

Student Discipline Task Force

Instructions were to: redefine the category, create a new category or mark whether the item fits under “Failure to Cooperate” or “Disruptive conduct” categories.

- *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.*

Summary of January Homework Definitions and Comments:

Dress Code

Dress Code Comments:

- Conduct that materially and substantially interferes with the educational process
- Not needed fits under current adopted definitions
- Put under failure to cooperate
- Eliminate. Dress Code. Not needed. For instance if a student wears something that is not allowed, and does not follow staff request to turn it inside out or go home and change, then it would be “Failure to Cooperate” as the task force defined last month. A definition that would be in a student handbook would be: 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 the student or others.

Dress Code Definitions:

1. Student Dress or appearance which disrupts the educational process or present health or safety problems for the student or others.
2. 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.
3. Dress in a school setting should support or enhance a positive learning environment for all participants.
 - Comment on #3: I would stay away from specific reference to gang affiliation, etc. I also think terms like “modesty” are different depending on context.

Destruction of Property/Vandalism

Destruction of Property/Vandalism Comments:

- I would place this under “disruptive conduct.” You can’t legally hold a student out of school until payment has been remitted. That is the role of a court/judge to determine retribution/compensation. Can’t deny a student’s right to education because they made a poor choice.
- Not needed fits under current adopted definitions.
- Should have its own category

Destruction of Property/Vandalism Definitions:

4. Malicious Mischief or: Intentional act causing damage to any school property, staff property, or buses that is so extensive that the cost of removing or replacing exceeds \$100. If suspended, may not be readmitted until payment or payment arrangements have been.
5. Intentionally or through gross negligence unrelated to a disability, willful defacing, vandalizing, or damaging school property or property of others.
6. A student shall not intentionally or with gross carelessness, deface or damage property belonging to a school, contractor, employee or another student.
New Category and Definition:
7. Damaging/Stealing Property: Intentionally damaging or taking property belonging to a school, contractor, employee or another student.
8. Defacing or Destruction of Property: Unauthorized, intentional damage of school property or the property of others.

Use of Electronic Devices

Use of Electronic Devices Comments:

- Put under failure to cooperate
- Not needed fits under current adopted definitions.
- Eliminate. Use of Electronic Devices. Not needed. This can be in a student handbook. Repeated violation could be under “Failure to Cooperate” or if destruction could be in “Defacing or Destruction of Property”.

Use of Electronic Devices Definitions:

9. 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. Focus on class instruction time- if confiscated it will be returned at the end of class.
10. Use of electronic devices is allowed when permitted by the teacher and are used to support or enhance a positive learning environment for all students. Special accommodations are also allowed when stipulated as part of an IEP or Section 504 accommodation plan.
11. 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.

Theft/Possession of Stolen Property

Theft/Possession of Stolen Property Comments:

- Should be placed under Disruptive Conduct
- Should have its own category

Theft/Possession of Stolen Property Definitions:

12. A student shall not steal school property or personal property, nor shall a student knowingly be in possession of stolen school property or stolen personal property.
13. Stealing of school or personal property.
14. A student shall not steal school property or personal property, nor shall a student be in possession of stolen school property or stolen personal property.
New Category and Definition (see Destruction of Property/Vandalism):
15. Damaging/Stealing Property: Intentionally damaging or taking property belonging to a school, contractor, employee or another student.
16. Theft/Stealing. Possession of another person’s or district property without the person’s permission with the intent to deprive the owner of the property.

Academic Dishonesty/Plagiarism

Academic Dishonesty/Plagiarism Comments:

- Put under failure to cooperate
- Not needed fits under current adopted definitions.
- Eliminate. Academic Dishonesty/Plagiarism. Not needed. This is an instructional issue. It should be handled at the classroom level, and not through discipline of an administrator: i.e. suspension or expulsion.

Academic Dishonesty/Plagiarism Definitions:

17. Students are not to plagiarize (physically or electronically) by using another person’s ideas in words, artwork, computations, projects, models, etc. and indicated it as their own; use notes, texts, electronic devices, or memory aids during tests when instructed otherwise, steal or knowingly use test master copies or teacher answer keys to get information before or during a test; or knowingly use test master copies or teacher answer keys to get

information before or during a test; or knowingly allow another person to use their work as if it were the other person's work.

18. Students are encouraged to synthesize information from multiple sources, authors, and from varying perspectives to demonstrate their knowledge of learning standards and their ability to perform measureable tasks.
 - Comment on #18: This whole topic creates such churn in schools because on one hand we tell kids to know borrow, copy, steal...and yet we readily admit that the best teams are the ones who collaboratively share the best work of others and make it even better. A more progressive statement that acknowledges synthesis of previously generated information is a much more honest way to approach this issue.

Vulgar or Lewd Conduct

Vulgar or Lewd Conduct Comments:

- Put under disruptive conduct.
- Not needed

Vulgar or Lewd Conduct Definitions:

19. Racial, ethnic gender, sexual or religious slurs and profane, vulgar, or lewd language is not allowed.
20. All language and individual conduct in a school setting should support or enhance a positive learning environment for all participants.
21. Profane, lewd or obscene speech, written, spoken or symbolic or engaging in vulgar behavior or sexual contact that is disruptive to the learning environment on school or at school-sponsored activities, events or programs.
22. Lewd, indecent or obscene acts or expressions, whether verbal or non-verbal.
23. Racial, ethnic or religious slurs are not allowed. Profane, vulgar, or lewd language, acts, or expression is also not allowed.

Forgery/Alteration of Records

Forgery /Alteration of Records Comments:

- Should go under failure to cooperate.
- Put under failure to cooperate
- Not needed fits under current adopted definitions.
- Should have its own category

Forgery /Alteration of Records Definitions:

24. A student who falsifies, alters, destroys a school record or any language appropriate communication between home and school shall be subject to corrective action.
25. A student who falsifies, alters, destroys a school record or any communication between home and school shall be subject to corrective action.
26. A student who falsifies alters, destroys a school record or communication between home or school, or who has signed a person's name without the person's permission.
 - Comment on #26: Some may feel this is a student handbook item and want to include gross misbehavior under "Defacing or Destruction of Property", but I think "records" makes it a separate issue.

Extortion/Blackmail & Coercion

Extortion/Blackmail & Coercion Comments:

- Put under disruptive conduct.
- Not needed fits under current adopted definitions.
- Include the following under Code 01: HIB "Harassment, intimidation, and bullying (HIB) based on school district policy". Have its definition include these. Preferred. If that cannot occur and the group wants separate ones, below are definitions: Extortion/Blackmail and Coercion. "Obtaining money or property by the threat of violence or threatening to force someone to do something against his/her will."

Extortion/Blackmail & Coercion Definitions:

27. 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 or mental distress to any person.

28. 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.
29. All language and individual conduct in a school setting should support or enhance a positive learning environment for all participants.

Hazing

Hazing Comments:

- Put under disruptive conduct.
- Not needed fits under current adopted definitions.
- Include the following under Code 01: HIB "Harassment, intimidation, and bullying (HIB) based on school district policy". Have its definition include these. Preferred. If that cannot occur and the group wants separate ones, below are definitions: Hazing. "Initiating or harassing another student with meaningless, difficult, dangerous or humiliating tasks through unsafe or illegal behaviors that cause, or are likely to cause, physical or emotional injury or endangerment."

Hazing Definitions:

30. 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, mental distress or endangerment.
31. 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.
32. All language and individual conduct in a school setting should support or enhance a positive learning environment for all participants.

Threats of Violence

Threats of Violence Comments:

- Put under disruptive conduct.
- Not needed fits under current adopted definitions.
- Include the following under Code 01: HIB "Harassment, intimidation, and bullying (HIB) based on school district policy". Have its definition include these. Preferred. If that cannot occur and the group wants separate ones, below are definitions: Threats of Violence. "Making threats of physical harm."

Threats of Violence Definitions:

33. All language and individual conduct in a school setting should support or enhance a positive learning environment for all participants.
34. 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.
 - Comment on #34: I like this definition but we need to work on finalizing the wording as a group

Multiple/ Accumulated Offenses

Multiple/ Accumulated Offenses Comments:

- Fits under failure to cooperate.
- Don't define in CEDARS since each incident is already entered into CEDARS. If something is happening multiple times such as talking back it should be coded under what it is (failure to cooperate.)
- Not needed fits under current adopted definitions.
- Eliminate. Multiple/Accumulated Offenses. Not necessary. It does not give specificity or what was the behavior(s). If group keeps it: "Students who consistently and repeatedly disrupt the school program or educational process by violating school policies, rules and regulations."

Multiple/ Accumulated Offenses Definitions:

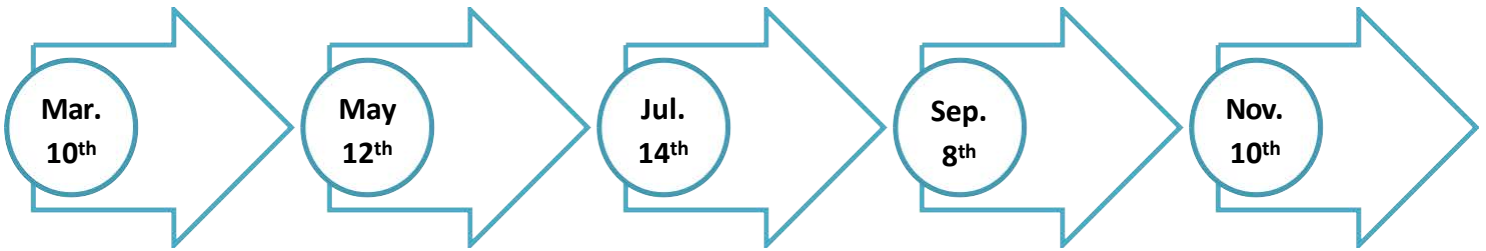
35. A student may be disciplined for the commission of meaningful multiple or an accumulated offense after positive redirection has taken place.
36. A student may be disciplined for the commission of multiple or accumulated offenses.

- Comment on #36: I also agree that this should not include attendance and attempted remediation should be added.

Other General Comments:

- Keep definitions separate or it becomes just a slight expansion of the existing “Other” category (code)”.
 - Preferred: Short and succinct definitions. Some of the definitions are too lengthy and try to capture too many ideas.
 - Narrow code options: By collapsing most of the other definitions into “Failure to Cooperate” and “Disruptive Conduct” the task force will not provide:
 - The level of disaggregate reporting intended to be able to identify consistent reporting discipline categories (codes) across the state
 - Specifically delineate why a student was disciplined.
- Legislators, districts and others desire disaggregation reporting.
 - As 5946 was being discussed at public hearings, and as noted in the Bill Report for Senate version the intent is clear (as it was in its predecessors’ bills 5245 & 5244):
 - Task Force. OSPI is to convene a discipline task force to develop standard definitions for causes of discretionary student disciplinary actions taken by school districts, and to develop data-collection standards for those disciplinary actions, including exclusion of a student from school. OSPI must begin collecting data based on the developed standards.
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- The more bundled, the further the task force moves from the intent or the usefulness of the reported data.
- Need to differentiate what should be in a student handbook or handled at classroom level, not via suspension or expulsion

2014 Meeting Planning



March 10, 2014 (Meeting)

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April

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May 12, 2014 (Meeting)

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June

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July 14, 2014 (Meeting)

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August

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September 8, 2014 (Meeting)

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October

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November 10, 2014 (Meeting)

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