

Appendix E. Working Document–Additional Discipline Data Elements

Indicates elements the Student Discipline Task Force prioritized for collection in the 2015–16 school year

1. Have you done interventions prior to suspension? Y or N

2. Education Services (type and location) during the Suspension or Expulsion? Y or N

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.	Student in different room in same school: a) Yes b) No Student received: Academic instruction/services a) Yes b) No Social /emotional instruction a) Yes b) No Who provided instruction? a) Certificated teacher b) Paraeducator under supervision of certificated teacher
Alternative Building in School District	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.	Student placed in alternative building in school district: a) Yes b) No Academic instruction/services a) Yes b) No Individualized behavior intervention a) Yes b) No
Provided at home	Within the student's home	Student at home: a) Yes b) No Academic instruction/services a) Yes b) No
Other location outside of school	Public venue, such as library or at another provider's location	Student at another public location a) Yes

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Title	Definition	Pick List
		b) No Academic instruction/services a) Yes b) No Individualized behavior intervention a) Yes b) No
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: _____
Tutoring	Tutoring services provided by the district to assist students in maintaining continued academic learning while out of the classroom environment.	Student 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 furnished services in non-traditional school hours: a) Yes b) No Student received: a) Academic instruction/services a) Yes b) No Individualized behavior intervention a) Yes b) No
Work packet	Assignments completed and returned as agreed to by the student/family and district.	Student received assignments: a) All

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Title	Definition	Pick List
		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	Student was provided instruction and coaching in behavior a) Yes (if yes, hours /days provided: _____) b) No c) Not available at my school

3. 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 The student's 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 student's 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:

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		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 work packets f) Private tutor g) Student Performance Agreement h) Credit Retrieval Program After return from expulsion i) Other: List _____
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: _____
Number of lost credits	Number of academic credits student 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.	Net Number of credits lost: _____
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)

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Title	Definition	Pick List
		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

4. A) Reengagement Meeting Held? Y or N

Title	Definition	Pick List
Reengagement Meeting Notification	Notification of right to meeting, including information on parent/guardian’s right-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: _____
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.	Date meeting 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 Interpretation provided in primary language, if requested a) Yes b) No

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Title	Definition	Pick List
		<p>Translated materials provided in requested language</p> <ul style="list-style-type: none"> a) Yes b) No <p>Who participated in meeting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> General Ed. Teacher <input type="checkbox"/> SPED Teacher <input type="checkbox"/> School Psychologist <input type="checkbox"/> District Representative <input type="checkbox"/> Administrator <input type="checkbox"/> Counselor/Behavior Support <input type="checkbox"/> Parent(s)/guardian <input type="checkbox"/> Student <input type="checkbox"/> District Liaison for Suspended or Expelled Students <input type="checkbox"/> Other: _____ <p>Reengagement plan completed:</p> <ul style="list-style-type: none"> a) Yes b) No <p>School completed enrollment/reenrollment paperwork:</p> <ul style="list-style-type: none"> a) Yes b) No <p>Dates:</p> <ul style="list-style-type: none"> a) Suspension/Expulsion occurred: _____ b) Meeting occurred: _____ c) Student's scheduled return to school: _____

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B) Meeting Outcomes/Interventions

Title	Definition	Pick List
Shortened length of Exclusionary Discipline period	Shortened period of time for the suspension or expulsion	Shortened length of exclusionary discipline: a) Yes b) No Number of days reduced: _____
Supportive Interventions	Interventions identified and implemented to aid in student’s academic success/engagement and keep student on track to graduate	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
Discipline Review Committee	Optional Committee comprised of student’s teachers/principal/counselor reviews student’s	Committee was used: a) Yes

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	<p>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.</p>	<p>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 Language access provided a) Yes b) No Translated materials provided in requested language a) Yes b) No Who participated in meeting: <input type="checkbox"/> General Ed. Teacher <input type="checkbox"/> SPED Teacher <input type="checkbox"/> School Psychologist <input type="checkbox"/> District Representative <input type="checkbox"/> Administrator <input type="checkbox"/> Counselor/Behavior Support <input type="checkbox"/> Parent(s)/Guardian <input type="checkbox"/> Student? <input type="checkbox"/> District Liaison for Suspended or Expelled Students <input type="checkbox"/> Other: _____ Dates: Expulsion occurred: _____ Meeting occurred: _____ Student’s scheduled return to school: _____</p>
<p>Student-district contract</p>	<p>Contract in which student complies with certain conditions in exchange for a shortened term of suspension.</p>	<p>Student received: a) Yes If yes, number of days shortened out of “x” days _____ b) No</p>

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Title	Definition	Pick List
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 student's family during the period of suspension or expulsion. The assigned staff member's duties include: 1) Monitoring the student's 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 student's behavior and academic progress; 3) Reviewing the student's progress with 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

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

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Title	Definition	Pick List
		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	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 _____

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Title	Definition	Pick List
		Expulsion shortened a) Yes (if yes- how many days shorter _____) b) No
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: _____

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7. Expulsions that Exceed More than One Calendar Year

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