

Student Discipline Task Force

10/17/2013

Non-Compliance/Disobedience/Defiance			
Definitions	Like	Dislike/Change	Notes
1. Flagrantly, purposefully, or repeatedly failing to comply with or follow the instructions of teachers or other school staff. Evidence must show that this affected the ability of the staff member to establish or maintain order, or that this behavior had a real and substantial relationship to the operation of the school.			
2. Failure to follow reasonable requests and directions of school staff.			
3. Refusal to follow directions, talking back and/or socially rude interactions.			

Classroom Interruption/Disruptive Conduct			
Definitions	Like	Dislike/Change	Notes
1. Flagrantly and substantially interfering with teaching or learning in the classroom, school activities or extracurricular activities.			
2. Willful disobedience or disruptive conduct which materially or substantially interferes with the educational process including causing an incident which affects the school attendance of other students. A student shall not by use of noise, coercion, threat, intimidation, disrespectful action (including gestures), passive resistance, gang activity			
including hand signals, or any other conduct intentionally cause the substantial and material disruption or obstruction of any lawful mission, process or function of school.			
3. A student shall not intentionally cause a substantial and material disruption of any school operations.			

Dress Code			
Definitions	Like	Dislike/Change	Notes
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.			

Dress Code			
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.			

Destruction of Property/Vandalism			
Definitions	Like	Dislike/Change	Notes
1. If a student injures or defaces property belonging to a school, contractor, employee or another student, the student, if suspended, may not be readmitted until payment is made in full.			
2. A student shall not intentionally or with gross carelessness damage school or private property.			
3. Student participates in an activity that results in substantial destruction or disfigurement of property.			

Use of Electronic Devices			
Definitions	Like	Dislike/Change	Notes
<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>			
<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. 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>			

Use of Electronic Devices			
3. Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera and/or computers.			

Theft/Possession of Stolen Property			
Definitions	Like	Dislike/Change	Notes
1. 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.			
2. Student is in possession of, having possessed or being responsible for removing someone else's property.			
3. Taking another's property by force or threat of force. Stealing school district property or the property of a staff member, student or school visitor.			

Academic Dishonesty/ Plagiarism

Definitions	Like	Dislike/Change	Notes
1. Cheating, or copying the work of other persons, or turning in another person's papers, projects, computer programs, etc., as your own.			
2. 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.			
3. Any student who knowingly submits work of others represented as his/her own shall be considered to have cheated. Cheating also includes the aiding and abetting of cheating by others.			

Vulgar or Lewd Conduct			
Definitions	Like	Dislike/Change	Notes
1. Racial, ethnic or religious slurs and profane, vulgar, or lewd language is not allowed.			
2. Any lewd, indecent or obscene act or expression is prohibited.			
3. Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.			

Forgery /Alteration of Records			
Definitions	Like	Dislike/Change	Notes
1. A student who falsifies, alters, destroys a school record or any communication between home and school shall be subject to corrective action.			
2. A student who has signed a person's name without the person's permission.			

Extortion/Blackmail & Coercion			
Definitions	Like	Dislike/Change	Notes
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.			

Extortion/Blackmail & Coercion			
2. A student shall not extort or attempt to extort any item, information or money.			
3. A student shall not extort or attempt to extort any item, information or money.			

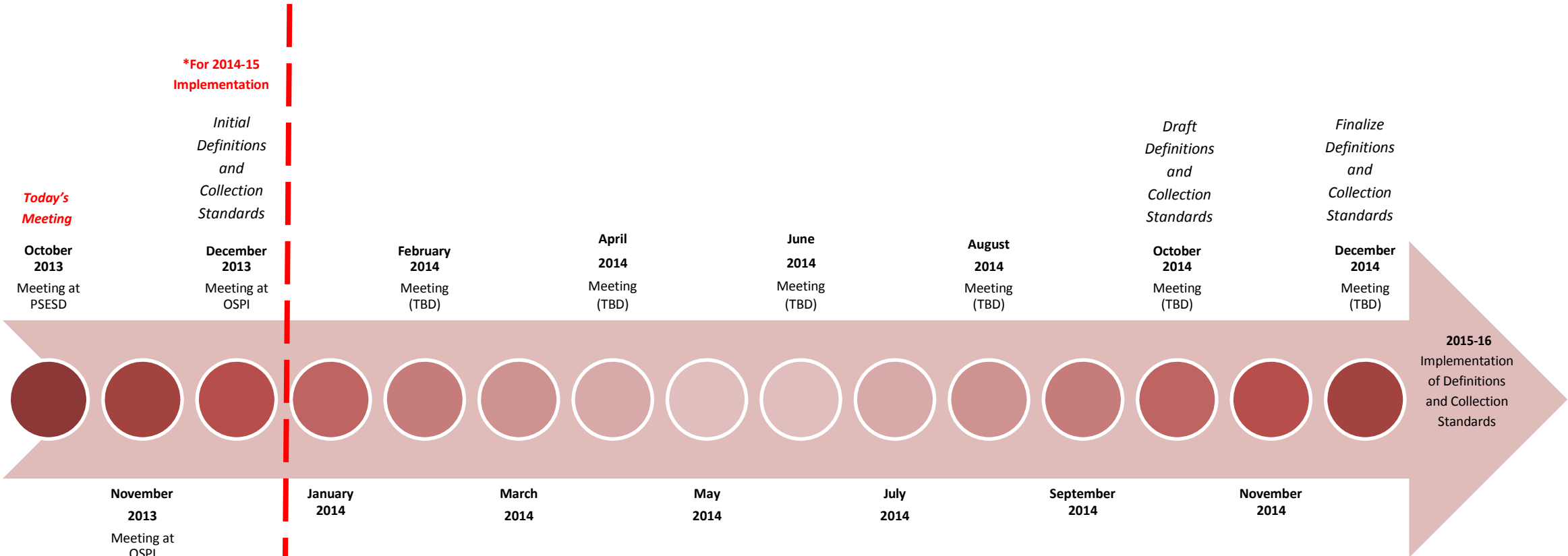
Hazing			
Definitions	Like	Dislike/Change	Notes
1. Initiating or harassing another student with meaningless, difficult, dangerous or humiliating tasks through unsafe and illegal behaviors that cause, or are likely to cause, physical injury or endangerment.			
2. A student shall not participate in or fail to report known activity that demeans, abuses, or violates members or potential members of a team or club individuals.			

Threats of Violence			
Definitions	Like	Dislike/Change	Notes
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.			

Threats of Violence			
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			
Definitions	Like	Dislike/Change	Notes
1. A student may be disciplined for the commission of multiple or accumulated offenses.			
2. If, in the principal's discretion, multiple behavior offenses have occurred during a school year, a student may receive a consequence for multiple offenses.			

Student Discipline Task Force Timeline



***For 2014-15 Implementation**

Today's Meeting

October 2013
Meeting at PSESD

Initial Definitions and Collection Standards

December 2013
Meeting at OSPI

February 2014
Meeting (TBD)

April 2014
Meeting (TBD)

June 2014
Meeting (TBD)

August 2014
Meeting (TBD)

Draft Definitions and Collection Standards

October 2014
Meeting (TBD)

Finalize Definitions and Collection Standards

December 2014
Meeting (TBD)

November 2013
Meeting at OSPI
Review 2012-13 Discipline Data

January 2014

March 2014

May 2014

July 2014

September 2014

November 2014

2015-16
Implementation of Definitions and Collection Standards

This timeline will serve as a map of the Student Discipline Task Force work plan. After December 2013, meetings are tentatively set to a semi-monthly basis. Please insert the following items on the timeline, as you see fit:

- a) Youth Voice (panel and/or written statements)
- b) Asset Based (PBIS, Restorative Justice, etc.)
- c) Reengagement/Reentry
- d) SPED/Section 504
- e) Research (State and National)
- f) Juvenile Justice

Scenario 1:

Paul is 9th grader at Clinton High School. For the past three weeks in his Introduction to Chemistry class, he has refused to follow directions and safety protocols during laboratory experiments. Paul has played with the lighters for the Bunsen burners, disconnected the hose from the gas source while the burner was lit and dribbled weak acids and bases on the lab station, stools and floor. His teacher, Mr. Gonzales, has provided verbal redirects asking Paul to follow the lab safety procedures, has moved him and his partner to the lab station near the teacher demonstration table so that he could watch him more closely and has also kept him after to class to have a discussion with him about his behavior choices. During that discussion, Mr. Gonzales told Paul he was worried about his safety and the safety of his classmates. He also indicated that if Paul had one more safety issue in class that he was going to write him up to the principal. Paul agrees to be safer in class. During the fourth week, Mr. Gonzales observes Paul eat pH test strips and try to put them on his eyes and in his nose.

What do you know about the behavior incident?

What do you need to know?

What behavior code would assign to this incident?

Scenario 2:

Malia is a Samoan 4th grader at Kennedy Elementary School in north Seattle. She has an IEP for a reading learning disability and has been receiving accommodations in a general education classroom for two years. Since 4th grade has started, she has been having trouble with other content areas including math, science and social studies. She doesn't follow the agenda and directions written on the board or shown with the document camera. Additionally, when her teacher Ms. Goldstein asks her to get to work or to complete an assignment, Malia aggressively says no, throws her work or slams her head against her desk. When she slammed her head on her desk, Ms. Goldstein put her hand on her shoulder and bent over to tell her that she was going to hurt herself and she was worried about her. As she leaned over, Malia started punching and squirming and hit Ms. Goldstein in the eye. By the end of the day, Ms. Goldstein had developed a black eye and conferenced with the principal, deciding to give Malia a short term suspension for defiance and hitting.

What do you know about the behavior incident?

What do you need to know?

What behavior code would assign to this incident?

Scenario 3:

Jeremy is a senior in high school at Roosevelt High School in Spokane. He has waist length hair that he wears either in a ponytail or in a low braid down his back. He is a Catholic who wears a rosary to school every day. As a musician, Jeremy has diverse musical tastes including jazz, hip hop and classic rock. He has started wearing baggy clothing and more jewelry at school. His principal, Mr. Purdue, has been noticing Jeremy's changing appearance and is concerned that Jeremy has joined a gang. Mr. Purdue asks Jeremy to stop wearing "hip hop clothes" and to dress the way he used to, which was usually in athletic clothing. Jeremy tells him that what he wears is none of his business and that he isn't doing anything wrong.

What do you know about the behavior incident?

What do you need to know?

What behavior code would assign to this incident?

Scenario 4:

Elena is a 7th grader at Carter Middle School in Bellingham. She is new to the school and has changed schools 5 times since kindergarten. She has had some trouble making new friends at Carter, since most of the students have been in school together for a long time. During the passing period between 2nd and 3rd period, another student pushed her and Elena pushed them back. A teacher saw her pushing and wrote her up for a one day in school suspension for violence. A month later, Elena is accused of threatening a group of girls through a note found inside of her desk. Her parents have a conference with her principal and discuss her social issues with a particular group of girls and her difficulty making new friends.

Elena feels like she is being teased constantly by the group of girls and they keep trying to embarrass her in front of other students. She has talked to one of her teachers, Ms. Roberts, and confided that she feels like there is nothing that can be done to get the girls to leave her alone from fighting with them.

What do you know about the behavior incident?

What do you need to know?

What behavior code would assign to this incident?

Discipline Data

Discipline Task Force Meeting
October 17, 2013

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

Data Governance Structure and Timeline

Discipline Task Force ESSB 5946 Charge

Expand Interventions

Capture Emergency Expulsion (EE)

- ✓ Must always capture EE even if converted to suspension, expulsion or rescinded

Capture Interim Alternative Education Settings

Capture No Interventions applied

Capture Other Interventions applied

Expand Variables

Capture Educational Services Provided

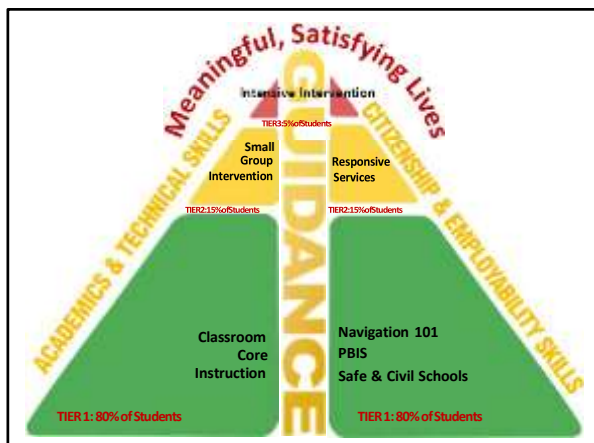
Capture Status of Petitions for Re-admission

Capture Credit Retrieval During Suspension/Expulsion

Capture Dropout as a Result of Suspension

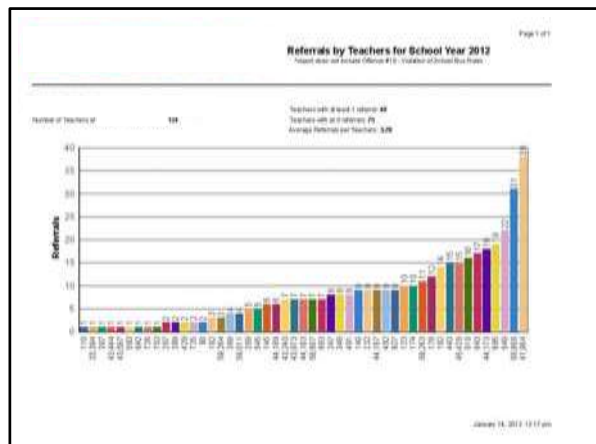
NEW - Expand Behavior

Context



Office Discipline Referrals

Difference between classroom management and classroom discipline



Big Data
Detecting valuable insights from analytics

How to Filter

- Select a Program or Select Race

OR

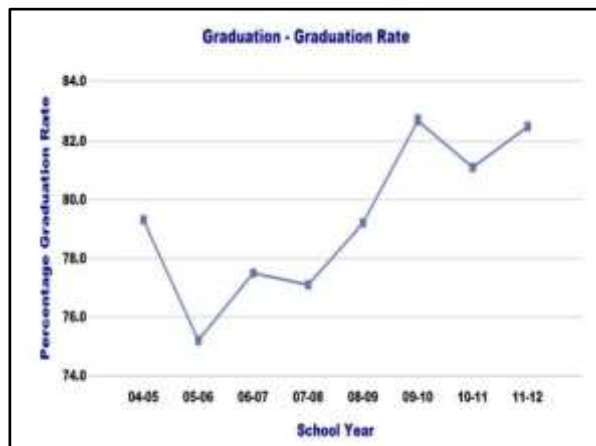
- Select a Race AND turn on/off a program (i.e. select white and select no on free and reduced lunch)

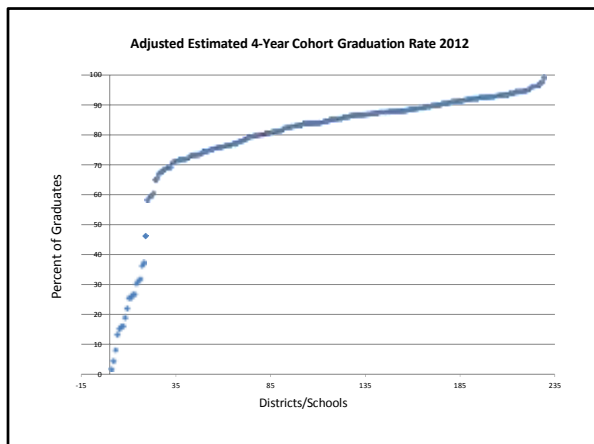
Comparability

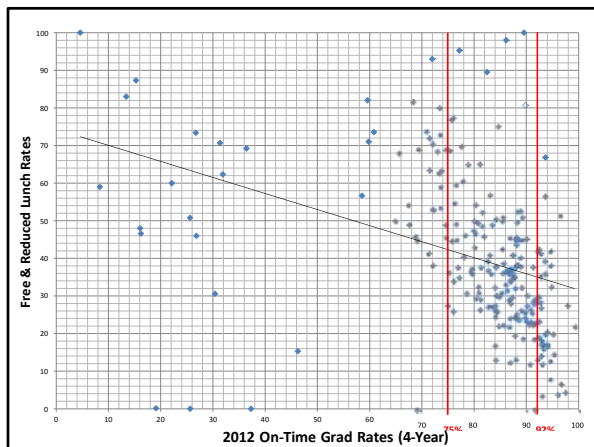
- Like the State Board's Achievement Index
 - Use parameters such as, but not limited to:
 - +10% -10% population
 - +10% -10% free and reduced lunch
 - +10% -10% white
 - +10% -10% ELL

NOTE: This is very preliminary and must be evaluated prior to inclusion.

Graduation







Discipline

