

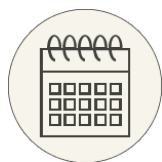
Discipline Data Tips: Classroom Exclusion

Washington Definition of Classroom Exclusion

A classroom exclusion occurs when a teacher or other school personnel excludes a student from a classroom or instructional or activity area in response to a behavioral violation. A classroom exclusion is *within* school.

(CE) CEDARS Reporting

Classroom Exclusion (CE) is a valid value under Element R11 – Exclusionary Action Applied.



Exclusion length: A classroom exclusion is the exclusion of a student from a particular classroom or instructional or activity area for up to the

balance of the school day. The duration of a classroom exclusion refers to the school day during which the student is excluded, reported as a whole number of 1 under Element R13 – Duration of Exclusionary Action Days.



Exclusion time: Any classroom exclusion results in a student being excluded from a particular classroom or instructional or activity area for a sum of time.

The total amount of exclusionary time refers to the summative time that a student is excluded from their classroom or instructional or activity area, as reported in increments of 0.1—with 1.0 equaling that student's average school day of scheduled instructional time—under Element R14 – Total Amount of Exclusionary Time. Classroom exclusions that are for less than 0.1 of a school day are rounded up to 0.1.

Exclusion area: A classroom exclusion concerns exclusions from curricular instructional or activity areas. A classroom exclusion does not include exclusions from recess, lunch, transportation, or extra-curricular activities.

Brief duration: A classroom exclusion is not defined by any minimum length of time. However, a classroom exclusion does not include actions that result in missed instruction for a brief duration when (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations and (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.

State regulations do not define “brief duration” in relation to actions that would not constitute a classroom exclusion. However, evidence-based behavioral interventions and classroom strategies that include brief durations of time away from instruction typically recommend the brief duration not exceed five minutes. Therefore, when school personnel take actions that result in missed instruction for a brief duration to support a student in meeting behavioral expectations—the duration of such actions should align with evidence-based interventions and classroom strategies.

Behavior Categories



Behavioral violations under state regulation refer to student behaviors that violate a school district's discipline policy. District discipline policies must

include clearly defined behavioral violations identifying which categories may or may not result in exclusionary discipline in accordance with state law. Any behavioral violation associated with a student receiving classroom exclusion is reportable to CEDARS.

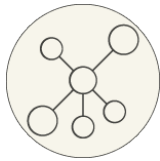


Behavior reporting codes within a district's Student Information System (SIS) may include a multitude of



categories that correspond with behavioral violations identified in the district's discipline policies. A district's SIS behavior codes must be aggregated and mapped to the appropriate CEDARS behavior codes for CEDARS reporting under Element R08 – Behavior Code and Element R09 – Other Behaviors. Valid values for state-level behavior reporting categories may be found in the table in Appendix B of the CEDARS Appendices.

Data Entry



Discipline data is uploaded from the district's Student Information System (SIS) to CEDARS.

Incident data includes student records for a single incident submitted to CEDARS for Elements R01 through R10.

Exclusionary action data includes student records with information specific to the exclusionary action submitted to CEDARS for Elements R11 through R23.

Multiple Exclusionary Actions: If a student receives more than one exclusionary action in response to a single incident, each exclusionary action must be reported to include identical incident information (Elements R01–R10) and information specific to each exclusionary action (Elements R11–R23).

Data Quality

School districts are responsible for reviewing student-level data that populates into CEDARS for accuracy.

If any data is incorrect or incomplete, verify or enter the data in your SIS.

If the data in your SIS is incorrect, update and resubmit the data to CEDARS.

If the data in your SIS is correct, check with your CEDARS District Administrator. It is possible

submission exceptions or errors occurred when data was loading to CEDARS.

Data Use and Policy Review



Washington discipline laws require school districts to periodically review discipline policies and procedures with the participation of school personnel, students, parents, families, and the community.

During the development and review of a district's discipline policies and procedures, the district must use disaggregated discipline data (by school, student groups, discipline types, behavior categories) to monitor the impact of the district's discipline policies, procedures, and practices as well as to update the district's discipline policies and procedures to improve fairness and equity in the administration of discipline.

Additional Information

[CEDARS](#) webpage

- CEDARS Manual
- CEDARS Reporting Guidance
- CEDARS Appendices

[Student Discipline](#) webpage

- [Student Discipline Rules Q&A: A Technical Guide](#)

[Washington State Report Card](#) webpage

- Discipline Data

Have questions? Need help?

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