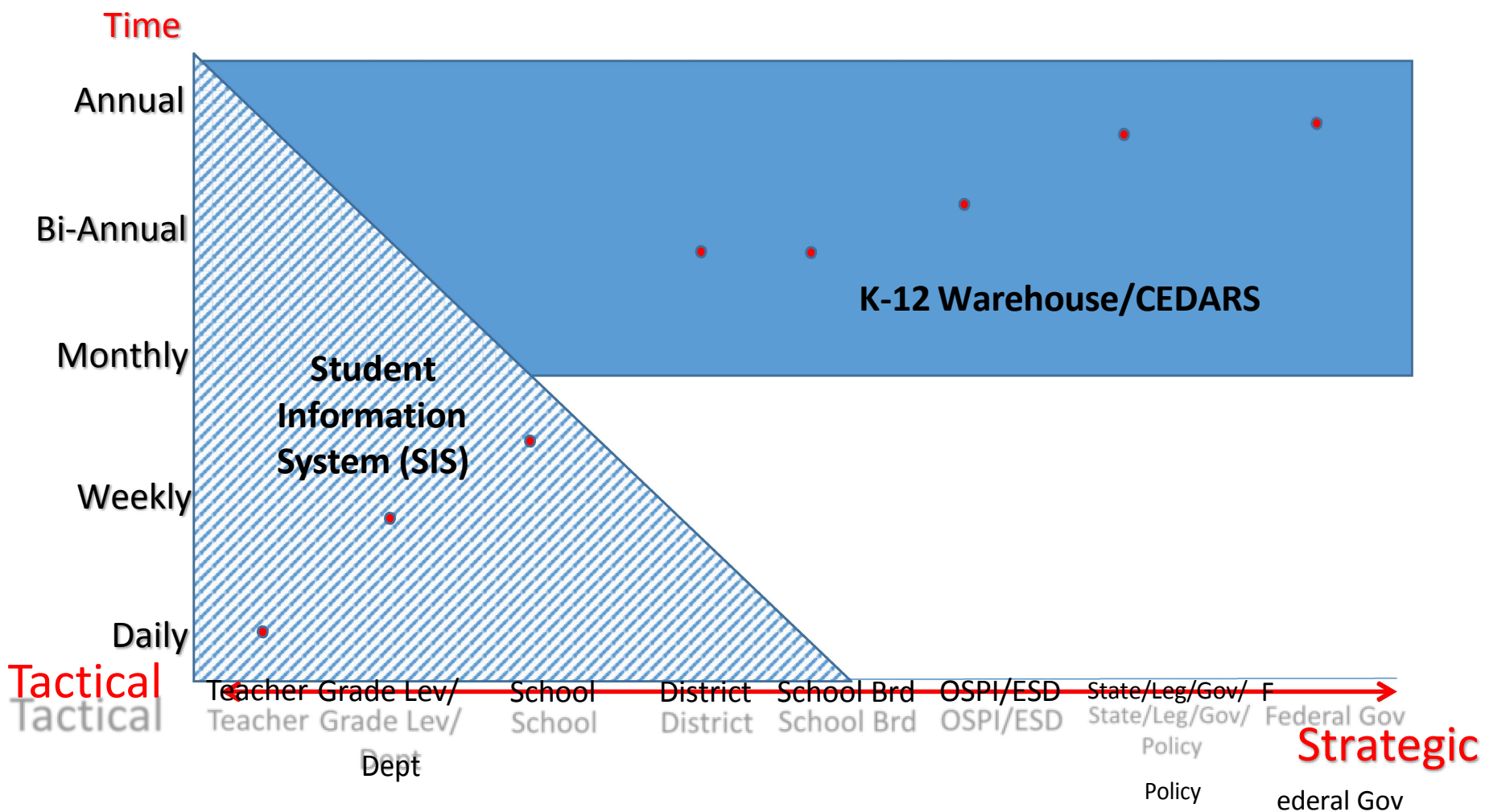
Progress to Date

At the December meeting, the members finalized two behavior definitions for the 2014-15 CEDARS Manual:

- Failure to Cooperate (including but not limited to non-compliance, defiance, disrespect): repeatedly failing to comply with or follow reasonable, lawful directions or requests of teachers or staff.
- Disruptive Conduct: conduct that materially and substantially interferes with the educational process.

At the January meeting, the members finalized four additional behavior definitions:

- Destruction of Property/Vandalism: intentional damage of school property or the property of others.
- Vulgar or Lewd conduct: obscene acts or expressions, whether verbal or non-verbal
- Theft, possession of stolen property: taking or knowingly being in possession of district property or property of others without permission.
- Academic dishonesty/plagiarism: knowingly submitting the work of others represented as the student's own or assisting another student in doing so, or using unauthorized sources.



Time

Annual

Bi-Annual

Monthly

Weekly

Daily

Tactical

Strategic

Teacher Grade Lev/ School District School Brd OSPI/ESD State/Leg/Gov/ F Federal Gov

Teacher Grade Lev/ School District School Brd OSPI/ESD State/Leg/Gov/ Policy Federal Gov

Dept

Policy

Policy

ederal Gov

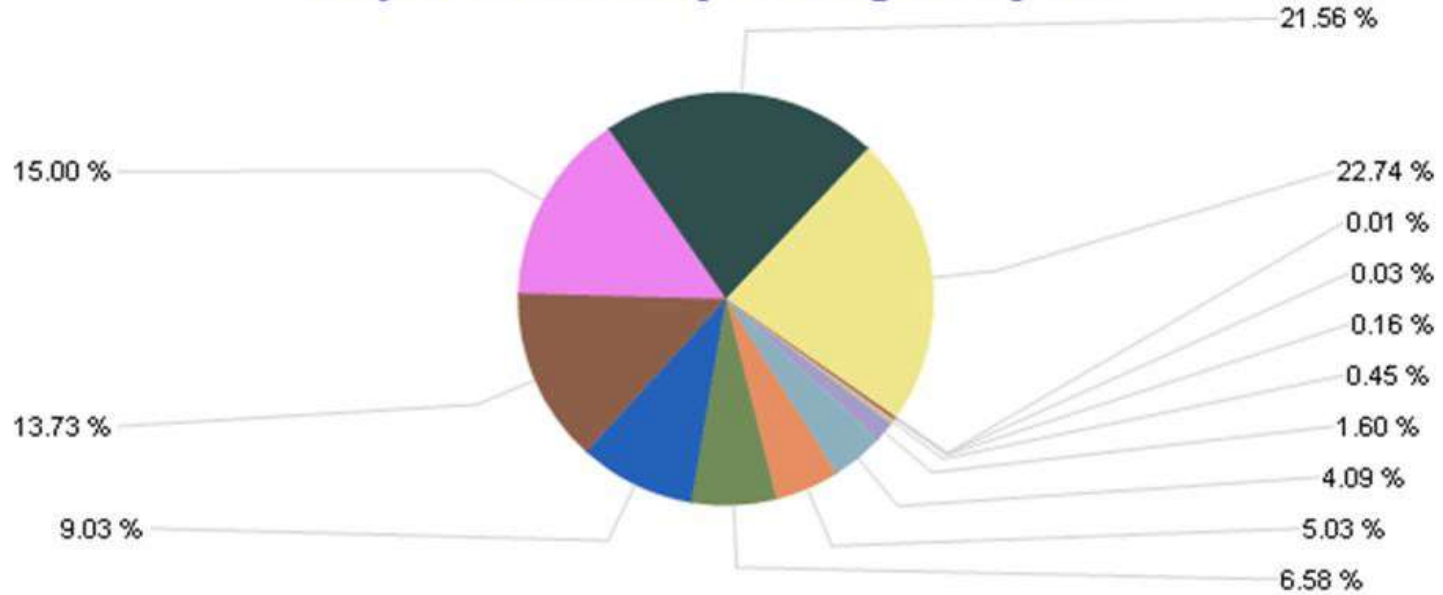
Student Information System (SIS)

K-12 Warehouse/CEDARS

State of Washington

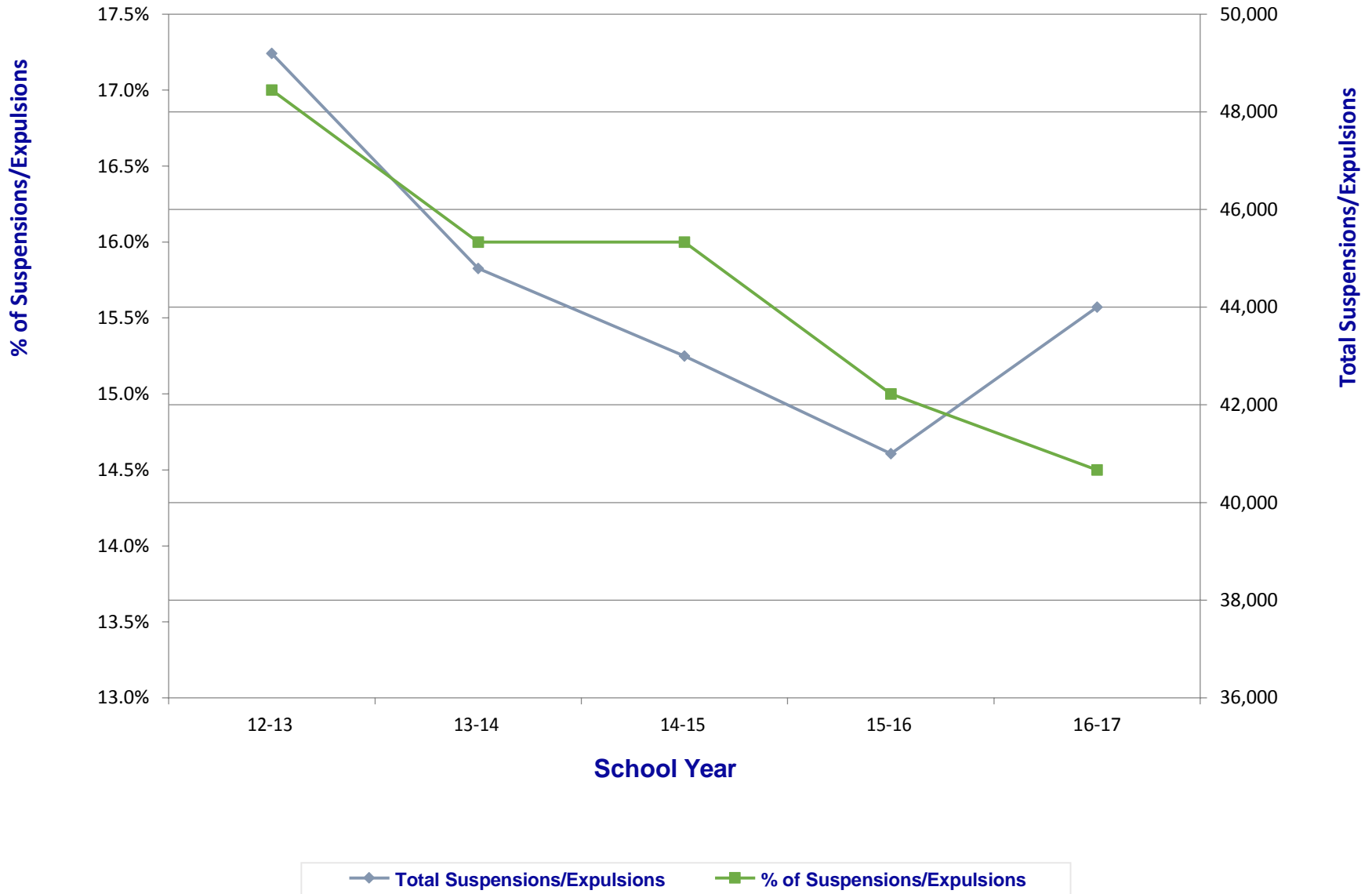
Year(s): 2011-12; Ethnicity(s): Asian

Discipline - Incidents by All Categories by Year

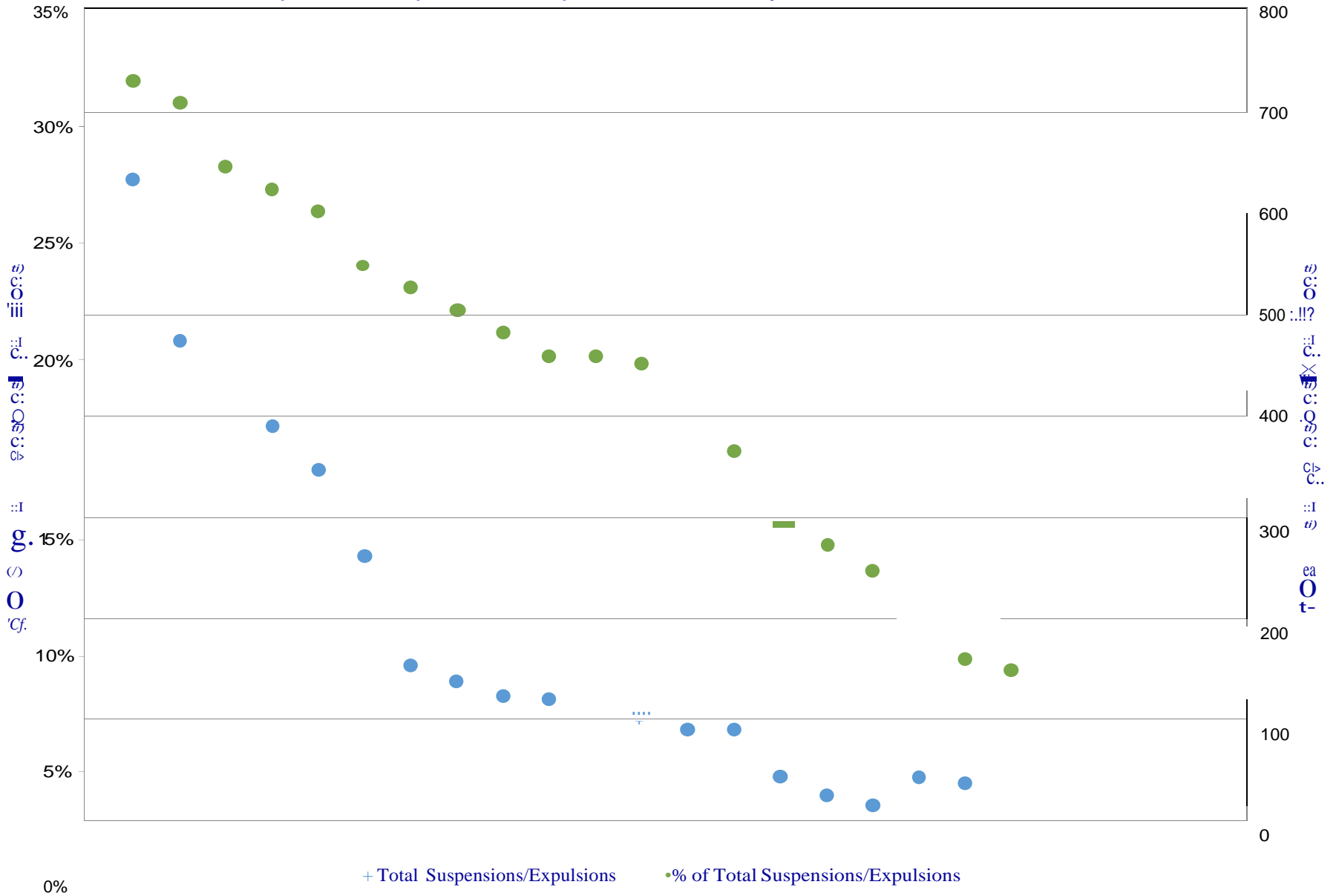


- | | |
|---|--------------------------------------|
| Handguns, rifles or shotguns, multiple firearms, or other firearms | Alcohol |
| Rifle | Tobacco |
| Handgun | Knife or Dagger |
| Other Firearm | Illicit drugs |
| Violence With Major Injury | Violence Without Major Injury |
| Other Weapon | Bullying |
| | Fighting Without Major Injury |

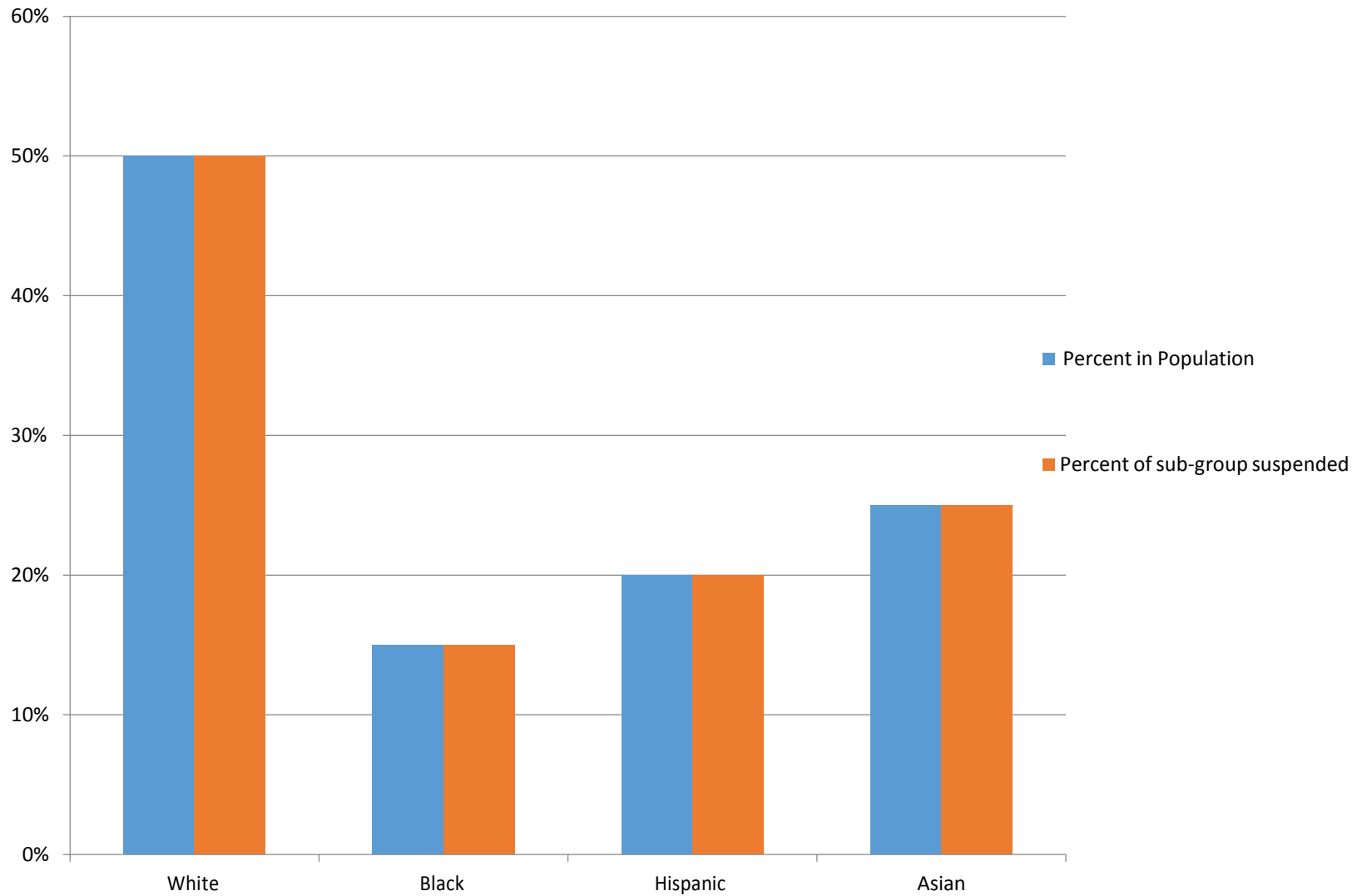
Discipline - Suspension/Expulsion Totals Over Time



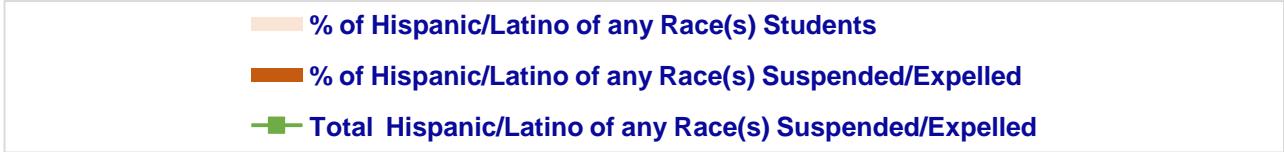
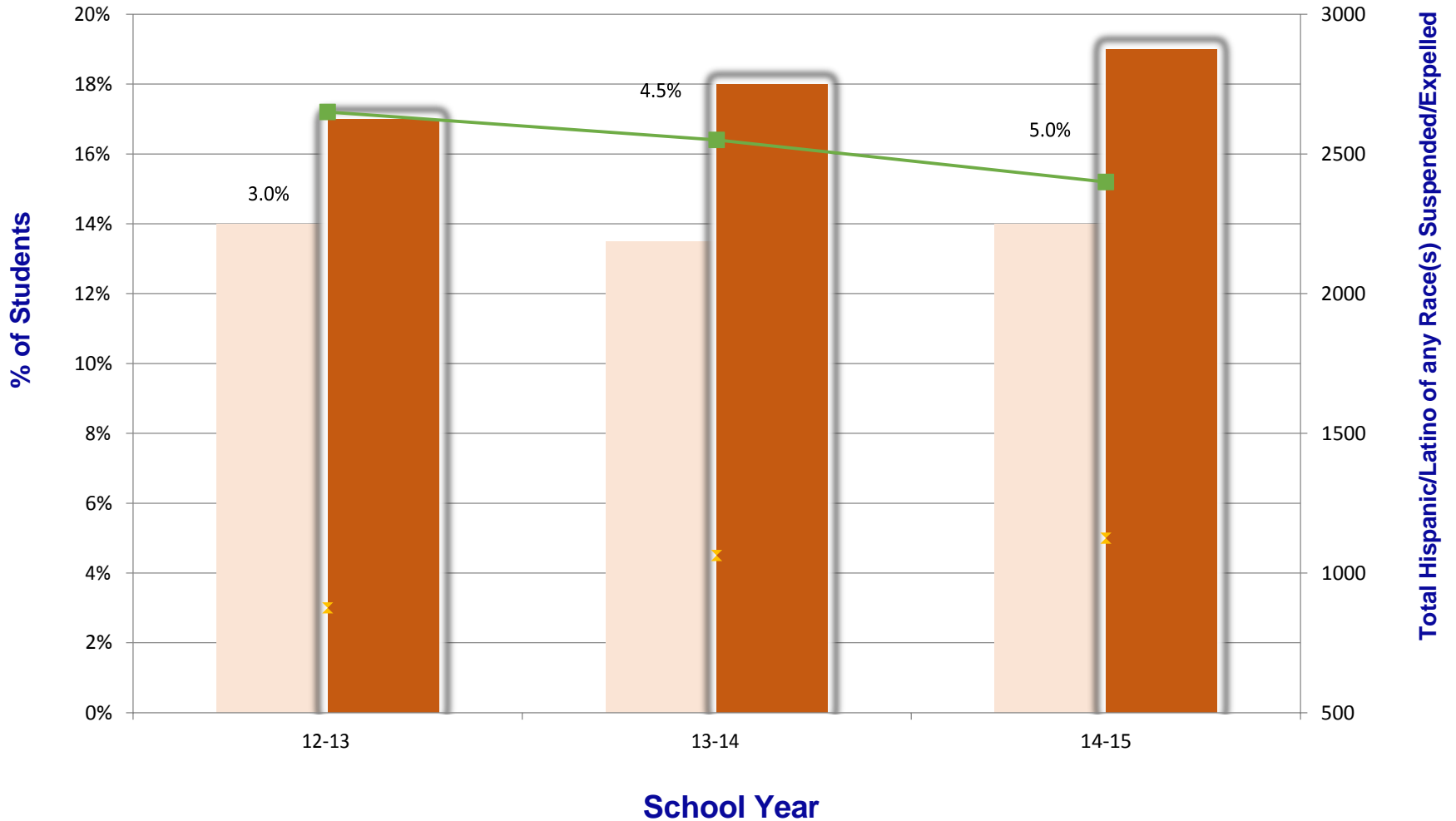
Discipline - Suspension/Expulsion Totals by Year



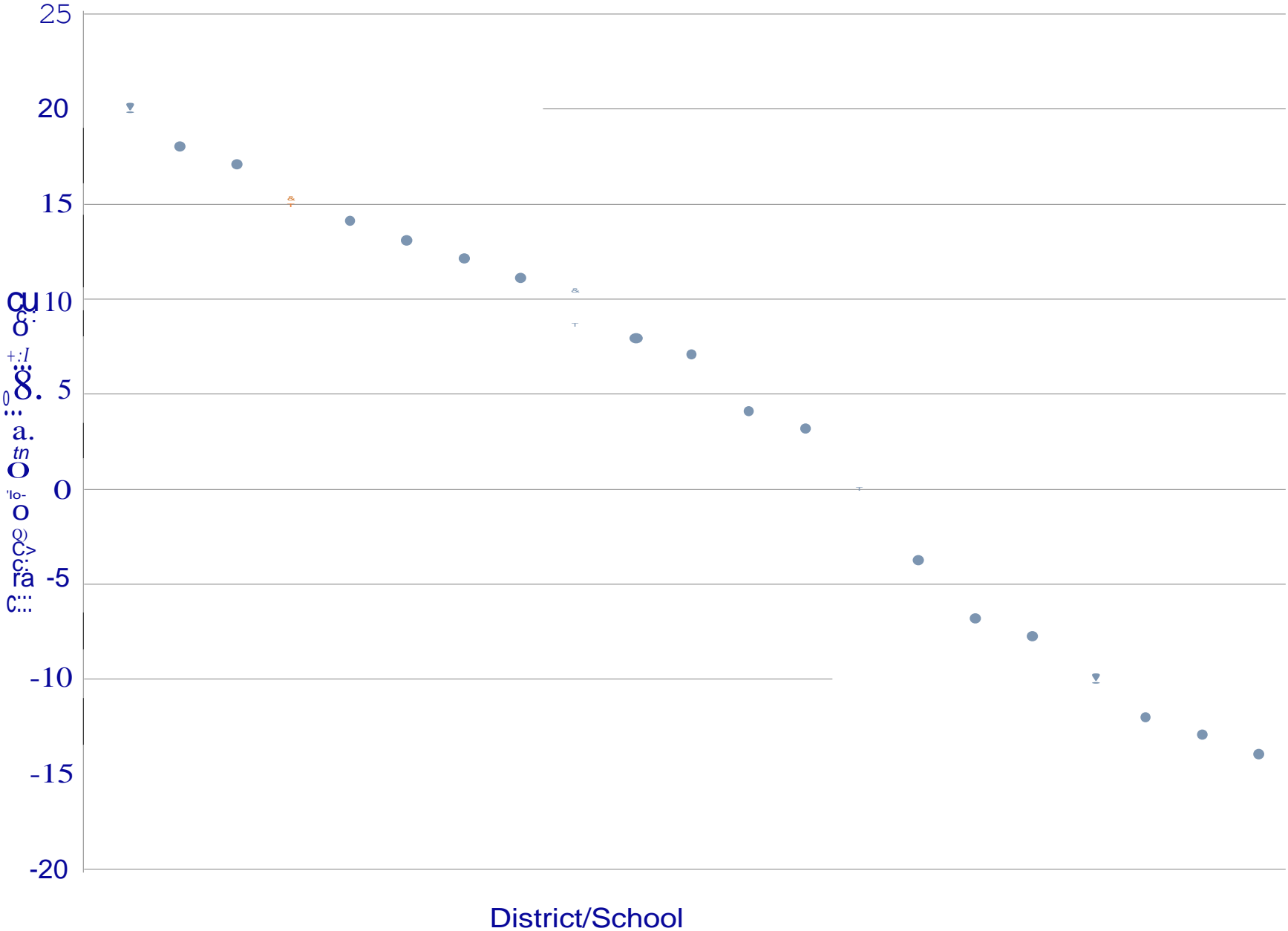
No Disproportionality



Discipline - Disproportionality by Ethnicity/Race(s)

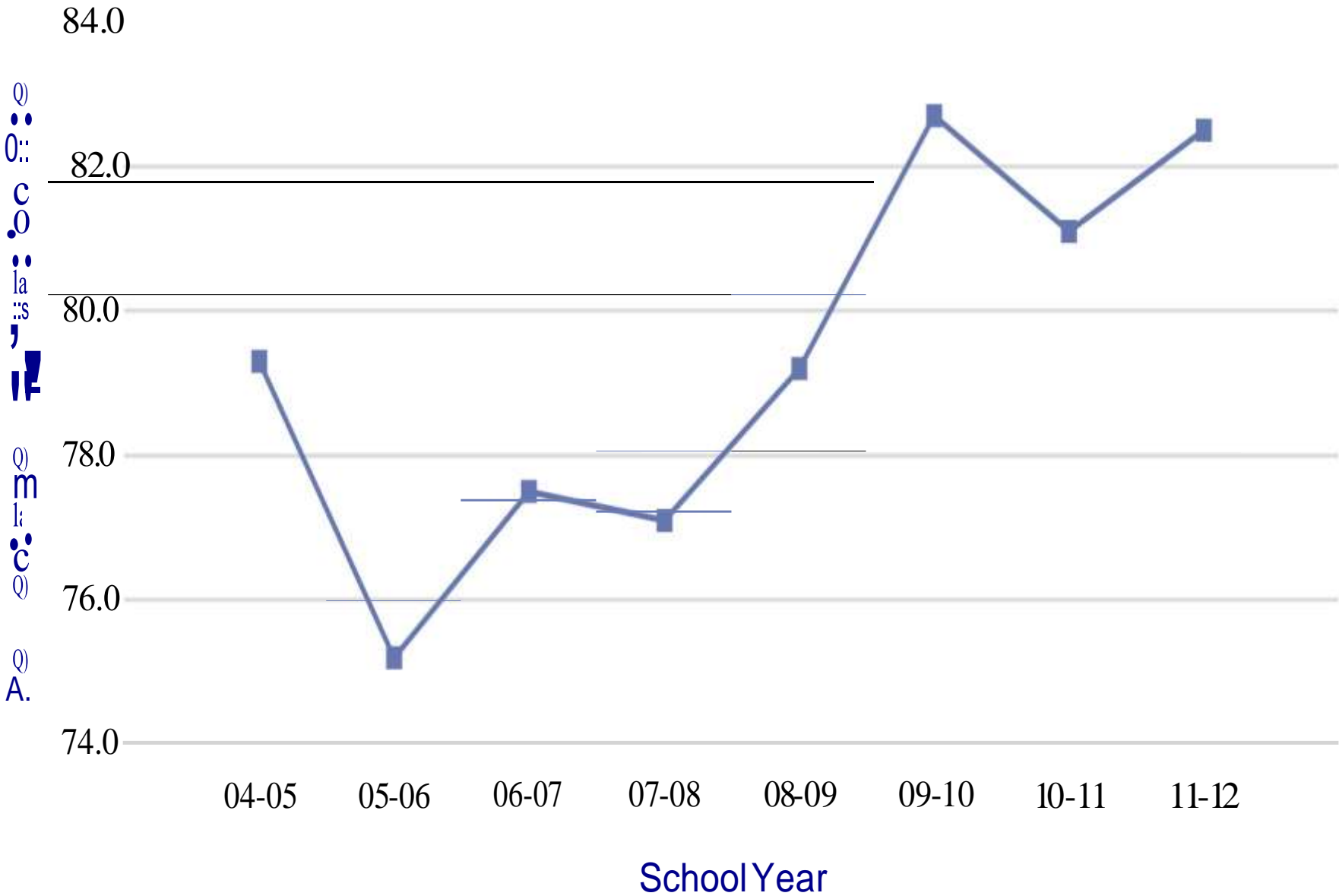


Discipline - Disproportionality by Subgroups by Year

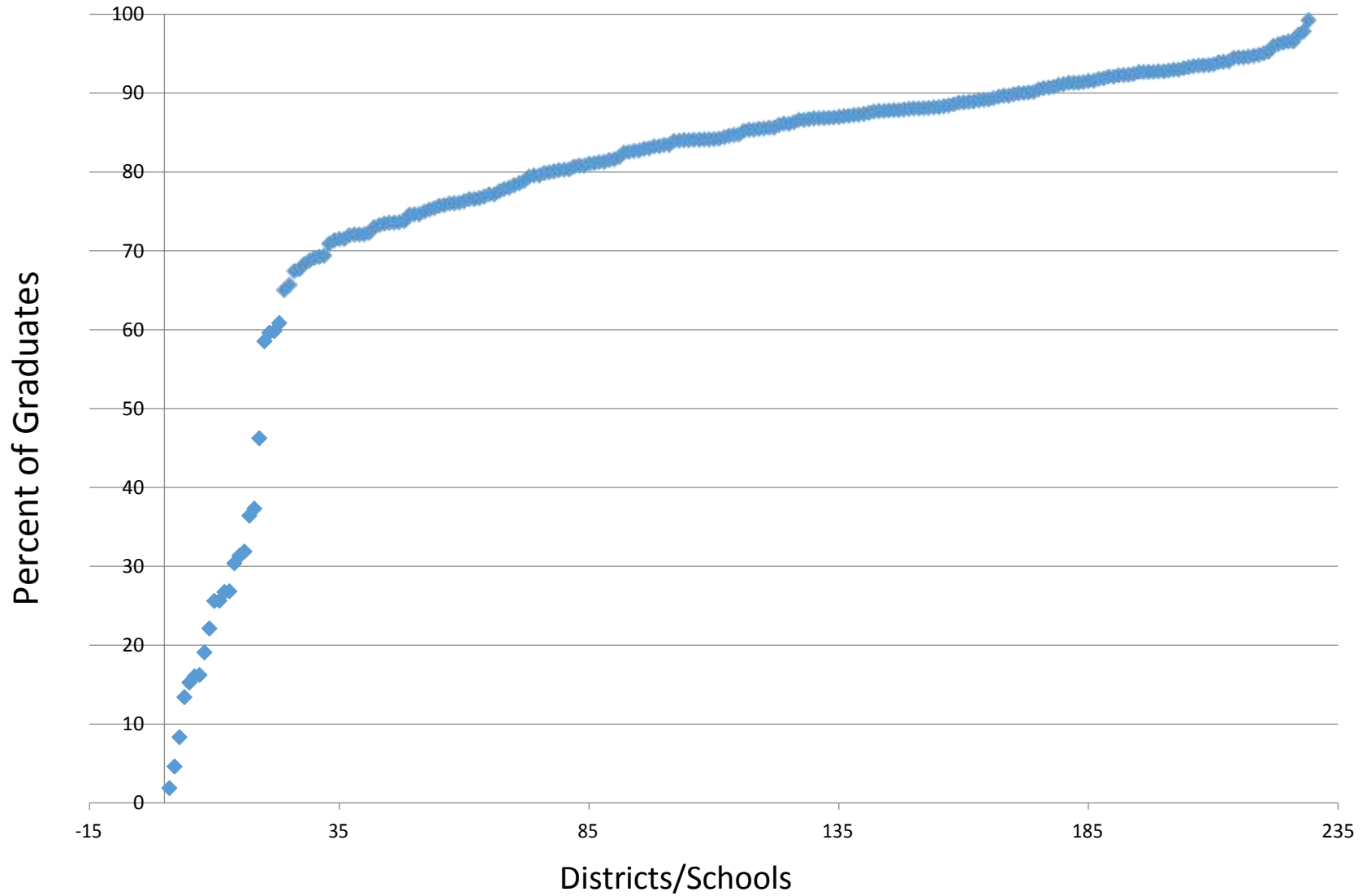


Graduation

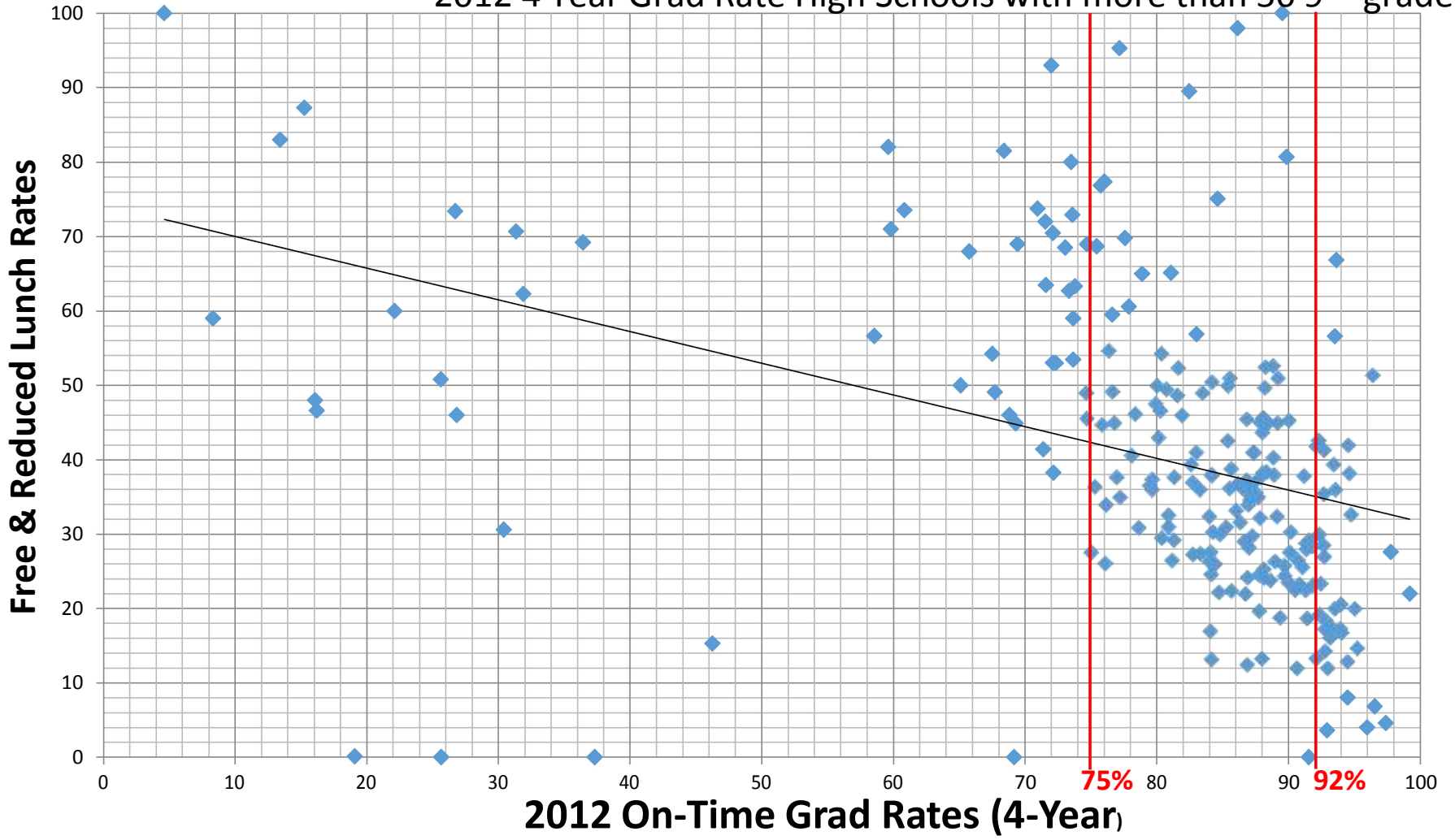
Graduation • Graduation Rate



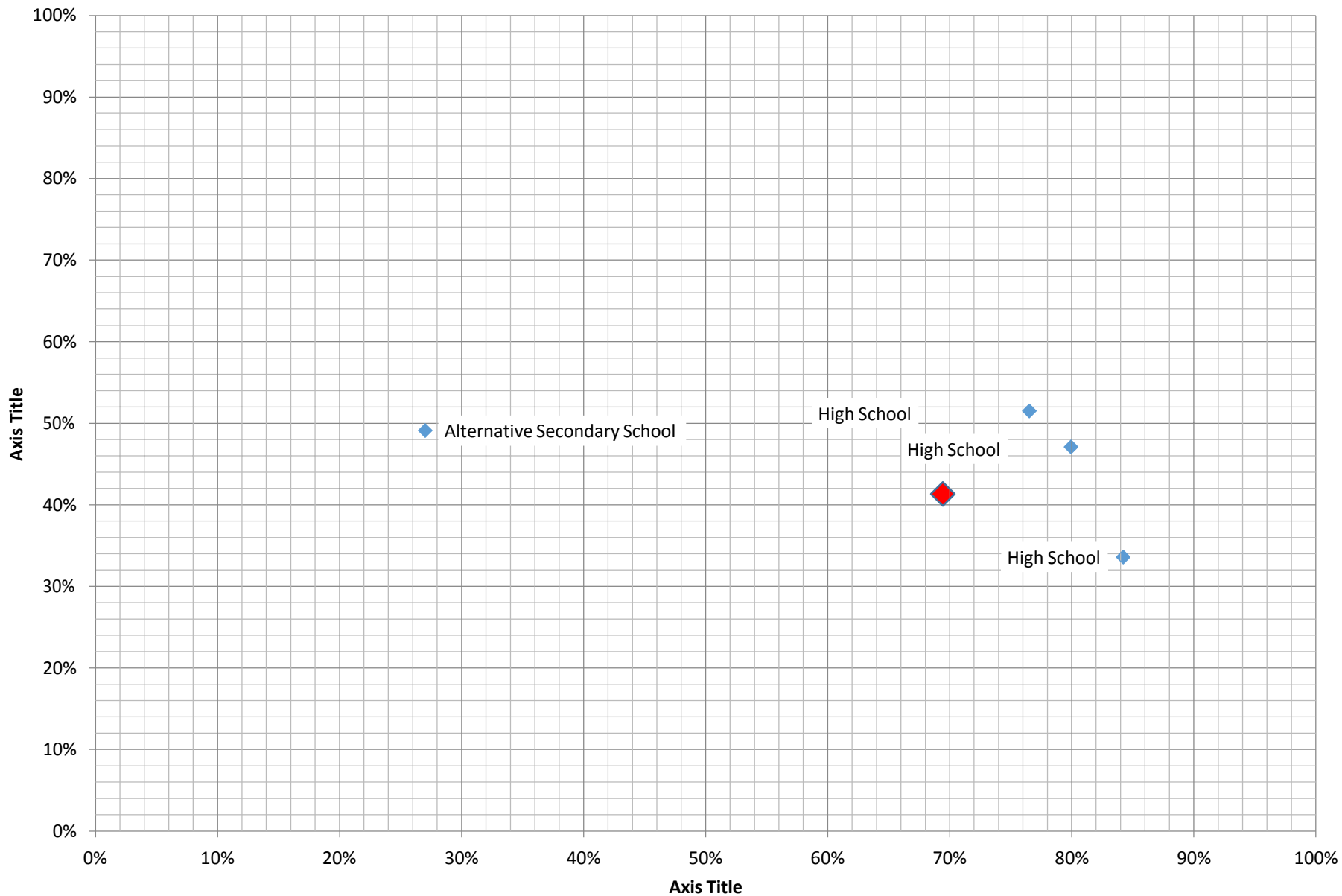
Adjusted Actual 4-Year Cohort Graduation Rate 2012



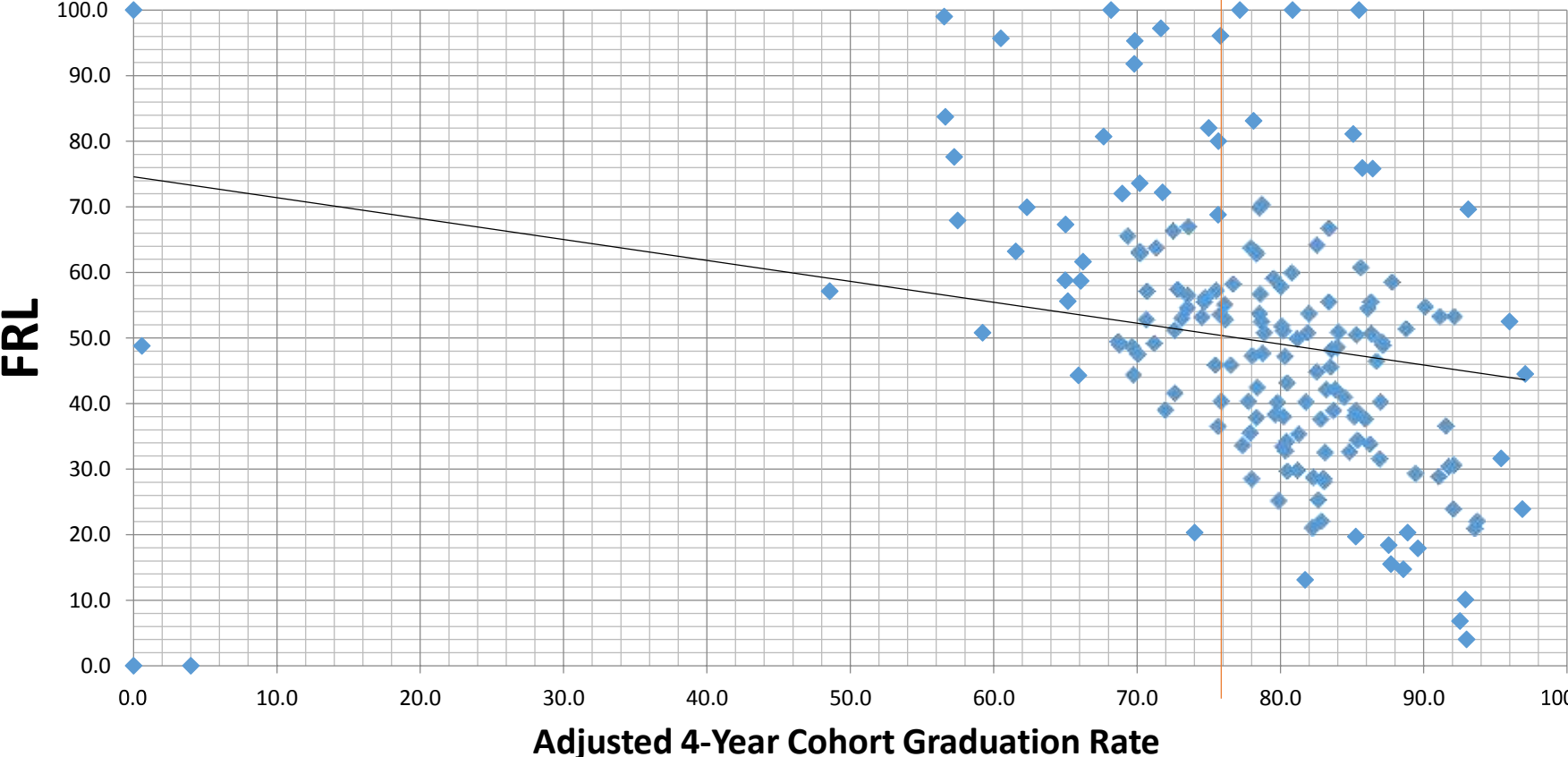
2012 4 Year Grad Rate High Schools with more than 50 9th grader



XXXXSchool District

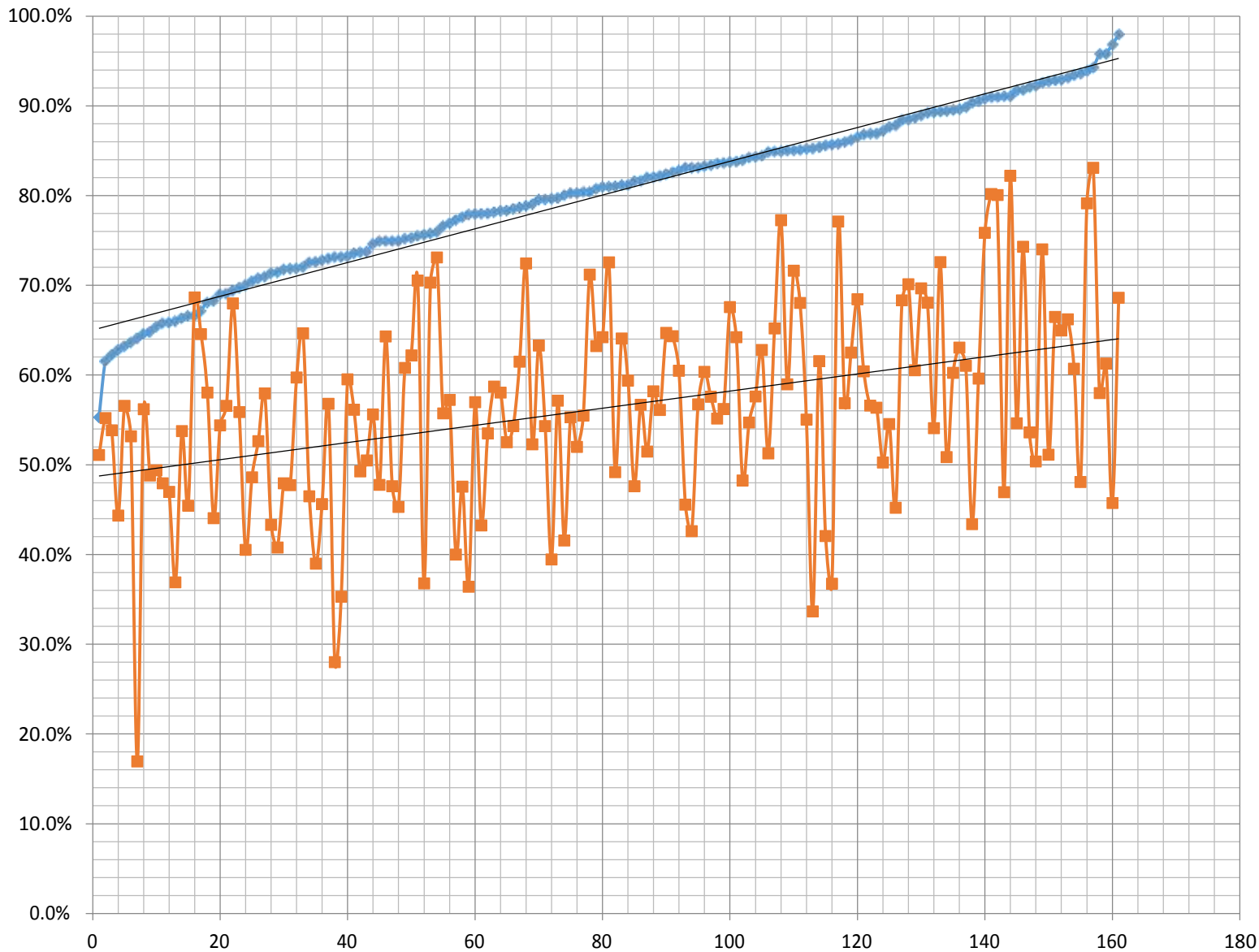


District Adjusted 4-Year Cohort Graduation Rate 2013 vs FRL All Districts



Blue Line High School Grad Rate - - - Red Line % Going

Onto College



Districts in the Washington with more than 49 Graduates

**DRAFT Discipline Data
Elements**

Homework Instructions: Review the existing data element columns (title, definition, and pick list) from the July work session. Fill in the columns and make revisions as needed.

1. Education Services (type and location) during the Suspension or Expulsion

Comment: There needs to be consistency to this section. To accomplish it there should be 2 or 3 parts to this section:

1. Where/how the student received services,
2. What type of services, see below the draft list. This could be a pull down or a divided column since hopefully a student should receive all services no matter where he/she is located.
3. As An Option - Result: Received work, Opportunity to complete and receive credit (grade) This can be in this section or deleted and only address the result in section #2

Student received:

Academic instruction/services

- a) Yes
- b) No

Individualized behavior intervention

- a) Yes
- b) No
- c) Not available

This would be less cumbersome. For example, see my comment on Alternative Building section. In this section for each element the goal is to learn where/how the student received services, the type of services and if these enabled

* Another area to be addressed is the total number of school days (not hours or partial days) per student per year, and the sum of excluded days over years (includes all forms of exclusion). This needs to be included in the data collected. (Other pertinent comments at the end.)

Do these all assume that the student is there for a full school day? Or should there be the opportunity to indicate the # of hours the student is served under each setting?

Title	Definition	Pick List
In School Suspension- in a different room in the same school	A room for students serving in-school suspension (ISS) within the same school building but separate and apart from the classrooms in which they normally attend.	<p>Student in different room in same school:</p> <ol style="list-style-type: none"> a) Yes b) No <p>Student received:</p> <p>Academic instruction/services</p> <ol style="list-style-type: none"> c) Yes d) No <p>Individualized behavior intervention</p> <ol style="list-style-type: none"> a) Yes b) No
Alternative Building in School District	<p>A building that is owned/operated (?) by the School District that is separate and apart from the school that the student attended prior to the suspension or expulsion.</p> <p>Comment: This should be the same as the fact some districts may have a more specific intervention program in a different location – they should offer it in the district no matter where the services are provided.)</p>	<p>Student placed in alternative building in school district:</p> <ol style="list-style-type: none"> a) Yes b) No <p>Academic instruction/services</p> <ol style="list-style-type: none"> a) Yes b) No <p>Individualized behavior intervention</p> <ol style="list-style-type: none"> a) Yes b) No
Provided at home	Within the student's home	<p>Student at home:</p> <ol style="list-style-type: none"> a) Yes b) No

Title	Definition	Pick List
Other location outside of school	Public venue, such as library or at ቤተሰብ ወይም ሌላ ቦታ Comment: Do we need to add whether the student was served in custody? We have not addresses this yet. Could be a subsection of this or a section by itself.	Student at another public location a) Yes b) No Academic instruction/services a) Yes b) No Individualized behavior intervention a) Yes b) No Comment: As written it does not tell enough of what the student received. Should include the same list as noted in opening comment: Re: Academic and Individual behavior intervention.
Virtual Academy/Online Learning	District approved online learning opportunities provided to suspended or expelled students to allow them to stay current with grade-level studies.	Student received: Online academic instruction/services a) Yes b) No # hours online access per week: _____ Individualized behavior interventions may or may not be provided through this format, but should it also be included?
Tutoring	Tutoring services provided by the district to assist students in maintaining continued academic learning while out of the classroom environment.	Student received provided a tutor: a) Yes b) No Student received: Academic instruction/services a) Yes b) No Individualized behavior intervention a) Yes b) No
Non-traditional school hours	Learning opportunities for students provided outside of standard schools hours (e.g. Friday afternoon, Saturday school, etc.)	Student received furnished services in non-traditional school hours: a) Yes b) No Student received: a) Academic instruction/services This still seems redundant with ቤተሰብ (??) this is to distinguish between e.g. instruction and homework help. a) Yes b) No Individualized behavior intervention

Title	Definition	Pick List
Work packet	Assignments completed and returned as agreed to by the student/family and district.	Student received assignments: a) All b) Partial c) none Student completed work: a) All b) Partial c) None Student was allowed to complete work and received credit a) All b) Partial c) None
Social/emotional behavioral support	Instruction and/or intervention in social/emotional behavioral support Comment: if we realign this section we may be able to have each location and or method of providing services with a check off on academic services, individualized behavior intervention in one line for the school staff to check off. It also is a strong reminder of the expectations that a student, no matter how served, receives both.	Student was provided instruction and coaching in behavior a) Yes (if yes, hours/days provided: _____) b) No c) Not available at my school This goes beyond instruction instead it is also guidance and coaching. Is there a more inclusive word to use? How does this document how much – an hour? Day? Every day excluded? Program/curriculum used: _____

2. Academic progress

Title	Definition	Pick List
Credits prior to exclusionary discipline (w/date stamp)	Academic progress student makes prior to the date of suspension or mandatory expulsion	Student maintains all credit received prior to exclusion. a) Yes b) No LA up to grades were frozen at the time of expulsion. a) Yes b) No
Credits lost during exclusion	Student fails to make academic progress based on the up to projected graduation date because of the suspension or expulsion	Student does not receive grades/credit during exclusion. a) Yes b) No
Program of credit retrieval or accrual	Student continues to accrue credit without gaps.	Educational Services one or more options used. Note all that applies: a) District Liaison for Suspended or Expelled Students b) District Certificated or Para Educator led during school hours c) Evening or Saturday School d) Online learning e) Contract workpackets f) Private tutor
Credits earned	Academic progress made by student during suspension / expulsion	Number of credits earned during exclusion: _____ Number of credits earned via a Credit Retrieval Program:

Title	Definition	Pick List
Number of lost credits	Number of academic credits student did not receive should have received during the time period of their suspension or expulsion minus the number of academic credits the student actually received during that time. 607126 Could actually be lost credits.	Net Number of credits earned-lost: _____ Comment: As written it does not fit the title re. 7044. Could be total credits earned out of _____ could have earned _____.
Retrieval	Students are informed, allowed, and expected to make up all missed coursework or tests for modified assignments without penalty and to potentially retrieve lost credits.	Students received: a) Yes b) No
Academic progress (grades 9-12)	Academic credit and/or partial academic credit can be earned or awarded during regular attendance, during a period of exclusion, for suspension, or after their return to school.	How many credits earned prior to exclusion : (auto populate from CEDARS) Grade level: (drop down grade levels) How many credits earned at completion of credit retrieval: Grade level: (drop down grade levels) Did student lose academic standing as a result of suspension/Expulsion- in excess of one trimester/semester? a) Yes b) No Student earned credits while suspended or expelled: a) Yes b) No Credit Retrieval provided at no cost: a) Yes b) No

3. Reengagement Plans

Title	Definition	Pick List
Reengagement Meeting Notification	Notification of right to meeting, including information on εθίσθη/εγχειρίδιο ΗΠΑ to interpreter/translation (language access services).	School sent notification: a) Yes b) No
		Interpreter/translation notice included in parent/guardian notification: c) Yes d) No Date sent: _____

Title	Definition	Pick List
Reengagement meeting	Meeting between school district/ student/parent and or guardian to discuss how to return a student to an educational setting as soon as possible.	<p>Date meeting held: _____</p> <p>Held within 20 days of suspension/expulsion</p> <p>a) Yes</p> <p>b) No</p> <p>No later than 5 days prior to return to school:</p> <p>a) Yes</p> <p>b) No</p> <p>Can these be figured out in CEDARS automatically based on discipline date, date meeting is held, and date student returns?</p> <p>Interpretation provided in primary language, if requested</p> <p>a) Yes</p> <p>b) No</p> <p>Translated materials provided in requested language</p> <p>a) Yes</p> <p>b) No</p> <p>Who participated in meeting:</p> <p><input type="checkbox"/> General Ed. Teacher</p> <p><input type="checkbox"/> SPED Teacher</p> <p><input type="checkbox"/> School Psychologist</p> <p><input type="checkbox"/> District Representative</p> <p><input type="checkbox"/> Administrator</p> <p><input type="checkbox"/> Counselor/Behavior Support</p> <p><input type="checkbox"/> Parent(s)/guardian</p> <p><input type="checkbox"/> Student</p> <p><input type="checkbox"/> District Liaison for Suspended or Expelled Students</p> <p><input type="checkbox"/> Other: _____ Reengagement</p> <p>plan completed:</p> <p>a) Yes</p> <p>b) No</p> <p>School completed enrollment/reenrollment paperwork:</p> <p>a) Yes</p> <p>b) No</p> <p>Dates:</p> <p>a) Suspension/Expulsion occurred: _____</p> <p>b) Meeting occurred: _____</p> <p>c) 10/20/20 scheduled return to school: _____</p>

DRAFT Discipline Data Elements

Homework Instructions: Review the existing data element columns (title, definition, and pick list) from the July work session. Fill in the columns and make revisions as needed.

4. Meeting Outcomes/Interventions

Title	Definition	Pick List
<p>Shortened length of Exclusionary Discipline period</p>	<p>Shortened period of time for the suspension or expulsion</p>	<p>Shortened length of exclusionary discipline: a) Yes b) No Number of days reduced: _____</p>
<p>Supportive Interventions</p>	<p>Interventions that will be identified and implemented to aid in μφ&#923&#923&#923 academic success/engagement and keep student on track to graduate Comment: interventions reported are past tense, not future.</p>	<p>Challenges/stressors identified: a) Yes b) No Barriers to attendance identified: a) Yes b) No Was the attendance issue due to : a) physical health b) mental health c) Drug/alcohol abuse d) Other: _____ Referral to 504/SPED if relevant: a) Yes b) No Safety plan : a) Yes b) No Behavioral success plan developed: a) Yes b) No Relevant counseling discussed with family: a) Yes b) No Communication plan between school and student/family: a) Yes b) No</p>
<p>Discipline Review Committee</p>	<p>Optional Committee comprised of μφ&#923&#923&#923 teachers/principal/counselor θ&#923&#923&#923 μφ&#923&#923&#923 prior conduct and discipline to determine 1) Whether prior discipline has been effective; and 2) Whether another type of corrective action would be more effective or appropriate under the circumstances. Comment: if District Liaison was used, this person title needs to be included in the participant list. See addition.</p>	<p>Committee was used: a) Yes b) No Date held: _____ Held within 20 days of suspension/expulsion a) Yes b) No No later than 5 days prior to return to school: a) Yes b) No Ω&#923&#923&#923 these be figured out in CEDARS automatically based on discipline date, date meeting is held, and date student returns?</p>

Title	Definition	Pick List
Student Contract Student-district contract	Student-district contract in which student complies with certain conditions in exchange for a shortened term of suspension.	Student received: a) Yes If yes, number of days shortened Ωηφ Ωτ. days _____ b) No
District Liaison for Suspended Expelled Students	A trained and qualified staff member (not a compliance officer) assigned by the district to communicate with the student and the μφορφομ family during the period of suspension or expulsion. The assigned μφορφομ duties include: 1) Monitoring the μφορφομ 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 μφορφομ behavior and academic progress; 3) Reviewing the μφορφομ εθνεσμμ βιφα 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 District liaison information provided to parents/guardians? a) Yes b) No

5. Petition for Readmission

Title	Definition	Pick List
Submitted Petition for readmission	Petition for readmission outlining request to be readmitted to school at any time during the exclusion.	Student submitted petition for readmission a) Yes (if yes- Date_____) b) No
Status of Petition for Readmission	Readmission determined in accordance with school district policies and procedures.	Student petition for readmission granted a) Yes (if yes-date) b) No

**DRAFT Discipline Data
Elements**

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6. Grievances/Appeals

Title	Definition	Pick List
Short term suspension grievance	Student and family submitted a grievance of the short term suspension according to school district policy and procedures	Short term suspension grievance submitted a) Yes (if yes- Date_____) b) No
Status of Short term suspension grievance	Decision by principal or designee about the short term suspension grievance Comment: what if the district uses someone else? Need to specify.	Decision made by: a) Principal b) Other: _____(title/position) Change in Short term suspension a) Yes b) No Date_____
Long term suspension/expulsion Request for hearing	Student and family request a hearing to appeal long term suspension/expulsion within 3 days after written notice of long term suspension/expulsion	Hearing requested: a) Yes (if yes- Date_____) b) No
Emergency expulsion appeal	Student and family appeal emergency expulsion Student/family appeal the emergency expulsion	Date of Emergency appeal : _____ Result/ granted: a) Yes b) No Date Appeal requested: _____ Change in emergency expulsion: a) yes b) no Date _____
School set hearing	School sets hearing date within 3 days of receiving timely hearing request Comment: what if it is postponed? Is there for postponement data and who made the postponement – student/family of school/district staff?	School set hearing date: a) Yes (if yes- Date_____) b) No Hearing postponed: a) Yes (if yes, - Date: _____) b) No If yes, who requested postponement: a) District staff (title) _____ b) Student & Family
Hearing Decision notice	Hearing decision provided to the student and parents for suspension/expulsion appeal.	School sends hearing decision: a) Yes (if yes- Date_____) b) No
Hearing Decision outcome	Outcome of long term suspension/expulsion appeal, as decided by hearing officer.	Hearing Decision Outcome: Written decision setting out findings of fact, conclusions, and nature of suspension/expulsion provided to student and parents. a) Yes b) No Long term suspension shortened a) Yes (if yes- how many days shorter _____) Expulsion shortened

Title	Definition	Pick List
Appeal to school board	Student and family appeal long term suspension/expulsion hearing decision within 3 days to school board.	Appeal of hearing decision to school board a) Yes (if yes- Date_____) b) No School Board Decision: (Date: _____) Long term suspension shortened a) Yes (if yes- how many days shorter- _____) b) No Expulsion shortened a) Yes (if yes- how many days short _____) b) No
Appeal to Superior Court	Student and family appeal school board decision within 30 days to local superior court.	Appeal of school board decision to Superior Court a) Yes (if yes-Date_____) b) No Superior Court Decision: (Date: _____) Long term suspension shortened a) Yes (if yes- how many days shorter) b) No Expulsion shortened a) Yes (if yes- how many days shorter) b) No c) Other: _____

7. Expulsions that Exceed More than One Calendar Year

Title	Definition	Pick List
Petition to exceed calendar year		Was petition made to exceed to one calendar year: a) Yes b) No Was the petition granted a) Yes (if yes, date) b) No If extended expulsion, what is end date: Date _____ How many-Number of extensions to the expulsion: (number) and (date) a) Number: _____ b) Dates: _____
Reason for exceeding more than one year		Reasons- Select reason and give brief description: a) Public health b) Safety c) Other: _____

Comments: Are we missing some critical points of data? I believe these still need to be addressed.

1. Total number of expulsions over a year for the district and for each school within a district.
2. Disaggregation of expulsions according to ELL, Sp Ed., Students of Color, LGBT, etc.? We have not addressed this in our work yet.
3. A section regarding School Resource Officers' impact on student exclusion either by district suspension/exclusion and or police removal from district grounds to police or sheriff department. If latter, should also note whether the student was charged or not in the removal and/or booked.
4. Another area missing is when a student returns from exclusion (no matter what the cause or time),

- a. Does he/she return to the same building or another?
- b. Was the placement decision made jointly by district AND student and family or only by the district?
- c. Was the District Liaison part of the decision (like an ombudsman for the family and student)?
- d. If another party participated, title of party (for instance a counselor, SpEd staff, family attorney, district attorney, etc).

Homework- Organization of “Other” Category

Instructions: Use the following table to review the sample definitions and group definitions/notes under each category. Use the far right column to either redefine the category, create a new category or mark whether the item fits under Failure to Comply or Disobedience/Defiance (definitions in gray).

Failure to Cooperate (including but not limited to non-compliance, defiance, disrespect):
Repeatedly failing to comply with or follow reasonable, lawful directions or requests of teachers or staff.
Disruptive Conduct:
Conduct that materially and substantially interferes with the educational process.

Dress Code		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
<p>1. Students are to observe modesty, appropriateness and neatness in clothing and personal appearance. Students may express individuality in their dress and grooming within reasonable bounds. Students are not appropriately dressed or groomed if their appearance causes a disruptive influence either to themselves or to others while in the pursuit of the educational process or if their appearance presents a health or safety problem.</p>	<ul style="list-style-type: none"> Dress or appearance which disrupts the educational process or present health or safety problems for the student or others. Used for non-gang-related dress violation only- for instances when student violates community agreed standards that are not gender-biased. <p>How is Failure to Comply arrived at? This too seems overly subjective.</p>	<ul style="list-style-type: none"> Begs the question whether a district must have a dress code in their school policies handbook in order to use this as a basis for misconduct? Fits under Non-Compliance/Disobedience/Defiance, must be disruptive Fits under: Failure to cooperate. If it is determined there is a need of a definition: Clothing, accessories, body markings, or personal items which disrupt the educational process with language or images that are lewd, vulgar, discriminatory or obscene; or promote illegal or violent conduct, or gang activity; or contain threats; or presents health or safety problems for student or others.
<p>2. Student dress shall be conducive to the educational environment. A health or safety hazard shall not be presented by the student's dress or appearance; damage to school property shall not result from the student's dress; the student's dress or appearance shall not create material and substantial disruption of the educational process at the school. Student dress shall not be gang-related, nor may it promote illegal activity or activity that violates school regulations.</p>	<ul style="list-style-type: none"> Fits under Non-Compliance/Disobedience/Defiance, must be disruptive Is this definition needed? 	

Use of Electronic Devices		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
<p>1. Students are not to bring electronic devices such as radios, tape or cd players, i-Pods or MP3 players, headphones, televisions, or laser pointers to school unless receiving prior approval from school administration. The loss or theft of such items brought to school will not be investigated by school personnel. Students are discouraged from bringing any type of electronic communication devices to school such as beepers, pagers, or cellular telephones. Possessions of such devices will not constitute a violation, however, should one of these devices buzz, beep, ring or cause any other substantial disruption or interference within the classroom or learning environment, the device will be confiscated and the following sequential consequences will be imposed.</p>	<ul style="list-style-type: none"> Electronic devices may only be used in the classroom with the permission of the staff or as provided for in an IEP or accommodation plan. Focus on class instruction time- if confiscated it will be returned at the end of class. Teacher permission to reflect some legitimate in-class use (e.g. students with disabilities, teacher establishes reasonable standards/boundaries for use). Fits under Non-Compliance/Disobedience/Defiance, must be disruptive Definition 2, without the last sentence Remove piece regarding opening devices 	<ul style="list-style-type: none"> The language in definition 2 is better and more future-proof. This item seems out of place with the other devices, as this is generally considered a safety hazard. Move to Failure to Comply (i.e. did student fail to comply when teacher asked student to put device away or demanded they hand it over for duration of period? If so, then failure to cooperate – teachers should be considered equipped to make judgment of whether in the moment use is disruption to class) though student conduct codes should still be specific as to the rules around these items and what generally constitutes disruption. Fits under Non-Compliance/Disobedience/Defiance, must be disruptive

Use of Electronic Devices		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
<p>2. Electronic devices (including, but not limited to, beepers, cell phones, pagers, laptops and personal technology devices) may only be used in the classroom with the permission of the teachers or as provided for in an IEP or accommodation plan. Use of such devices during class, such as using the cell phone, checking/sending e-mail, playing games and surfing the Web, are considered disruptive activities and may result in the device being confiscated.</p> <p>Teachers and administrators may open and access such equipment as necessary to the extent necessary to investigate a reasonable suspicion that a violation of school rules has occurred.</p> <p>Like this definition up to this point, do not agree with spilling over into issue of what is and is not proper search. It doesn't seem to grant permission, in a data definition, to teachers to make judgment calls as to what does constitute a search that would allow a legal search to occur.</p>		<ul style="list-style-type: none"> Fits under: Failure to cooperate. Comment: This is an area that is changing by the day; some districts are doing 1:1, BYOD or other varieties. Any behavior definition will be out-of-date as soon as coded
<p>3. Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera and/or computers.</p>		

Forgery /Alteration of Records		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
<p>1. A student who falsifies, alters, destroys a school record or any communication between home and school shall be subject to corrective action.</p> <p>2. A student who has signed a person's name without the person's permission.</p>	<ul style="list-style-type: none"> Consider needs of families where parents are not English or otherwise literate. Also consider needs of students with disabilities. Fits under Non-Compliance/Disobedience/Defiance Definition 1 How often does this happen? 	<ul style="list-style-type: none"> Providing false signature, or otherwise falsifying, altering or destroying a school record or any communication between school and home without authorization. Falsifying, altering, or destroying a school record or any communication Signing a student's name is more often than one would think. The part about falsifying of records not fit under failure to cooperate or disruptive conduct. Definition: Falsified, altered, destroyed a school record or communication between home and school, or signed a student's name without the student's permission

Extortion/Blackmail & Coercion		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
<p>1. A student shall not extort anything of value, threaten injury or attempt to cause physical injury or intentionally behave in such a way as could reasonably be expected to cause physical injury to any person.</p>	<ul style="list-style-type: none"> Obtaining money or property by the threat of violence or threatening to force someone to do something against their will. See HIB 	<ul style="list-style-type: none"> Seems like this is sufficiently covered under HIB Covered under threats < Keep definition as is in previous group definition: "Extortion is the act of obtaining money or property by threatening to cause physical injury to any person."
<p>2. A student shall not extort or attempt to extort any item, information or money.</p>	<ul style="list-style-type: none"> Definition 1 Covered under threats 	

Hazing		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
1. Initiating or harassing another student with meaningless, difficult, dangerous or humiliating tasks through unsafe and illegal behaviors that cause, or are likely to cause, physical injury or endangerment.	<ul style="list-style-type: none"> • Definition 1, add participating in • Covered under harassment • See HIB 	<ul style="list-style-type: none"> • Seems like this is sufficiently covered under HIB – unless students know to report this as such. Does WIAA policies include prohibitions re: hazing? ☐ See HIB • Keep definition #1. Addition of εθθθθθθθ is fine, though it may not be needed and as stand, ααα in some cases may be hard to prove.
2. A student shall not participate in or fail to report known activity that demeans, abuses, or violates members or potential members of a team or club individuals.		

Threats of Violence		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
1. Communicating credible focused threats of violence or harm to an individual or group of individuals, directly or indirectly, whether by physical, verbal, written, telephone, or electronic actions which cause the other person to believe that his or her life, safety, or property is in danger. It is not necessary that the threat be communicated to the intended victim.	<ul style="list-style-type: none"> • Definition 1, but a little less wordy • See HIB 	<ul style="list-style-type: none"> ☐ Seems like this is sufficiently covered under HIB ☐ See HIB ☐ Definition: Making threats of physical harm either directly or indirectly. ☐ Comment: Less is [covers] more.
2. A student shall not extort anything of value, threaten injury or attempt to cause physical injury or intentionally behave in such a way as could reasonably be expected to cause physical injury to any person.		
3. To express an intent to inflict injury or cause harm, to intimidate verbally, by use of hand signs, in writing or on a computer or other electronic device. Words or actions intended to inflict mental or physical harm are not allowed.		

Multiple/ Accumulated Offenses		
Sample Definitions	Previous Group Definition and Notes	Revised Definition and/or Comments
1. A student may be disciplined for the commission of multiple or accumulated offenses.	<ul style="list-style-type: none"> • Fits under Non-Compliance/Disobedience/Defiance • Covered under disruption • Definition 1, should include attempted θθθθθθθ • Should not include attendance 	<ul style="list-style-type: none"> • ΔΔΔΔ agree with this category. Seems akin to αααα approach. If students behavior is chronic and not responding to more minor correction efforts, then school should sit down to devise plan that addresses issues, not suspend/expel. ☐ This should go under whatever the behavior is and not be a separate section. ☐ Definition: Discipline for culmination of multiple behavior referrals that occurred during a school year. • Comment: Rethought this. Necessary as cumulating of referrals sets the stage for exclusion by districts. Cod currently allows use of αααααααα to go back over years to Εεεεεεεε out-of school discipline.
2. If, in αααααααα discretion, multiple behavior offenses have occurred during a school year, a student may receive a consequence for multiple offenses.		

Comment: The task force needs to get this right. Because:

- Codes are frequently used by some districts to justify a ~~WAC~~ level of discipline.
- Continuum of discipline actions can lead to too much subjectivity of administrators.
- WAC requires all other discipline actions to be exhausted prior to suspension/expulsion. However, there is no restriction to the length of time. This can lead to multiple disciplinary issues over years can be used to justify exclusion (for instance elementary behavior violations can used in high school)