

**IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF ALABAMA
SOUTHERN DIVISION**

ANTHONY T. LEE, <i>et al.</i> ,)	
)	
Plaintiffs, and)	
)	
UNITED STATES OF AMERICA,)	Civil Action No. CV 70-S-251-S
)	
Plaintiff-Intervenor,)	
and <i>Amicus Curiae</i> , and)	
)	
NATIONAL EDUCATION)	
ASSOCIATION, INC.,)	
)	
Plaintiff-Intervenor,)	
)	
vs.)	Miscellaneous Case No.
)	MC-07-S-1944-S
MACON COUNTY BOARD OF)	
EDUCATION, <i>et al.</i> ,)	
)	
Defendants.)	Calhoun County School System (Judge C. Lynwood Smith, Jr.)

ANNUAL REPORT TO THE COURT
BY THE CALHOUN COUNTY BOARD OF EDUCATION

COMES NOW the Calhoun County Board of Education of Calhoun County, Alabama (“the Board”) and files this Annual Report pursuant to the Amended Consent Decree entered February 12, 2015 (the “2015 Decree”).

The Decree calls for the annual filing of a report with the Court on or before October 15 of each calendar year.¹ In accordance with the reporting requirements as enumerated therein, the Board hereby files this first annual report under the 2015 Decree² and would show the Court as

¹ 2015 Decree, Sections V. (B)(9) and (C)(24); Section VII (retaining requirement to report to Court on items in Section IV. H, 1-6 in the 2012 Decree.

² The Court granted permission for the Board to file first annual report by December 11, 2015 in

follows:

I. Information Required by Section VII of the 2015 Decree

1. For each school and the entire school system, the following information:
 - a. The number and percentage of students by race / ethnicity.

School	Total	White		Black		Other	
		#	%	#	%	#	%
Alexandria Elementary	804	660	81.9%	91	11.5%	53	6.5%
Alexandria High	1074	871	81.1%	113	12.3%	70	6.5%
Ohatchee Elementary	502	466	91.6%	19	3.7%	17	4.5%
Ohatchee High	483	448	92.7%	18	3.7%	17	3.5%
Pleasant Valley Elem	534	515	96.4%	2	0.3%	17	3.1%
Pleasant Valley High	496	477	96.1%	12	2.4%	17	3.4%
Saks Elementary	517	268	51.8%	170	34%	73	14.1%
Saks Middle	373	166	44.5%	155	41.5%	52	13.9%
Saks High	407	213	52.3%	157	38.5%	37	9%
Weaver Elementary	682	529	77.5%	105	15.4%	48	7%
Weaver High	555	401	72.2%	108	19.4%	46	8%
Wellborn Elementary	597	470	78.1%	92	15.4%	35	5.8%
Wellborn High	585	457	78.1%	114	19.4%	14	2.3%
White Plains Elementary	548	459	82.6%	36	6.5%	59	10.7%
White Plains Middle	459	407	88.6%	34	7.4%	18	3.9%
White Plains High	439	399	90.8%	22	5.01%	18	4.1%
DISTRICT TOTALS	9055	7194	79.4%	1274	14.0%	587	6.4%

- b. The number and percentage of full time teachers, by race / ethnicity.

	White	Black	Other	% White	% Black
Alexandria Elem	49	1	1	96.1%	1.96%
Alexandria High	54	2	1	94.7%	3.5%
Alternative	4	2	0	66.7%	33.3%
Career Tech	16	1	0	94.1%	5.9%
Ohatchee Elem	29	1	0	96.7%	3.3%
Ohatchee High	22	1	2	88%	4.0%
Pleasant Valley Elem	32	1	0	97.0%	3.0%
Pleasant Valley High	26	2	0	92.9%	7.1%
Saks Elementary	32	2	0	94.1%	5.9%

its Order of October 14, 2015 (Doc. 80).

Saks Middle	16	4	0	80%	20%
Saks High	20	2	1	87%	8.7%
Weaver Elem	38	1	0	97.4%	2.6%
Weaver High	24	5	1	80%	16.7%
Wellborn Elem	35	2	1	92.1%	5.3%
Wellborn High	31	1	0	96.9%	3.1%
White Plains Elem	32	1	0	97%	3.0%
White Plains Middle	19	1	1	90%	4.8%
White Plains High	25	1	0	96%	4%
DISTRICT TOTAL	504	31	8	92.8%	5.7%

c. The number and percentage of certified staff, by race / ethnicity.

	White	Black	Other	% White	% Black
Alexandria Elem	5	0	0	100%	0%
Alexandria High	5	0	0	100%	0%
Career Tech	3	1	0	75%	25%
Alternative	1	0	0	100%	0%
Ohathee Elem	4	0	0	100%	0%
Ohathee High	4	0	0	100%	0%
Pleasant Valley Elem	4	0	0	100%	0%
Pleasant Valley High	4	0	0	100%	0%
Saks Elementary	3	1	0	75%	25%
Saks Middle	3	0	0	100%	0%
Saks High	2	1	0	66%	33%
Weaver Elem	4	0	0	100%	0%
Weaver High	4	0	0	100%	0%
Wellborn Elem	4	0	0	100%	0%
Wellborn High	5	0	0	100%	0%
White Plains Elem	4	0	0	100%	0%
White Plains Middle	3	0	0	100%	0%
White Plains High	2	0	0	100%	0%
DISTRICT TOTALS	64	3	0	95.5%	4.8%

d. The number and percentage of principals and assistant principals, by race ethnicity.

³ Certified staff members are staff who hold teaching, administrative, or other educational certificates from the State, but who are not serving as full time teachers or administrators. These include guidance counselors, librarians, reading coaches, reading interventionists, speech therapists, and other similar positions.

Table 4: Principals and Assistant Principals					
	White	Black	Other	% White	% Black
Alexandria Elem	3	0	0	100%	0%
Alexandria High	3	0	0	100%	0%
Alternative	1	1	0	50%	50%
Career Tech	1	0	0	100%	0%
Ohatchee Elem	2	0	0	100%	0%
Ohatchee High	2	0	0	100%	0%
Pleasant Valley Elem	2	0	0	100%	0%
Pleasant Valley High	2	0	0	100%	0%
Saks Elementary	2	0	0	100%	0%
Saks Middle	1	1	0	50%	50%
Saks High	2	0	0	100%	0%
Weaver Elem	2	0	0	100%	0%
Weaver High	1	1	0	50%	50%
Wellborn Elem	2	0	0	100%	0%
Wellborn High	2	0	0	100%	0%
White Plains Elem	1	1	0	50%	50%
White Plains Middle	2	0	0	100%	0%
White Plains High	2	0	0	100%	0%
DISTRICT TOTALS	33	4	0	89.2%	10.8%

e. The number and percentage of administrative and certified staff at the central office, by race / ethnicity.

Table 5: Central Office					
	White	Black	Total	% White	% Black
Administrative	9	1	10	90%	10%
Other Certified	7	1	8	87.5%	12.5%
TOTALS	16	2	18	88.9%	11.1%

f. The following table summarizes the foregoing data and provides totals for all certified personnel in all categories district-wide.

Table 6: Total Certified Personnel						
	White	Black	Other	Total	% White	% Black
Alexandria Elem	57	1	1	59	96.6%	1.7%
Alexandria High	62	2	1	65	95.4%	3.8%
Alternative	6	2	0	8	75%	25%
Career Tech	20	2	0	22	91%	9.1%
Ohatchee Elem	35	1	0	36	97.2%	2.8%

Ohatchee High	28	1	2	31	90.3%	6.5%
Pleasant Valley Elem	38	1	0	39	97.4%	2.6%
Pleasant Valley High	32	2	0	34	94.1%	5.9%
Saks Elementary	37	3	0	40	92.5%	7.5%
Saks Middle	20	5	0	25	80%	20%
Saks High	24	3	1	28	85.7%	10.7%
Weaver Elem	44	1	0	45	97.8%	2.2%
Weaver High	29	6	1	36	80.6%	16.7%
Wellborn Elem	41	2	1	44	93.2%	4.5%
Wellborn High	38	1	0	39	97.4%	2.6%
White Plains Elem	37	2	0	39	94.9%	5.1%
White Plains Middle	24	1	1	26	92.3%	3.8%
White Plains High	29	1	0	30	96%	3.33%
Central Office	16	2	0	18	88.9%	11.1%
District Totals	617	39	8	664	92.9%	5.8%

2. A narrative of the Board's efforts over the past year to address the recruitment, hiring and assignment of faculty and certified staff.

The Personnel Plan for Certified Positions (“the Plan”), approved by the parties in 2010 and attached to this report as **Exhibit “A”**, continues to provide the foundation for the Board’s recruitment and hiring efforts. The Plan has produced significant changes in the district’s hiring process including the advertising of all certified vacancies on the State Department of Education’s website, centralization of the application process, establishment of a central Employment Committee, and development of an applicant database that allows the district to track, sort, and monitor applicants based upon credentials, degree, race, and other key factors. The district is confident these changes have provided a pool of better qualified applicants and have enhanced its minority recruitment efforts, but recognizes that there is room for improvement. As provided in the 2015 Decree, the Board is currently working with consultants provided by the Southeastern Equity Center to review its hiring and recruiting measures, to identify new strategies to accelerate and better sustain its minority recruitment and retention efforts, to revise the Personnel Plan as needed, and to identify other initiatives that will aid the

District in its faculty and staff recruitment and hiring efforts.

The Board continues to employ the strategies and efforts described in the 2014 Report, including but not limited to participation in the Student Internship program with nearby Jacksonville State University (“JSU), promotion of an inclusive and welcoming environment for all persons regardless of race through its website postings, social media activities, and other promotional efforts, continued use of the “Focused on Success for ALL” campaign, first described in the Annual Report to the Court filed October 15, 2010,⁴ use of promotional videos that convey the welcoming nature of the district’s schools on the district’s website (www.calhoun.k12.al.us) under the following titles: (1) Focused on Community, (2) Focused on Excellence, and (3) Superintendent’s Message, broadcast of the Districts message from a large screen television mounted in the main entrance area of the Board’s Central Office, where all employees and visitors are greeted by a continuous slide presentation that integrates the “Focused on Success for All” theme with photographic images of students and faculty selected to exemplify the district’s welcoming, diverse and inclusive environment, and positive use of Twitter accounts to “tweet” out good news and images that vividly portray the diverse face of the school system and its friendly, welcoming climate.

3. A list of all recruiting trips, including the location of such trips, the date of visit, and the name and position of each employee who went on the recruitment trip.

University of Alabama Education Interview Day – October 29, 2014 – Joe Dyar (W), Jackie Williams (W), Natasha Scott (W) and Holly Box (W) attended this recruiting event, at which they displayed information about the school system and talked with students about career opportunities in Calhoun County.

⁴ 2010 Report, pp. 5-7

Jacksonville State University Education Fair – A Reverse Career Fair – February 4, 2015 – Rebecca Grogan (W) and Jackie Williams (W) participated in this innovative event, during which recruiters browsed displays booths prepared and operated by the education students.

The University of Montevallo – Educator’s Expo – February 27, 2015 – Holly Box (W) and Natasha Scott (W) attended this recruiting event, at which they displayed information about the school system and talked with students about career opportunities in Calhoun County.

Talladega College Career Fair – Teacher Education Fair – March 4, 2015 – Angela Bonds (B) attended this recruiting event, at which they displayed information about the school system and talked with students about career opportunities in Calhoun County.

University of Alabama Education Interview Day – October 29, 2014 – Joe Dyar (W), Jackie Williams (W), Natasha Scott (W) and Holly Box (W) attended this recruiting event, at which they displayed information about the school system and talked with students about career opportunities in Calhoun County.

The Board will continue its efforts in the current school year (2015-2016) with a focus on HBCUs with education programs. The Board has already contacted the following HBCUs with a request to participate in Career Fairs or Recruitment Days for elementary and secondary education graduates:

- a. Talladega College
- b. Tuskegee University
- c. Stillman College
- d. Miles College
- e. Alabama A&M
- f. Alabama State (already attended Fall 2015 Career Fair)

The Board will provide an update on events at these schools as part of its October 2016 report.

4. A report showing the number of vacancies occurring and filled for school-based

administrators, faculty and certified staff, by school and by position.

A total of 92 vacancies were posted and filled for administrators, teachers and other certified staff as listed below. More detailed information regarding all postings, applicants, persons referred for interview, persons interviewed, and persons hired are contained in the Applicant Report generated through the district's applicant database, a copy of which is attached as **Exhibit "B"**.

The posted vacancies by location and category are enumerated below.

School	Table 7: Vacancies			
	Teachers	Certified	Admin	Total
Alexandria Elem	3	1	1	5
Alexandria High	8	0	1	9
Alternative	1	0	0	1
Career Tech	3	0	0	3
Ohatchee Elem	1	0	0	1
Ohatchee High	7	0	0	7
Pleasant Valley Elem	3	0	0	3
Pleasant Valley High	5	0	0	5
Saks Elementary	2	0	0	2
Saks Middle	3	0	1	4
Saks High	1	0	0	1
Weaver Elem	5	1	0	6
Weaver High	8	1	1	3
Wellborn Elem	1	1	1	3
Wellborn High	9	0	0	9
White Plains Elem	1	0	0	1
White Plains Middle	7	0	0	7
White Plains High	7	0	0	7
Central / System-Wide	2	4	0	6
DISTRICT TOTALS	79	8	5	92

5. The following reports regarding the hiring process for full time teachers, principals and assistant principals, certified staff and administrative staff at the Central Office:

a. The number and race of applicants applying for employment.

As noted above, information regarding applicants by individual position is

contained in the Applicant Report attached as **Exhibit “B”**. The data is reported alphabetically by school and by race and provides information about the applicants, persons interviewed, and persons hired for each posted position.

Total applicants for teaching, administrative, and other certified staff positions are as follows:

Table 8: Applicants		
	# Applicants	% Applicants
White	2046	91.3%
Black	313	12.8%
Other	81	0.3%
Total	2440	

- b. The number and race of those granted interviews for vacancies.

The totals of those applicants who were referred for interviews⁵ by the employment committee and those who were actually interviewed are reflected in the following tables:

Table 9: Referred for Interview		
	# Applicants	% Applicants
White	457	73.3%
Black	146	23.4%
Other	20	0.32%
Total	623	

Table 10: Interviewed		
	# Applicants	% Applicants
White	422	77.2%
Black	107	19%
Other	20	0.36%
Total	546	

⁵ In an effort to broaden the minority applicant pool, the Employment Committee often refers applicants for interview who reside outside the Board’s immediate geographic area. Telephone interviews are sometimes used for applicants for whom travel would be prohibitive. Under the Personnel Plan "all applicants referred by the Employment Committee must be interviewed or documentation of good and valid justification... must be provided." Documentation shows that several applicants either declined to be interviewed for various reasons or could not be contacted after repeated attempts.

- c. The race of the individuals to whom offers were made to fill each vacancy.

The totals of those approved for hire and receiving formal letters offering employment, are as follows:

	Number	Percentage
White	79	85.8%
Black	10	9.2%
Other	3	0.32%
Total	92	

- d. The race of persons hired in each such category:

The totals of those hired for teaching, administrative, and certified staff positions are as follows:

Category	Total	White		Black		Other	
		#	%	#	%	#	%
Teacher	77	67	87%	7	9.0%	3	3%
Certified	10	9	90%	1	10%	0	0%
Admin	5	3	60%	2	40%	0	0%
Total	92	81	88%	10	10%	3	3%

- e. The number and race of current employees and new employees who filled those positions.

	White	Black	Other	Total
New hires	75	8	3	86
Re-hires	1	1	0	2
Transfers	3	1	0	4
Total	79	10	3	92

6. A report describing any material modifications to the written hiring and assignment practices and procedures, and the reasons for each such modification.

The district's Personnel Plan for Certified Positions as approved by the parties is attached as **Exhibit "A"**. There have been no changes to the Plan since its adoption. The Board has been in discussions with its retained consultant from the Southeast Equity Center about the Plan and potential improvements. The consultants expressed that they believe the Plan which was jointly drafted by the parties and reviewed by the Court to be well thought out, comprehensive and exemplary. At this point no recommendations for revision have been made but work with the consultants continues and at some point, if changes are recommended, proposed revisions will be submitted to the parties and the Court.

II. Information Required by Section V.B.9 of the 2015 Decree

1. A description of all targeted recruitment efforts and strategies used to increase the number of African-American faculty and certified staff hired and retained by the District, including descriptions of outreach efforts and recruitment events and the name and title of District staff who participated in these efforts.

The information required by this subsection is provided as part of paragraph 3 in Part I, above.

2. The results of the targeted recruitment efforts and strategies referenced above, including but not limited to: the total number faculty and certified staff vacancies; the total number of candidates interviewed for faculty and certified staff positions, the total number of African-American candidates interviewed for faculty and certified staff positions, the total number of job offers made for faculty and certified staff positions, the total number of job offers for faculty and certified staff positions made to African-American candidates, the total number of candidates hired for faculty and certified staff positions, the positions for which those candidates were hired, and the total number of African-American candidates hired.

The information required by this subsection is provided in Part I, above.

3. All handouts, power points, agendas, and other materials used in connection with the District's annual training on hiring and assignment protocol.

The information regarding training on hiring and assignment protocol is attached as **Exhibit "C"**. Additional materials concerning training by consultants from the Southeastern Equity Center who have been engaged by the District, including cultural awareness and diversity training materials, are attached as **Exhibit "D"**.

4. Documentation reflecting the names and positions of all faculty/staff who received annual training on the District's hiring and assignment protocol and the date(s) on which they received it.

The documentation regarding annual training is attached as **Exhibit "E"**.

5. A summary of participation in the Professional Development and Mentorship Program.

The Board has launched its Professional Development and Mentorship program this school year as an Assistant Principal Academy. The Academy consists of four professional development days spread out during this school year. The Academy is required of all nineteen Assistant Principals in the system, three of whom are African American. The Assistant Principal Academy is designed both to make sure that the Board's assistant principals are given the tools to continue to develop further into leadership roles and to serve as a pilot program. Once all the assistant principals have been trained, the Board plans to use the program it developed as a program for those with interest in moving into leadership roles. The name of the program will be changed to the Aspiring Administrator Academy and it will be offered during the summer of 2016. The Board anticipates a 10 seat program to be filled by application and a selection

process. No fewer than three of those seats will be filled with minority aspiring administrators. The selection process has not yet been developed and the Board will plan on working with the parties during the application and selection process so as to ensure that the purposes of the program (one of which is to cultivate minority school leaders) are realized. The Board plans on taking applications for that program in March or April of 2016 and should be in a position to report further on the success of the program in its October 2016 report.

III. Information Required by Section V.C.24 of the 2015 Decree

1. A report containing all discipline data collected pursuant to paragraph 15 above for the immediately preceding school year.

A discipline report containing the required information is attached as **Exhibit "F"**. Even though the data collected by the Board includes student names, those names have been removed from **Exhibit "F"** for the purposes of student privacy as required by the Family Educational Rights and Privacy Act (FERPA). 20 U.S.C. 1232g. The data is from the 2014-2015 school year. Much of it was collected before the engagement of the Board's consultants from the Southeastern Equity Center and before implementation of CHAMPS, the Board's Positive Behavioral Interventions and Supports program. As a result, some of the variables included in the reporting requirements either did not exist at the time of data collection or were not then being utilized. Those variables, including the specific reasons for discipline outcomes, the identity of each referring person's name and position, positive behavior supports and corrective action employed prior to discipline referral and the names of other students involved in the incident⁶, were not consistently collected (if at all) during the 2014-2015 school year as the

⁶ Some schools did record notes about specific information and these notes have been produced to the parties but have not been included in **Exhibit F** as many of them contain identifiable information about individual students. The Board can file complete reports under seal if the

reporting requirements were added as part of the Consent Decree approved in February of that school year. The Board is in the process of updating its data reporting system as part of the initiatives resulting from the 2015 Decree so that the information in the Decree will be consistently collected and may then be included in reports to the parties and the Court. The Board should be in a position to report on *all* specified areas in future years.

2. The Discipline Administrator's evaluation of discipline data conducted pursuant to paragraph 15 and a description of all corrective action undertaken by the District as a result of that evaluation.

To provide meaningful review and analysis of the discipline data, the Board has first been engaged in building inputs and reporting modules so that the data is complete and contains all necessary information. New reports have been created and features of the discipline software activated so as to allow for meaningful review of discipline incidents from the initial incident to the final disposition. That process has been a priority and the Board has been meeting with its school teams during the week of December 7th to go over preliminary data.

The meetings are an important part of the data reconciliation process so the Board can identify what, if anything, needs to be addressed by local schools to ensure integrity of the data. It is still early in that process and the parties have been apprised of those efforts and the planned progress. That said, preliminary comparative data of infractions and dispositions shows a general reduction in discipline referrals for the beginning of the 2015 school year (as compared to the 2014-2015 school year) which is one of the projected outcomes of the CHAMPS PBIS program put in place this school year. Those comparative reports are attached as **Exhibits "G"** and **"H"**. The analysis and evaluation is far from complete and corrective action will not be

Court would like to review that information as well.

undertaken until the data provides for a more complete evaluation. The Board will continue to work with the parties and with its consultants as it continues to build the reporting system and then in evaluation of the data collected.

3. All handouts, power points, agendas, and other materials used in connection with the District's mandatory PBIS training program.


All such materials are attached as **Exhibits "I-1" and "I-2"** to this Report. Further materials are included in the materials attached as **Exhibits "J-1" through "J-16"**.

4. Documentation, including but not limited to sign-in sheets, showing the names and positions of all instructional faculty and staff who received mandatory PBIS training and the date(s) on which they received it.

All such documentation is attached as **Exhibits "J-1" through "J-16"** to this Report.

SUPERINTENDENT CERTIFICATION:

As Superintendent for Calhoun County Schools, I hereby certify that all of the information contained in this annual report is true and correct to the best of my knowledge, information, and belief and that a copy of this report has been furnished to the Calhoun County Board of Education.



Joe Dyar, Superintendent

FOR THE CALHOUN COUNTY BOARD OF EDUCATION:

Respectfully submitted,

BISHOP, COLVIN, JOHNSON & KENT, LLC
1910 First Avenue North
Birmingham, Alabama 35203
Phone: (205) 251-2881
Fax: (205) 254-3987
wcolvin@bishopcolvin.com

s/Whit Colvin
Whit Colvin (ASB-3137-C51G)
Attorney for Calhoun County BOE

CERTIFICATE OF SERVICE

I hereby certify that there are no known non-CM/ECF participants for mailing by United States Postal Service, and that I electronically filed the foregoing Annual Report to the Court by the Calhoun County Board of Education with the Clerk of the Court using the CM/ECF system which will send notification of such filing to the following on this 11th day of December, 2015.

Ernestine S. Sapp, Esq.
GRAY, LANGFORD, SAPP, MCGOWAN
GRAY & NATHANSON
P.O. Box 830239
Tuskegee, Alabama 36083-0239

FOR THE UNITED STATES:
Joyce White Vance
United States Attorney
Thomas E. Perez
Assistant Attorney General

Natane Singleton, Esq.
United States Department of Justice
Civil Rights Division
Educational Opportunities Section
950 Pennsylvania Avenue, N.W., PHB 4300
Washington, DC 20530

s/Whit Colvin
Of Counsel

EXHIBIT A

CALHOUN COUNTY SCHOOLS

Personnel Plan for Certified Positions

I. Introduction

In November 2009, the Calhoun County Board of Education (“Board”) entered into a Consent Decree in the long-standing desegregation case of *Lee v. Macon*. Among the provisions in the Decree was a requirement that the Board develop a personnel plan. For the purposes of the Decree, the Plan was to be designed to help the Board meet its desegregation obligations with regard to personnel. Thus, the primary objectives of the Plan include the identification, recruitment, hiring and retention of minority teachers and professional employees. The Board believes that the measures employed in the Plan will further those primary objectives, not through racially based hiring practices, but through broad-based efforts to locate excellent candidates, particularly minority candidates. The Plan is a process designed to increase awareness of and access to those candidates by those involved in the hiring process. The Plan is also designed to reinforce Calhoun County’s commitment to a non-biased, inclusive environment for all employees, regardless of race. While implemented in conjunction with a Consent Decree, the Board believes the measures in the Plan constitute best practices, and that its provisions will serve the Board for the term of the Decree and well beyond.

II. Enhancement Initiatives

The Board believes that a comfortable, welcoming, and friendly environment for minority employees is essential for success in its recruiting and hiring efforts. The Board will embark on a system-wide campaign designed to reinforce its commitment to inclusiveness and community, targeted toward employees, students, parents, and other community members. The campaign is expected to involve the following components:

1. *Development of a theme.* The Board has in place a system motto, “Focused on Success,” which is integrated into its system seal and used in promotional materials. The Superintendent has proposed modifying that established motto in a way to communicate the desired message, changing it to “Focused on Success for All.” This new motto will replace the old one and be formally adopted by the Board. The seal will be modified and modernized as well.
2. *Promotion of the theme.* The “Focused on Success for All” theme will be introduced by the Superintendent as a “teaching opportunity” and schools will be involved in developing materials supporting the theme. Opportunities for engaging students in the process may include poster contests, classroom competitions, school forums, student development of recruiting and promotional materials, character education/curriculum components and other like methods. By integrating students into the process, current employees will also be engaged in the efforts. The Board believes that such a “ground up” approach will have a more meaningful and sustainable impact than a Central Office driven approach.

3. *Promotion of the campaign.* Materials will be developed to promote and reinforce the campaign to the communities the Board serves and to prospective employees. Materials will provide information about the school district and will portray and emphasize inclusiveness, diversity, community, and equal opportunity. Materials will be appropriate for use in teacher recruiting efforts, as well as efforts within the district to communicate the district's commitments to students, parents, teachers, and other community members. The Board intends to use student/teacher developed resources as the basis of promotional materials, recruiting materials, community announcements, and Board communications used in the campaign. The Board will publicize its efforts on its website, through in-house communications and other cost effective communication vehicles (i.e. school marquees, school publications, donated advertising space, discussions and editorial submissions to the press, and other advertising opportunities). The campaign will be multi-dimensional and designed to reach a broad audience, reinforcing and demonstrating that the school system is a place where all are welcome and are appreciated.

III. Equal Opportunity

The Board recognizes that an effective educational program depends, to a large extent, on the excellence of the personnel employed in the school district. Consistent with this philosophy, applicants for positions will be selected on the basis of qualification, merit, and professional ability. No person shall be denied employment or advancement or

be subjected to discrimination in any program or activity on the basis of gender, age, race, national origin, ethnic group, marital status, religion, veteran status, or disability.

IV. Identification and Recruitment Initiatives

In keeping with its commitment to promote opportunity within the teaching force, the Board seeks to broaden and increase the pool of applicants for teaching, administrative, and other certified positions through active recruitment and targeted marketing efforts. Such efforts include the following measures:

1. Regular participation in teacher recruitment and career fairs, including but not limited to Jacksonville State University's Career Fair in Jacksonville, Alabama; North Alabama Connection: Professional Employment Day (NACPED) in Huntsville, Alabama (participating schools are Alabama A&M University, Athens State University, Calhoun Community College, Oakwood University, University of North Alabama, and Wallace State Community College); Alabama State University's Teacher Recruitment Fair in Montgomery, Alabama; Alabama A&M University's Teacher Ed Day in Huntsville, Alabama; Talladega College's Career Fair in Talladega, Alabama; and similar events involving other state colleges and universities with education programs, including HBU's such as Tuskegee University, Miles College, and Stillman College.
2. Promotion of the "Focused on Success for All" initiative, including the use of brochures, posters, newspaper advertisements, advertisements in professional and student publications, slideshows, videos and other promotional materials. Such

materials will also be used to “market” the Board to potential applicants as part of the other measures described in this Plan.

3. Development of relationships with placement offices and colleges of education at nearby institutions of higher education, including historically black colleges and universities (HBCUs) throughout Alabama. Such efforts will include written communication from the Superintendent and other recruiting staff, distribution of promotional materials, campus visits, offers to conduct guest lectures in education classes, and similar activities designed to broaden opportunities for teacher recruitment.
4. Continued participation in the Student Teacher / Internship program of the College of Education at Jacksonville State University, including efforts to recruit students who perform satisfactorily in student internships in district schools.
5. Development of partnerships with local community colleges designed to encourage and guide candidates toward careers in education.
6. Development of cooperative efforts with neighboring city school systems to identify measures that have proven successful in recruiting and hiring minority applicants and to consider opportunities to work together toward mutual goals.
7. Implementation of initiatives to promote and encourage careers in education among district high school students through targeted marketing efforts, implementation of Future Educator organizations at local schools, education career fairs, career counseling, advisement regarding scholarship opportunities for

education majors, presentations by local colleges of education, dual enrollment initiatives, and other alliances with local colleges and universities.

V. Vacancy Postings

Vacancies for certified positions are announced by posting positions in accordance with applicable law and policy. Such announcements are physically posted at the Central Office, local schools, and work sites. Vacancies are also announced on the district website (www.calhoun.k12.al.us) and the Alabama State Department of Education's website (www.alsde.edu/TeachInAlabama).¹

VI. Application Process

Applicants for teaching positions, administrative positions, and other certified positions, must complete ALL of the following steps:

1. Complete an online application at the Alabama State Department of Education's Teach in Alabama website (www.alsde.edu/TeachInAlabama) and include the following attachments with the application: valid Alabama Teacher's Certificate, college transcript(s), verification of highly qualified status and current resume.
2. Once the online application is completed, including all attachments, the applicant may apply for any posted vacancy by clicking on the "Jobs" link on Teach in Alabama and selecting all Calhoun County Schools jobs for which he or she would like to apply.

¹ As of January 2010, the Board is also evaluating the Troops to Teachers program to see if that program will be helpful in its efforts. The Board has requested information from the Program about its success with similar districts.

3. To finish the application process, the applicant must complete a **Statement of Interest** form available under the Employment Opportunities link on the Calhoun County Schools website (www.calhoun.k12.al.us) and must also **print and sign** one paper copy of the completed Teach in Alabama application (including all attachments). Both the Statement of Interest form and the signed application with attachments must be mailed or hand-delivered to the following address:

Calhoun County Board of Education
ATTN: Employment Committee
P.O. Box 2084
Anniston, AL 36202

Only **ONE** signed paper application should be submitted by the applicant during each school year regardless of the number of vacancies for which the applicant is applying. The Statement of Interest form allows the applicant to indicate all vacancies in which he or she is interested. If the applicant later applies for additional vacancies, it is necessary to submit only a new Statement of Interest form, which will be included with the signed application already on file. A new signed application need not be submitted unless applicant information has changed so that updates are needed.

VII. Receipt and Maintenance of Applications

All signed applications and accompanying Statement of Interest forms are received and processed at the Central Office. Each applicant will be entered into the local applicant database by the Personnel Clerk or other person assigned those duties. Upon entry into the database, each applicant is assigned a sequential applicant identification number. Applicants in the database can be sorted and searched by number, name, position

applied for, race, date of application, highest degree, category of position (teacher, administrator, or other certified), certificate, areas of endorsement, and highly qualified status.

All applications, attachments, and supporting documents are maintained on file and available for consideration for a three-year period from the date of submission. As an additional back-up measure, the district has requested that online applications submitted through the Teach in Alabama website be archived and maintained for a three-year period by SearchSoft, the website administrator.

After applicants are entered in the local database, a Certification Specialist for the district reviews applicant information to verify certification and highly qualified status. Once certification and highly qualified status are verified, the application is forwarded to the Employment Committee for further consideration.

VIII. Employment Committee

The Board has established an Employment Committee to review and evaluate applications, select applicants to be interviewed, review hiring recommendations by local administrators, and otherwise advise the Superintendent on hiring matters. The Committee is appointed by the Superintendent and is comprised of no less than three persons, at least one of whom is a minority employee.²

² Current practice is to appoint three regular members and two alternate members who may act in the regular members' absence. At least one African-American employee shall be included as a regular member and one African-American employee shall serve as one of the alternates.

The Committee shall meet as needed to review applications for vacant positions within the school system and to select qualified applicants to be interviewed for those positions. In selecting applicants to be interviewed, the Committee may consider information obtained from the application documents and other supplemental and reliable information available to it, which may include information from college instructors, teachers who supervised applicants during internships, local administrators, the Superintendent and other Central Office administrators, prior employers, and other sources with reliable information regarding applicants. The Committee may take other such measures to evaluate applicants as it deems appropriate. In addition to those applicants who have applied for a specific vacancy, the Committee may elect to identify additional applicants for consideration through use of the Teach in Alabama applicant tracking system or the local applicant database. In making its interview recommendations, the Committee will also consider the needs of the school district as a whole, including specifically the district's desegregation obligations.

For each posted teaching or other non-administrative vacancy, the Committee will refer applicants to be interviewed, and no applicants other than those identified by the Committee shall be interviewed without the express prior approval of the Committee. Employment Committee members are authorized to monitor local interviews as deemed appropriate.

For administrative vacancies, the Committee will refer all applicants and applications to the Superintendent and may advise the Superintendent as requested. The

Committee will maintain in an orderly fashion all records evidencing its review of applications and interview recommendations.

IX. Interview and Employment Recommendation Process

Upon the referral of applicants by the Employment Committee to a local school, the local school administrator becomes responsible for scheduling interviews for the vacant position at his or her school or worksite. All local schools are to establish committees for the purpose of interviewing applicants. The school principal will participate as a member of each local interview committee. All applicants referred by the Employment Committee must be interviewed or documentation of good and valid justification as to why no interview was conducted must be provided.

After the interview process, employment recommendations must be submitted by the local school administrator to the Employment Committee in accordance with submission guidelines established by the Superintendent. A recommendation cannot be submitted until the posting for the vacant position has expired.

All recommendations will be reviewed by the Employment Committee, and the Employment Committee will forward the recommendation, along with such other information as deemed appropriate (which may include an alternative recommendation by the Committee), to the Superintendent for consideration. After considering such information, the Superintendent will determine what, if any, recommendation will be made to the Board.

In the case of administrative positions, the Superintendent is responsible for evaluation of candidates, interviews, and selection of candidates to be recommended to the Board for employment.

X. Transfer Requests

Certified personnel may submit a request for a transfer at any time a desired position is posted. A request for transfer is initiated by submitting a Statement of Interest form to the Employment Committee. The employee is also required to forward copies of the Statement of Interest to the employee's immediate supervisor / local administrator and the supervisor / administrator of the desired position. The transfer request is valid only for the identified vacancy. Transfer requests will be reviewed by the Employment Committee along with all other applications for the posted vacancy in selecting applicants to be interviewed, taking into consideration the objectives and obligations of the Consent Decree.

XI. Notice and Training

The Superintendent will ensure that all principals, administrators, faculty and certified staff are informed of the provisions of the Personnel Plan for Certified Positions, including all application procedures, required forms, review of applications, selection of interview candidates, interview procedures, and the process for making final hiring recommendations to the Board. A copy of the plan will be posted on the system website for review by applicants and current employees. Training regarding the plan will be provided annually to administrators, personnel clerks, and members of the Employment

Committee. Such training will include instruction in proper use of the local applicant database and the Teach in Alabama applicant tracking system. Training materials will be maintained at the Central Office and available for review by new personnel or as otherwise needed.

XII. Concerns, Questions, or Comments

Concerns, questions, or comments about the Board's Personnel Plan, the hiring process, or other matters addressed in the Plan may be addressed to the Employment Committee and to the Superintendent. The Board's Personnel Plan is designed to benefit the school system as a whole and is not intended nor shall it be construed to confer or extend any rights, whether contractual or otherwise, upon any individual employee, prospective employee, or other interested person.

EXHIBIT B

Applicant Report

9/29/15

2015-08 - Elementary Education Teacher - Posting No. 2015-08 - Alexandria Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 36	W = 12	W = 12	W = 1	W = 1	W = 1
B = 3	B = 2	B = 2	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-15 - Guidance Counselor - Posting No. 2015-15 - Alexandria Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 8	W = 5	W = 5	W = 1	W = 1	W = 1
B = 1	B = 1	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-51 - Elementary Assistant Principal - Posting No. 2015-51 - Alexandria Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 14	W = 9	W = 9	W = 1	W = 1	W = 1
B = 4	B = 3	B = 3	B = 0	B = 0	B = 0
O = 2	O = 1	O = 1	O = 0	O = 0	O = 0

2015-69 - Elementary Teacher Posting No. 2015-69 - Alexandria Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 53	W = 6	W = 6	W = 0	W = 0	W = 0
B = 8	B = 6	B = 4	B = 1	B = 1	B = 1
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-81 - Elementary Education Teacher - Posting No. 2015-81 - Alexandria Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 27	W = 7	W = 5	W = 1	W = 1	W = 1
B = 4	B = 4	B = 1	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2014-86 - English Teacher (7-12) - Posting No. 2014-86 - Alexandria High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
-------------	-----------------	--------------	------------	------------	--------

W = 3	W = 3	W = 3	W = 1	W = 1	W = 1
B = 2	B = 2	B = 2	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2014-95 - Math (7-12) Teacher - Posting No. 2014-95 - Alexandria High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 6	W = 4	W = 2	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-10 - Social Science (6-12) Teacher - Posting No. 2015-10 - Alexandria High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 15	W = 8	W = 7	W = 1	W = 1	W = 1
B = 2	B = 2	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-38 - Special Education (Collaborative) Teacher - Posting No. 2015-38 - Alexandria High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 11	W = 5	W = 5	W = 1	W = 1	W = 1
B = 1	B = 1	B = 0	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-46 - Math (7-12) Teacher - Posting No. 2015-46 - Alexandria High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 7	W = 4	W = 4	W = 1	W = 1	W = 1
B = 2	B = 1	B = 1	B = 0	B = 0	B = 0
O = 1	O = 1	O = 1	O = 0	O = 0	O = 0

2015-53 - Assistant Principal - Posting No. 2015-53 - Alexandria High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 16	W = 8	W = 8	W = 1	W = 1	W = 1
B = 4	B = 4	B = 4	B = 0	B = 0	B = 0
O = 2	O = 1	O = 1	O = 0	O = 0	O = 0

2015-60 - Special Education (Collaborative) Teacher - Posting No. 2015-60 - Alexandria High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
-------------	-----------------	--------------	------------	------------	--------

W = 8	W = 4	W = 4	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 1	O = 1	O = 1	O = 0	O = 0	O = 0

2015-72 - Choir Teacher - Posting No. 2015-72 - Alexandria High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 7	W = 6	W = 5	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-88 - Library Media Specialist - Posting No. 2015-88 - Alexandria High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 7	W = 4	W = 4	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-40 - Special Education Teacher (Emotional/Behavior Disabilities) Posting No. 20 - Alternative School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 11	W = 6	W = 6	W = 1	W = 1	W = 1
B = 2	B = 2	B = 0	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-03 - Choral Teacher Posting No. 2015-03 - Calhoun County Schools

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 7	W = 7	W = 7	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-74 - Spanish Teacher Posting No. 2015-74 - Calhoun County Schools

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 4	W = 2	W = 2	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 1	O = 1	O = 0	O = 0	O = 0	O = 0

2015-80 - Career Coach (s) Posting No. 2015-80 - Calhoun County Schools

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
-------------	-----------------	--------------	------------	------------	--------

W = 19	W = 6	W = 4	W = 0	W = 0	W = 0
B = 9	B = 3	B = 3	B = 1	B = 1	B = 1
O = 2	O = 1	O = 1	O = 1	O = 1	O = 1

2015-25 - Building Construction Instructor Posting No. 2015-25 - Career Technical Center

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 5	W = 4	W = 4	W = 1	W = 1	W = 1
B = 1	B = 1	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-62 - Automotive Service Technology Instructor Posting No. 2015-62 - Career Technical Center

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 3	W = 2	W = 2	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-89 - Building Construction Instructor Posting No. 2015-89 - Career Technical Center

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 3	W = 3	W = 3	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2014-89 - Special Education Resource Specialist - Posting No. 2014-89 - Central Office

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 11	W = 6	W = 6	W = 1	W = 1	W = 1
B = 1	B = 1	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-47 - Pre-K Teacher Posting No. 2015-47 - Ohatchee Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 37	W = 14	W = 14	W = 1	W = 1	W = 1
B = 4	B = 2	B = 2	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2014-92 - Spanish Teacher Posting No. 2014-92 - Ohatchee High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
-------------	-----------------	--------------	------------	------------	--------

W = 0	W = 0	W = 0	W = 0	W = 0	W = 0
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 3	O = 1	O = 2	O = 1	O = 1	O = 1

2015-12 - History (7-12) Teacher Posting No. 2015-12 - Ohatchee High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 23	W = 3	W = 3	W = 0	W = 0	W = 0
B = 2	B = 2	B = 2	B = 0	B = 0	B = 0
O = 2	O = 1	O = 1	O = 1	O = 1	O = 1

2015-27 - English (7-12) Teacher - Posting No. 2015-27 - Ohatchee High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 24	W = 4	W = 4	W = 1	W = 1	W = 1
B = 3	B = 2	B = 2	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-30 - English (7-12) Teacher - Posting No. 2015-30 - Ohatchee High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 29	W = 6	W = 5	W = 1	W = 1	W = 1
B = 3	B = 2	B = 2	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-31 - English (7-12) Teacher - Posting No. 2015-31 - Ohatchee High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 29	W = 7	W = 6	W = 1	W = 1	W = 1
B = 2	B = 2	B = 2	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-35 - Special Education (Collaborative) Teacher - Posting No. 2015-35 - Ohatchee High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 13	W = 8	W = 8	W = 1	W = 1	W = 1
B = 1	B = 1	B = 0	B = 0	B = 0	B = 0
O = 1	O = 1	O = 1	O = 0	O = 0	O = 0

2015-65 - English (7-12) Teacher - Posting No. 2015-65 - Ohatchee High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
-------------	-----------------	--------------	------------	------------	--------

W = 12	W = 5	W = 5	W = 1	W = 1	W = 1
B = 3	B = 3	B = 3	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-59 - Elementary Education Teacher - Posting No. 2015-59 - Pleasant Valley Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 58	W = 11	W = 8	W = 1	W = 1	W = 1
B = 2	B = 2	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-71 - Elementary Teacher - Posting No. 2015-71 - Pleasant Valley Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 52	W = 6	W = 6	W = 1	W = 1	W = 1
B = 3	B = 1	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-82 - Elementary Education Teacher - Posting No. 2015-82 - Pleasant Valley Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 24	W = 4	W = 2	W = 1	W = 1	W = 1
B = 4	B = 4	B = 2	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-02 - Teacher/Head Football Coach Posting No. 2015-02 - Pleasant Valley High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 24	W = 17	W = 15	W = 1	W = 1	W = 1
B = 4	B = 4	B = 4	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-18 - Language Arts Teacher - Posting No. 2015-18 - Pleasant Valley High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 18	W = 4	W = 4	W = 1	W = 1	W = 1
B = 1	B = 1	B = 1	B = 0	B = 0	B = 0
O = 3	O = 1	O = 1	O = 0	O = 0	O = 0

2015-24 - General Science (7-12) Teacher - Posting No. 2015-24 - Pleasant Valley High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 9	W = 3	W = 3	W = 1	W = 1	W = 1
B = 3	B = 2	B = 1	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-43 - Math (7-12) Teacher - Posting No. 2015-43 - Pleasant Valley High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 7	W = 3	W = 3	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 1	O = 1	O = 1	O = 0	O = 0	O = 0

2015-75 - History (7-12) Teacher Posting No. 2015-75 - Pleasant Valley High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 19	W = 4	W = 3	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-28 - K-4 Teacher - Posting No. 2015-28 - Saks Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 46	W = 6	W = 7	W = 1	W = 1	W = 1
B = 5	B = 3	B = 3	B = 0	B = 0	B = 0
O = 2	O = 0	O = 0	O = 0	O = 0	O = 0

2015-48 - Pre-K Teacher Posting No. 2015-48 - Saks Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 36	W = 3	W = 3	W = 1	W = 1	W = 1
B = 3	B = 2	B = 2	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2014-85 - Special Education Teacher Posting No. 2014-85 - Saks High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 5	W = 3	W = 3	W = 1	W = 1	W = 1
B = 1	B = 1	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-16 - Title I Facilitator/Assistant Principal - Posting No. 2015-16 - Saks Middle School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 13	W = 2	W = 2	W = 0	W = 0	W = 0
B = 3	B = 2	B = 2	B = 1	B = 1	B = 1
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-29 - Elementary Education Teacher - Posting No. 2015-29 - Saks Middle School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 35	W = 3	W = 3	W = 0	W = 0	W = 0
B = 3	B = 2	B = 2	B = 1	B = 1	B = 1
O = 2	O = 0	O = 0	O = 0	O = 0	O = 0

2015-54 - Physical Education Teacher - Posting No. 2015-54 - Saks Middle School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 13	W = 8	W = 7	W = 0	W = 0	W = 0
B = 2	B = 2	B = 2	B = 1	B = 1	B = 1
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-57 - Special Education Teacher (Emotional/Behavior Disabilities) Posting No. 20 - Saks Middle School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 6	W = 2	W = 1	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-50 - Diagnostician - Posting No. 2015-50 - System-Wide

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 5	W = 3	W = 3	W = 1	W = 1	W = 1
B = 3	B = 3	B = 2	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-17 - Elementary Education Teacher - Posting No. 2015-17 - Weaver Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 38	W = 7	W = 11	W = 1	W = 1	W = 1
B = 7	B = 4	B = 3	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-37 - Special Education (Centralized) Teacher - Posting No. 2015-37 - Weaver Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 18	W = 9	W = 9	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 1	O = 1	O = 1	O = 0	O = 0	O = 0

2015-39 - System-wide Speech / Language Pathologist Posting No. 2015-39 - Weaver Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 3	W = 3	W = 3	W = 1	W = 1	W = 1
B = 1	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-42 - Special Education (Collaborative) Teacher - Posting No. 2015-42 - Weaver Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 12	W = 4	W = 4	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-61 - Special Education (Collaborative) Teacher - Posting No. 2015-61 - Weaver Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 16	W = 3	W = 3	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 1	O = 1	O = 1	O = 0	O = 0	O = 0

2015-83 - K-6 Elementary Education Teacher - Posting No. 2015-83 - Weaver Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 25	W = 8	W = 7	W = 1	W = 1	W = 1
B = 4	B = 4	B = 1	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-19 - Math (7-12) Teacher - Posting No. 2015-19 - Weaver High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 7	W = 5	W = 3	W = 1	W = 1	W = 1
B = 1	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-21 - Special Education Teacher Posting No. 2015-21 - Weaver High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 8	W = 3	W = 3	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 1	O = 1	O = 1	O = 0	O = 0	O = 0

2015-36 - Special Education (Collaborative) Teacher - Posting No. 2015-36 - Weaver High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 10	W = 7	W = 7	W = 1	W = 1	W = 1
B = 1	B = 1	B = 0	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-44 - English Teacher - Posting No. 2015-44 - Weaver High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 18	W = 3	W = 0	W = 0	W = 0	W = 0
B = 3	B = 3	B = 3	B = 1	B = 1	B = 1
O = 2	O = 0	O = 0	O = 0	O = 0	O = 0

2015-45 - Guidance Counselor Posting No. 2015-45 - Weaver High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 9	W = 6	W = 5	W = 1	W = 1	W = 1
B = 2	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-55 - Family & Consumer Science Teacher - Posting No. 2015-55 - Weaver High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 6	W = 3	W = 0	W = 0	W = 0	W = 0
B = 2	B = 2	B = 2	B = 1	B = 1	B = 1
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-66 - Choral Teacher Posting No. 2015-66 - Weaver High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 6	W = 4	W = 4	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-67 - Assistant Principal - Posting No. 2015-67 - Weaver High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 9	W = 5	W = 5	W = 0	W = 0	W = 0
B = 6	B = 5	B = 5	B = 1	B = 1	B = 1
O = 1	O = 1	O = 1	O = 0	O = 0	O = 0

2015-73 - Math Teacher - Posting No. 2015-73 - Weaver High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 4	W = 3	W = 3	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 1	O = 1	O = 1	O = 0	O = 0	O = 0

2015-76 - Social Studies Teacher - Posting No. 2015-76 - Weaver High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 15	W = 3	W = 3	W = 0	W = 0	W = 0
B = 1	B = 1	B = 1	B = 1	B = 1	B = 1
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2014-93 - Elementary Education Teacher - Posting No. 2014-93 - Wellborn Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 19	W = 11	W = 11	W = 1	W = 1	W = 1
B = 1	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-23 - System-wide Speech / Language Pathologist - Posting No 2015-23 - Wellborn Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 3	W = 3	W = 3	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-52 - Title I Facilitator/Assistant Principal - Posting No. 2015-52 - Wellborn Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 13	W = 8	W = 8	W = 1	W = 1	W = 1
B = 5	B = 4	B = 4	B = 0	B = 0	B = 0
O = 2	O = 1	O = 1	O = 0	O = 0	O = 0

2014-87 - Reading Interventionist - Posting No. 2014-87 - Wellborn High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 6	W = 4	W = 4	W = 1	W = 1	W = 1
B = 2	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2014-91 - Instructional/Reading Coach - Posting No. 2014-91 - Wellborn High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 8	W = 4	W = 4	W = 1	W = 1	W = 1
B = 2	B = 1	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-01 - Instructional/Graduation Remediation Teacher - Posting No. 2015-01 - Wellborn High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 8	W = 5	W = 2	W = 1	W = 1	W = 1
B = 1	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-13 - English Teacher - Posting No. 2015-13 - Wellborn High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 15	W = 5	W = 4	W = 1	W = 1	W = 1
B = 2	B = 1	B = 0	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-14 - General Science Teacher - Posting No. 2015-14 - Wellborn High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 5	W = 2	W = 1	W = 1	W = 1	W = 1
B = 2	B = 2	B = 2	B = 0	B = 0	B = 0
O = 1	O = 1	O = 1	O = 0	O = 0	O = 0

2015-32 - Family & Consumer Science Teacher - Posting No. 2015-32 - Wellborn High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 1	W = 1	W = 1	W = 1	W = 1	W = 1
B = 2	B = 1	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-33 - Math Teacher - Posting No. 2015-33 - Wellborn High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 4	W = 2	W = 2	W = 1	W = 1	W = 1
B = 1	B = 1	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-41 - Choral Teacher Posting No. 2015-41 - Wellborn High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 5	W = 4	W = 3	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-56 - Choral Teacher Posting No. 2015-56 - Wellborn High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 4	W = 3	W = 3	W = 1	W = 1	W = 1
B = 0	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-49 - K-4 Teacher - Posting No. 2015-49 - White Plains Elementary School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 48	W = 6	W = 6	W = 1	W = 1	W = 1
B = 8	B = 6	B = 5	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-04 - Teacher/Head Football Coach Posting No. 2015-04 - White Plains High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 22	W = 7	W = 7	W = 1	W = 1	W = 1
B = 3	B = 3	B = 3	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-06 - Language Arts Teacher (7-12) Posting No. 2015-06 - White Plains High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 10	W = 6	W = 6	W = 1	W = 1	W = 1
B = 2	B = 2	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-07 - Language Arts Teacher (7-12) Posting No. 2015-07 - White Plains High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 9	W = 5	W = 5	W = 1	W = 1	W = 1
B = 2	B = 2	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-11 - General Science (7-12) Teacher - Posting No. 2015-11 - White Plains High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 9	W = 3	W = 3	W = 1	W = 1	W = 1
B = 2	B = 2	B = 2	B = 0	B = 0	B = 0
O = 2	O = 1	O = 1	O = 0	O = 0	O = 0

2015-26 - Language Arts Teacher (7-12) - Posting No. 2015-26 - White Plains High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 21	W = 8	W = 7	W = 1	W = 1	W = 1
B = 3	B = 1	B = 1	B = 0	B = 0	B = 0
O = 1	O = 0	O = 0	O = 0	O = 0	O = 0

2015-78 - History Teacher Posting No. 2015-78 - White Plains High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 15	W = 2	W = 2	W = 1	W = 1	W = 1
B = 1	B = 1	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-79 - Language Arts Teacher - Posting No. 2015-79 - White Plains High School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 12	W = 5	W = 5	W = 1	W = 1	W = 1
B = 1	B = 0	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2014-90 - Language Arts Teacher (6-8) - Posting No. 2014-90 - White Plains Middle School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 4	W = 4	W = 1	W = 0	W = 0	W = 0
B = 3	B = 2	B = 2	B = 1	B = 1	B = 1
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-34 - 7th/8th grade Science Teacher - Posting No. 2015-34 - White Plains Middle School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 11	W = 3	W = 3	W = 1	W = 1	W = 1
B = 3	B = 2	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-58 - 7th/8th Grade ELA/Reading Teacher- Posting No. 2015-58 - White Plains Middle School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 20	W = 2	W = 2	W = 1	W = 1	W = 1
B = 4	B = 2	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-63 - Elementary Education Grades 5/6 Teacher Posting No. 2015-63 - White Plains Middle School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 50	W = 7	W = 7	W = 1	W = 1	W = 1
B = 5	B = 4	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-64 - Elementary Education Grades 5/6 Teacher Posting No. 2015-64 - White Plains Middle School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 49	W = 7	W = 7	W = 1	W = 1	W = 1
B = 5	B = 4	B = 1	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-68 - Elementary Education Grades 5/6 Teacher Posting No. 2015-68 - White Plains Middle School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 44	W = 7	W = 7	W = 1	W = 1	W = 1
B = 7	B = 6	B = 3	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-77 - 7th/8th Grade ELA/Reading Teacher- Posting No. 2015-77 - White Plains Middle School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 9	W = 3	W = 3	W = 1	W = 1	W = 1
B = 3	B = 1	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

2015-86 - Special Education Teacher Posting No. 2015-86 - White Plains Middle School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 3	W = 3	W = 3	W = 1	W = 1	W = 1
B = 1	B = 1	B = 1	B = 0	B = 0	B = 0
O = 1	O = 1	O = 1	O = 0	O = 0	O = 0

2015-87 - Social Studies Teacher 7th/8th grade - Posting No. 2015-87 - White Plains Middle School

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 5	W = 1	W = 1	W = 1	W = 1	W = 1
B = 1	B = 1	B = 0	B = 0	B = 0	B = 0
O = 0	O = 0	O = 0	O = 0	O = 0	O = 0

Totals:	Positions: 91	Applicants:2440
----------------	---------------	-----------------

Applicants:	Rec. Interview:	Interviewed:	Rec. Hire:	App. Hire:	Hired:
W = 2046	W = 457	W = 422	W = 79	W = 79	W = 79
B = 313	B = 146	B = 107	B = 10	B = 10	B = 10
O = 81	O = 20	O = 20	O = 3	O = 3	O = 3

EXHIBIT C

Lee vs. Macon County BOE

CONSENT DECREE -

Annual Administrator Training
Calhoun County Schools
Central Office
July 30, 2015

Whit Colvin
Bishop, Colvin, Johnson & Kent, LLC
1910 First Avenue North, Birmingham, AL 35203
(205) 251-2881

For more than 40 years

Calhoun County Schools has remained under the jurisdiction of the United States District Court in the desegregation case of *Lee vs. Macon County BOE*.

This presentation will:

- Provide some historical background regarding the court's jurisdiction
- Review the system's general obligations under the 2015 Consent Decree
- Review the Personnel Plan for Certified Positions and Anticipated Changes
- Review the Findings on Student Discipline and Anticipated Changes
- Focus on the role of administrators in fulfilling the remaining Consent Decree obligations

Let's start with a little history...

In the 1954 landmark decision of *Brown v Board of Education of Topeka*, the United States Supreme Court held that state laws establishing separate schools for students of different races were unconstitutional.

In 1963...

a federal lawsuit was brought in Alabama against the Macon County Board of Education on behalf of students seeking an end to the operation of a racially segregated school system.

As the case progressed...

the State was added as a defendant and the State Superintendent was ordered to require all Alabama school systems to desegregate their schools.

On October 23, 1969...

the U.S. District Court in *Lee v. Macon County BOE* ordered the Calhoun County BOE to file a proposed plan “for the complete disestablishment of its dual school system....”

A local plan was approved in 1971...

and the Calhoun County BOE has operated under a court-ordered desegregation plan since that time.

To be dismissed...

from a desegregation case a school board must show that it has complied with the court's orders and, in so doing, has eliminated the vestiges of past discrimination to achieve "unitary status."

The U.S. Supreme Court...

has identified certain factors that must be considered in determining whether a school district has achieved "unitary status."

Courts must consider the Green factors:

- student assignment
- transportation
- extracurricular activities
- physical facilities
- faculty and staff

Green v. School Board of Kent County, 391 U.S. 430 (1968).

In addition to the Green factors...

federal courts must consider “quality of education” factors that relate to a student’s day-to-day experiences within a school.

Freeman v. Pitts, 503 U.S. 467 (1992).



In December 2009...

CCBOE entered a Consent Decree that addressed the *Green* factors and furnished a “roadmap to the end of judicial supervision” and a challenging a plan for achieving unitary status.

The Consent Decree

is a binding agreement between the plaintiffs, the U. S. Department of Justice, and the school board that was approved by the Court and now operates as a Court Order.



The 2009 Consent Decree

- End of its term in 2014
- Parties reviewed progress and whether unitary status had been achieved
- The Court decided that much progress was made but in a few areas, there was still work to do

In February 2015 . . .

The parties entered into a new Consent Decree and it was approved by the Court.

A copy of the Decree is being provided to each school with the handout.

In The 2015 Consent Decree...

The Court granted partial unitary status in areas of

- ❖ Student Assignment
- ❖ Transportation
- ❖ Extracurricular Activities
- ❖ Facilities

and withdrew “its jurisdiction of those areas of the case”

The Two Areas of Continued Jurisdiction

- Faculty & Staff
- Student Discipline

Faculty & Staff By the Numbers

- CCBOE did not make anticipated progress in faculty and staff hiring.
- Committed to three more years of judicial supervision.
- The foundation of the personnel component is the Personnel Plan.
- Will improve the Plan where needed and focus on execution.

The Personnel Plan

- ***Calhoun County Schools - Personnel Plan for Certified Positions*** –
 - Addresses recruitment, hiring, assignment, and retention of certified personnel.
 - Emphasizes recruitment of a diverse teaching force.
 - Provides an applicant database for tracking and monitoring hiring efforts.
 - Centralizes the application process and establishes an employment committee.

Additional Obligations – Faculty & Staff

- Hire a Faculty Equity Consultant
 - ❖ Southeastern Equity Center – Drs. Roberts and Elam
- Revise Personnel Plan (where needed) to
 - ❖ Clearly describe diversity goals
 - ❖ Follow uniform policies
 - ❖ Provide for targeted recruitment and hiring
 - ❖ Describe incentives (if any)
 - ❖ Ensure equitable distribution of minority staff
 - ❖ Require training
 - ❖ Improve tracking process

Additional Obligations – Faculty & Staff

- Implement Professional Development and Mentorship Program
 - ❖ Cultivate and Train Administrators
- Develop Annual Training
- Designate a “Point Person”
 - ❖ Holly Box
- Provide a Status Report each October 15

The Court Report due annually on October 15 must include...

- Description of targeted recruitment efforts
- A report of current certified personnel with counts and percentages by school and by race
- A detailed report of applicants, persons interviewed, job offers, and hires by race for all certified position vacancies
- Training materials and information
- Names and positions of those trained and dates trained
- Summary of participation in Professional Development and Mentorship Program

Reports on applicants, interviews, and hiring decisions are made possible by our unique Applicant Database.

Example of Data from Last Year

	# Applicants	% Applicants
White	1811	84.7%
Black	263	12.3%
Other	65	3.0%
Total	2139	

	# Applicants	% Applicants
White	467	81.2%
Black	89	15.5%
Other	19	3.3%
Total	575	

Category	Total	White		Black		Other	
		#	%	#	%	#	%
Teacher	66	56	84.9%	7	10.6%	3	4.5%
Certified	11	10	90.9%	1	9.1%	0	0.0%
Admin	11	10	90.9%	1	9.1%	0	0.0%
Total	88	76	86.4%	9	10.2%	3	3.4%

Student Discipline Disproportionality

- ▣ Disproportionality – the percentage of students of a specific ethnicity or race found in a specific category is significantly greater or significantly less than the percentage of that specific ethnicity or race found in the general population
- ▣ Overrepresentation – exists when a group is represented in a specific category at a higher rate than its population average

Student Discipline Findings

- ▣ “African American students were significantly more likely than White students to be referred for disciplinary action and to be subject to exclusionary consequences.”
- ▣ Disparity “was most evident for minor infractions and existed across multiple categories of consequences, including in-school detention, out of school suspension and corporal punishment.”

Student Discipline Steps

- Hire Discipline Equity Consultant
 - ❖ Southeaster Equity Center – Drs. Roberts and Elam
- Review Discipline Procedures and Recommend Revisions
 - ❖ Specify appropriate behavior and strategies to reach behavior goals
 - ❖ Clear guidelines on discretionary discipline
 - ❖ Limit use of exclusionary discipline (suspensions, expulsions) by using alternatives
 - ❖ Discipline should minimize loss of instruction and permit make-up work
 - ❖ Specific criteria for returning after exclusionary discipline

Student Discipline PBIS

- Develop and Implement PBIS
 - ❖ CHAMPS Program
 - ❖ Teams from each school being trained
 - ❖ Will train faculty and staff at each school
 - ❖ Everyone has to be trained
 - ❖ BUY IN AND USE IT

Student Discipline Data Collection

- Number of referrals
- Specific conduct for each referral
- Outcome of referral and reasons for outcome
- Person who made referral and who decided sanction
- Positive behavioral supports and pre-referral action
- Name, race, ethnicity, sex, disability and grade of student referral and others involved

—————
Must be stored electronically and
evaluated by Discipline Administrator

Student Discipline Analysis

- Discipline Administrator will analyze data
 - ❖ Identify racial disparities in referrals and outcomes
 - ❖ Investigate cause of disparities, other contributing factors, needs of affected students and take appropriate steps
 - ❖ Identify and address other areas of concern

The Court Report due on October 15 must also include...

- Annual status report describing activities and steps taken
- Report of Discipline Data (See Data Collection Slide)
- Handouts and materials used in PBIS training
- Documentation for training

Make sure EVERY instructional employee gets the training!

So where is Calhoun County...

on the road to unitary status?



Progress is not always perfectly smooth...

Total Certified Personnel 2009-2014

	White	Black	Other	Total	%White	%Black
2009	622	29	5	656	94.8%	4.4%
2010	615	35	5	655	94.0%	5.3%
2011	606	42	6	654	92.7%	6.4%
2012	603	47	5	655	92.1%	7.2%
2013	604	37	5	646	93.5%	5.7%
2014	606	41	5	652	92.9%	6.3%
2015	?	?	?	?	?	?

The New Factor - Discipline

- Efforts under the former decree did not include discipline
- Have to rethink approach to discipline
- Consultants working with the Board to identify strategies and changes
- PBIS training going on
- Code of Conduct changes may result
- Accountability

We still have some work to do.

□ **And your role remains pivotal...**

Substantial effort and commitment are required to achieve the goal of unitary status and much of that work falls to our school administrators.

Goals and requirements of this effort should be actively considered in your decisions in the areas of personnel and discipline.

This effort is more than aspirational – the Board, the parties and the Court expect execution of the Personnel Plan and the measures being developed under the Decree.

QUESTIONS...?



Whit Colvin
Robin Andrews
205.251.2881
wcolvin@bishopcolvin.com
randrews@bishopcolvin.com

1910 First Avenue North
Birmingham, Alabama 35203

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF ALABAMA
SOUTHERN DIVISION

FILED

2015 FEB 12 P 1:20

U.S. DISTRICT COURT
N.D. OF ALABAMA

ANTHONY T. LEE, et al.)
)
 Plaintiffs, and)
)
 UNITED STATES OF AMERICA,)
)
 Plaintiff-Intervenor)
 and *Amicus Curiae*, and)
)
 NATIONAL EDUCATION)
 ASSOCIATION, INC.)
)
 Plaintiff-Intervenor)
)
 v.)
)
 MACON COUNTY BOARD OF)
 EDUCATION, *et al.*,)
)
 Defendants.)

Civil Action No. 70-S0251-S

Miscellaneous Case No.
2:07-mc01944-CLS

Calhoun County School System
(Judge C. Lynwood Smith, Jr.)

CONSENT ORDER

This Consent Order arises out of the good faith efforts of Plaintiffs Lee, *et al.*, Plaintiff-Intervenor and *Amicus Curiae* United States of America (the “United States”) (collectively, the “Plaintiff Parties”), and Defendant Calhoun County Board of Education (the “District”), to address and resolve the District’s school desegregation obligations. This agreement is jointly entered into by the United States, the District, and the Private Plaintiffs (collectively, the “Parties”). The District agrees to comply with the terms of this Consent Order.

I. PROCEDURAL HISTORY

This action is part of the statewide school desegregation litigation, *Lee v. Macon County Board of Education*, which was initiated in 1963. On July 16, 1963, the United States was added

as plaintiff-intervenor and amicus curiae “in order that the public interest in the administration of justice would be represented.” *Lee v. Macon County Bd. of Educ.*, 267 F. Supp. 458, 460 (M.D. Ala. 1967). On March 22, 1967, the Court ordered the State Superintendent of Education to notify several school systems, including the District, that they were required to adopt a desegregation plan for all grades beginning with the 1967-68 school year. *Id.* at 482. On June 19, 1970, this case was transferred from the Middle District of Alabama to the Northern District of Alabama, where Calhoun County is located.

This Court entered an initial order outlining a desegregation plan for the District on August 16, 1971. The 1971 Order has been modified on numerous occasions, including by an order entered on December 14, 2007, in which the Court expressed concern about the “dwindling minority teacher population within the Calhoun County school system, and the priorities accorded the capital improvement needs of the various schools within the system.” (2007 Order at 3). The Court “directed the parties to suggest a new reporting format that would address teacher recruitment and allocation of capital improvements as well as any other matters determined by the parties.” (July 19, 2010 Order at 3).

The Court again raised concerns about facilities and faculty in its July 19, 2010 Order, noting that in these areas “more work needs to be done.” (2010 Order at 9). The Court observed that “the strategies employed by the Board to attract, hire, and retain minority employees have not been adequate” and that “the Board needs to be more consistent in maintaining its facilities assessment data and in the capital planning process.” (*Id.* at 9). The 2010 Order called for training for the Board, the Capital Planning Committee, recruitment or hiring committees, and administrators on their obligations under the Order. (*Id.* at 10-11). The Order also directed the Board to develop new personnel procedures “to address the recruitment, hiring, and assignment

of faculty and certified staff, including practices directed at the recruitment of minority faculty.” (*Id.* at 11). Finally, the Order instructed the District to seek specific approval from the Court before beginning construction on any new building project or project involving substantial expansion or renovation. (*Id.* at 17). The Court emphasized that the 2010 Order was “intended to, in the areas addressed, provide a ‘road map to the end of judicial supervision’ and toward unitary status.” (*Id.* at 9) (citing *NAACP v. Duval Cnty. Sch. Bd.*, 273 F.3d 960, 963 (11th Cir. 2001)).

II. BACKGROUND

On February 15, 2008, the United States initiated a review of the District’s compliance with its desegregation obligations. In the course of that review, on multiple occasions between 2008 and 2014, the Plaintiff Parties requested information and the District produced data on student assignment, extracurricular activities, faculty and staff, facilities, and transportation. In March 2014, the Plaintiff Parties conducted a site visit of several of the District’s schools and requested supplemental information regarding the District’s progress toward unitary status.

The Plaintiff Parties reviewed the data provided by the District, as well as publicly available data, to assess the District’s compliance with its obligations under the 1971 Order and subsequent orders. The United States informed the District that, in its opinion, the District has satisfied its obligations in the areas of transportation, student assignment, extracurricular activities, and facilities. The Private Plaintiffs have since concurred in that assessment. The Plaintiff Parties also informed the District that, in the areas of faculty and staff and student discipline, additional progress is needed before the District’s obligations in those areas are met. The District concurs with that assessment. The Parties agree that compliance with this Consent Order will result in the District fulfilling its obligations in the areas of faculty and staff and

student discipline.

III. LEGAL STANDARDS

The ultimate inquiry in determining whether a school district is unitary is whether the district has: (1) fully and satisfactorily complied in good faith with the court's desegregation orders for a reasonable period of time; (2) eliminated the vestiges of prior *de jure* segregation to the extent practicable; and (3) demonstrated a good faith commitment to the whole of the court's order and to those provisions of the law and the Constitution which were the predicate for judicial intervention in the first instance. *See Missouri v. Jenkins*, 515 U.S. 70, 88-89 (1995); *Freeman v. Pitts*, 503 U.S. 467, 491-92, 498 (1992); *Bd. of Educ. of Oklahoma City Pub. Sch., Indep. Sch. Dist. No. 89 v. Dowell*, 498 U.S. 237, 248-50 (1991); *Manning v. Sch. Bd. of Hillsborough Cnty.*, 244 F.3d 927, 942 (11th Cir. 2001); *Lockett v. Bd. of Educ. of Muscogee Cnty. Sch. Dist.*, 111 F.3d 839, 843 (11th Cir. 1997).

The Supreme Court has identified six areas, commonly referred to as the "Green factors," which must be addressed as part of the determination of whether a school district has fulfilled its duties and eliminated the vestiges of the prior dual school system to the extent practicable. These factors are: (1) student assignment; (2) faculty; (3) staff; (4) transportation; (5) extracurricular activities; and (6) facilities. *Green v. Cnty. School Bd. of New Kent Cnty.*, 391 U.S. 430, 435-42 (1968); *Jenkins*, 515 U.S. at 88; *Dowell*, 498 U.S. at 250. The *Green* factors are not intended to be a "rigid framework"; indeed, the Supreme Court has approved consideration of other indicia, such as quality of education, in evaluating whether a district has fulfilled its desegregation obligations. *See Freeman*, 503 U.S. at 492-93. A court may allow partial or incremental dismissal of a school desegregation case before full compliance has been achieved in every area of school operations, thereby retaining jurisdiction over those areas not yet in full compliance

and terminating jurisdiction over those areas in which compliance was found. *Id.* at 490-91.

This Court has determined that this Consent Order is consistent with the objectives and requirements of the Fourteenth Amendment to the Constitution of the United States of America, applicable federal law, and the extant orders in this case.

The Court thus **ORDERS, ADJUDGES, and DECREES** the following:

IV. STIPULATED FACTS

At the request of the Plaintiff Parties, the District has provided information related to the *Green* factors. Analysis of this data demonstrates that the District has met the required standards in the areas of student assignment, transportation, extracurricular activities, and facilities. A review of District data raised concerns, however, in the areas of: (1) faculty and staff, and (2) student discipline.

A. Faculty and Staff

In the 2014-2015 school year, the District reported that it employed 526 full-time teachers, 36 principals and assistant principals, 72 certified staff,¹ and 18 central office administrators and certified staff.

The District has made limited progress in hiring and retaining minority faculty and staff since the 2010 Order. African American teachers make up 6.1% of the District's faculty in 2014-2015 compared to 4.7% during the 2010-2011 school year. Seven of the District's 18 schools have one African American teacher or none at all. Fifteen of the District's 18 schools have no African American administrators. Fourteen of 17 schools have no African American certified staff. African American principals and assistant principals make up 8.3% of the total number of

¹ In this Consent Order, "certified staff" refers to staff who hold a teaching, administrative, or specialized certificate from the State, but who are not serving as full-time teachers or administrators. These include guidance counselors, librarians, reading coaches, reading interventionists, speech therapists, resource personnel, and other similar positions.

such positions in 2014-2015 compared to the same percentage – 8.3% – during the 2010-2011 school year. African American certified staff make up 4.2% of the number of such staff in 2014-2015 compared to 7.1% in 2010-2011. African American central office administrators and certified staff make up 16.7% of those positions in 2014-2015 compared to 12.5% in 2010-2011. The District’s targeted minority recruitment efforts have had marginal effect in the effort to increase the number of African American faculty and certified staff.

B. Student Discipline

The Plaintiff Parties have reviewed discipline data and disciplinary policies and procedures, and conducted interviews with District personnel responsible for the administration of discipline. The District’s discipline data indicates that African American students were significantly more likely than white students to be referred for disciplinary action and to be subject to exclusionary consequences at a majority of the District’s schools during the 2011-2012 and 2012-2013 school years. This disparity was most evident for minor infractions, and existed across multiple categories of consequences, including in-school detention, out-of-school suspensions, and corporal punishment.

C. Student Assignment

A review of District data reveals no evidence that school and classroom assignment decisions improperly consider race. Likewise, the District’s student transfer data and policies show no evidence of racial discrimination.

D. Transportation

The Plaintiff Parties have reviewed transportation data provided by the District. The District provides transportation to all eligible students on a non-discriminatory basis.

E. Extracurricular Activities

6/18/16

The Plaintiff Parties have reviewed information provided by the District concerning extracurricular activities. The District provides all students an equal opportunity to participate in sports, student government, extracurricular activities, and co-curricular activities.

F. Facilities

The Plaintiff Parties have reviewed facilities data and information provided by the District, and has found no evidence of racial discrimination with respect to facilities.

V. STIPULATED REMEDIES

As indicated above, the sole remaining issues identified by the Plaintiff Parties in relation to the desegregation of the District regard its efforts to recruit, hire, and retain African American faculty, administrators, and certified staff and its policies and practices related to student discipline. Although the District denies any continuing liability for the disparities described above, the District has agreed to take certain good faith, practicable steps to address these outstanding issues.² The Court finds and the parties agree that once these actions are fully implemented the District will have remedied the remaining faculty/staff and student discipline issues and will be entitled to a declaration of full unitary status after the conclusion of the monitoring/reporting period, as detailed below.

A. Faculty and Staff

1. Within fourteen (14) days of the entry of this Order, the District shall contact the Southeastern Equity Center (“Faculty Equity Consultant”), with a request for technical assistance and training on best practices related to the hiring, recruitment, and retention of diverse faculty and certified staff. The United States will also contact the Southeastern Equity Center to request that it provide such assistance to the District.

² See *Jones v. Caddo Parish*, 704 F. 2d 206, 221 (5th Cir. 1983).

7/1/15

2. The Faculty Equity Consultant shall collaborate with the District to complete a comprehensive review of the District's hiring and recruitment policies and procedures, including the District's Personnel Plan ("Personnel Plan"). In conducting this review, particular attention shall be given to the manner in which the District's hiring and assignment protocol affects:
 - (a) the number of African American faculty and certified staff recruited, hired, and retained by the District; and
 - (b) the assignment of faculty and certified staff to schools on a non-discriminatory basis.

3. Drawing on the findings and conclusions the Faculty Equity Consultant makes as a result of the comprehensive review described in paragraph 2, the District shall work with the Faculty Equity Consultant to propose revisions to its hiring and recruitment protocol and Personnel Plan. Among other things, the proposed revisions shall:
 - (a) clearly describe the District's goal for achieving and maintaining a diverse faculty and staff;
 - (b) require that all District personnel involved in recruitment and hiring follow a uniform set of guidelines/policies that identify and take account of the District's affirmative desegregation obligations, including those related to the equitable assignment of faculty and certified staff among the District's schools;
 - (c) provide for the development and implementation of a targeted recruitment and hiring program designed to increase the number of African American faculty and certified staff hired and retained by the District, including specific provisions addressing the manner in which the District announces and/or advertises vacancies, the District's recruitment

B 11/1

strategies, the District's interview and hiring process, and the District's efforts to retain faculty and certified staff;

(d) describe any incentives the District may employ to target its recruitment efforts and/or incentivize African American faculty and certified staff to apply for positions within the District;

(e) include measures and protocols designed to ensure that African American faculty and certified staff are not disproportionately assigned to schools with disproportionately high numbers of African American students but instead are equitably distributed among schools with historically low numbers of African American students and schools with historically high numbers of African American students.

(f) require that all District personnel involved in recruitment and hiring be trained annually on how to implement the new recruiting and hiring policies; and

(g) include any necessary improvements to procedures for documenting recruiting and hiring decisions, tracking the impact such decisions have on the racial composition of the District's faculty and staff, and maintaining records appropriate for monitoring the District's compliance with the revised recruitment and hiring policies and procedures.

4. The District shall submit the proposed revisions to the Plaintiff Parties for review no later than sixty (60) days after completion of the review and revision process undertaken by the Faculty Equity Consultant as set out above. The Plaintiff Parties shall advise the District whether it approves or disapproves of the proposed revisions within thirty (30) days of receiving them. The District shall implement all approved proposed revisions within thirty (30) days of receiving the Plaintiff Parties' approval. If the Plaintiff Parties

GAPs

object to certain of the proposed revisions, the parties will work together in good faith to develop mutually agreeable policies and procedures.

5. With assistance from the Faculty Equity Consultant, the District shall adopt and implement a Professional Development and Mentorship Program (“Program”) for faculty beginning with the 2015-2016 school year. This Program will be designed to cultivate and train a racially diverse pool of internal administrative talent. The Program should include information about necessary certification and minimum requirements to become an administrator in Alabama, information about pathways to and resources for administrative certification, comprehensive notification to current faculty members about the Program, and a mentoring or pairing component for both those who are already certified to be administrators and those who are seeking such certificates.
6. In consultation with the Faculty Equity Consultant, the District shall develop and implement mandatory annual training for all faculty/staff involved in the recruitment, hiring, retention, or assignment of faculty/staff. The training shall cover the following, among other things:
 - (a) the District’s affirmative desegregation obligations with respect to the recruitment, hiring, retention, and assignment of faculty, staff, and administrators;
 - (b) all targeted recruitment efforts and strategies designed to increase the number of qualified African American faculty/staff hired by the District.
7. As soon as practicable but by no later than March 1, 2015, the District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under paragraphs 1 to 7 above.

Compliance and reporting

8. Beginning October 15, 2015, and continuing until the monitoring of this Consent Order has concluded, the District shall provide the Plaintiff Parties with an annual status report describing all activity conducted pursuant to paragraphs 1 to 7.
9. The annual status report shall be filed with the Court no later than October 15 of each year and shall include, among other things:
 - (a) a description of all targeted recruitment efforts and strategies used to increase the number of African-American faculty and certified staff hired and retained by the District, including descriptions of outreach efforts and recruitment events and the name and title of District staff who participated in these efforts;
 - (b) the results of the targeted recruitment efforts and strategies referenced above, including but not limited to: the total number faculty and certified staff vacancies; the total number of candidates interviewed for faculty and certified staff positions, the total number of African-American candidates interviewed for faculty and certified staff positions, the total number of job offers made for faculty and certified staff positions, the total number of job offers for faculty and certified staff positions made to African-American candidates, the total number of candidates hired for faculty and certified staff positions, the positions for which those candidates were hired, and the total number of African-American candidates hired;
 - (c) all handouts, power points, agendas, and other materials used in connection with the District's annual training on hiring and assignment protocol;

- (d) documentation reflecting the names and positions of all faculty/staff who received annual training on the District's hiring and assignment protocol and the date(s) on which they received it; and
- (e) a summary of participation in the Professional Development and Mentorship Program.

C. Student Discipline

1. Within fourteen (14) days after entry of this Order, the District shall contact the Southeastern Equity Center with a request to consult with the District on discipline issues ("Discipline Equity Consultant"). The United States will also contact the Southeastern Equity Center to request that it provide such assistance to the District.
2. The Discipline Equity Consultant shall review the District's discipline policies and procedures (including the District's Code of Conduct) and recommend revisions that:
 - (a) specify appropriate behavior, identify the social-emotional skills required to display such behavior, and outline the strategies and other efforts that should be undertaken to assist students in developing such skills and achieving the behavior goals specified;
 - (b) provide clear guidance regarding discretionary discipline, including but not limited to the use of concrete definitions of prohibited conduct and specific criteria for assessing and responding to infractions;
 - (c) limit the use of exclusionary discipline such as suspensions and expulsions – particularly in response to low-level misbehavior – by encouraging the use of a continuum of graduated disciplinary alternatives (e.g., behavior contracts, loss of

12 CLS

privileges, reflective writing assignments, conflict resolution, and restorative justice practices);

- (d) ensure that disciplinary consequences imposed for misbehavior minimize students' loss of instructional time and that students who do lose instructional time as a result of exclusionary discipline are provided opportunities to make up missed work; and
 - (e) articulate specific criteria governing students' entitlement to return to their home schools following in-school suspension, out-of-school suspension, or placement in an alternative educational setting.
3. The District shall be responsible for any costs associated with its retention of the Discipline Equity Consultant.
 4. The District shall give the Discipline Equity Consultant access to any and all data, documents, and information that he or she deems necessary to satisfy the terms of this Consent Order.
 5. The District shall request that the Discipline Equity Consultant provide a written report outlining his or her findings and recommendations related to the review described above.
 6. Within sixty (60) days of receipt of the written report from the Discipline Equity Consultant, the District shall submit to the Plaintiff Parties for review and approval its proposed revisions to the District's disciplinary policies and procedures (which shall account for the Discipline Equity Consultant's recommendations).
 7. The District's submission shall identify any recommendation(s) made by the Discipline Equity Consultant that were not included in the District's proposed revisions and provide

a detailed explanation of the reasons why the District chose not to adopt the recommendation(s). The submission shall also identify any revision(s) the District proposes in lieu of those recommended by the Discipline Equity Consultant and the reasons such alternative revision(s) should be considered equally effective.

8. The Plaintiff Parties shall not unreasonably withhold approval of the District's proposed revisions and shall communicate its approval or disapproval within thirty (30) days of receiving the District's proposals. If the parties disagree regarding the proposed revisions, the parties shall negotiate in good faith to resolve such disagreements. If the parties are unable to resolve any disagreement regarding revisions to the District's discipline policies and procedures within a reasonable period of time, either party may seek judicial intervention.
9. After the Plaintiff Parties approve the District's proposed revisions, the District shall adopt the proposed revised disciplinary policies and procedures within thirty (30) days.
10. The District shall distribute annually materials containing the revised disciplinary policies and procedures in their entirety to students and employees. The District's website shall also contain the revised disciplinary policies and procedures in their entirety.

Implementation of Positive Behavioral Intervention and Support Program

11. In consultation with the Discipline Equity Consultant, the District shall develop and begin to implement a plan for expanding positive behavior interventions and supports ("PBIS") throughout its schools before the beginning of the 2015-2016 school year.

12. Through its use of PBIS, the District shall identify and promote strategies for teaching, encouraging, and reinforcing positive student behavior without resort to exclusionary discipline. These strategies should do the following, among other things:
 - (a) facilitate the establishment of a positive school culture by constructively teaching school rules and social-emotional skills;
 - (b) positively reinforce appropriate student behavior
 - (c) emphasize and document early intervention for misbehavior before resort to exclusionary discipline, except in instances where the safety of students and/or staff is threatened; and
 - (d) incorporate a continuum of graduated consequences for increasingly serious and continued misbehavior.
13. The District shall provide its faculty and staff with the resources and support needed to implement the PBIS program.
14. As part of its expansion of PBIS, the District – in collaboration with the Discipline Equity Consultant – shall develop and implement a mandatory training program for all of its instructional faculty and staff. The training provided to instructional staff and administrators shall be tailored in light of each faculty or staff member’s job responsibilities and shall cover the following topics, among others:
 - (a) all discipline-related policies and procedures (including the Code of Conduct) which District faculty and staff must follow or enforce, including the manner in which such policies and procedures are properly interpreted and applied;

- (b) effectively defining, teaching, modeling, and applying positive behavior interventions and supports, both inside and outside the classroom;
 - (c) providing constructive feedback, re-teaching, and fostering skill-building in response to student behavior concerns;
 - (d) using the corrective techniques outlined above as primary responses to all low-level misbehavior;
 - (e) effectively communicating behavior concerns to students before resorting to disciplinary consequences (particularly those consequences requiring exclusion from educational programs), except in instances involving serious and immediate threats to safety;
 - (f) implementing culturally-responsive classroom management and discipline techniques;
 - (g) using restorative justice practices in response to student misbehavior; and
 - (h) other strategies for building and maintaining a positive, supportive, and inclusive educational climate.
15. As part of its expansion of PBIS, the District shall develop and implement processes and procedures for collecting discipline data at both the school and District levels. The data collected shall include:
- (a) information regarding the number of referrals for discipline;
 - (b) the specific conduct prompting each referral

- (c) the outcome of the referral (*i.e.*, in-class disciplinary action, in-school suspension, out-of-school suspension, expulsion, referral to law enforcement, etc.) and the reasons for that outcome;
 - (d) the identity of the person(s) making the referral and determining the sanction, including each individual's name and position;
 - (e) all positive behavior supports and corrective action attempted prior to referral for discipline; and
 - (f) the name, race, ethnicity, sex, disability, and grade level of the student(s) referred and all other students involved in the underlying incident.
16. The discipline data referenced in paragraph 15 above shall be stored in an electronic database created and maintained by the District.
17. On an ongoing basis, a central administrator designated by the District ("Discipline Administrator") shall evaluate the discipline data collected pursuant to paragraph 15. In conducting this evaluation, the Discipline Administrator shall do the following:
- (a) identify any racial disparities in disciplinary referrals and/or the outcome of such referrals;
 - (b) take all affirmative steps needed to assess the cause(s) of such disparities, other contributing factors, and the needs of affected students; and take appropriate action based on that assessment; and
 - (c) identify and address any other areas of concern arising from review of the District's discipline data.

17 cpl

18. The Discipline Administrator shall serve as a direct point of contact for all student and parent/guardian complaints regarding the administration of discipline and shall work with central administrators and school-level personnel to resolve all such complaints and concerns.
19. The Discipline Administrator's name, title, office address, e-mail address, and telephone number shall be published on the District's website and in all District publications containing discipline policies and procedures.

Compliance and Reporting

20. As soon as practicable after the Discipline Equity Consultant is retained, the District shall provide the Plaintiff Parties with the name, address, qualifications and experience of the Discipline Equity Consultant; a copy of any contracts, agreements or memoranda of understanding between the District and the Discipline Equity Consultant; and the timeline for completion of services.
21. The District shall provide the Plaintiff Parties with a list of all information provided to the Discipline Equity Consultant. If the Discipline Equity Consultant has requested information that the District has not provided, the District shall provide a list of the requested information and the reasons that information was not provided.
22. The District shall provide the Plaintiff Parties with a copy of the Discipline Equity Consultant's written report, as described in paragraph 5 above, within 14 days of receipt.
23. Beginning October 15, 2015, and continuing until the monitoring of this Consent Order has concluded, the District shall provide the Plaintiff Parties with an annual status report describing all activity conducted pursuant to paragraphs 1 to 19.

18 CBS

24. The annual status report shall be filed with the Court no later than October 15 of each year and shall include:

- a. a report containing all discipline data collected pursuant to paragraph 15 above for the immediately preceding school year;
- b. the Discipline Administrator's evaluation of discipline data conducted pursuant to paragraph 15 and a description of all corrective action undertaken by the District as a result of that evaluation;
- c. all handouts, power points, agendas, and other materials used in connection with the District's mandatory PBIS training program;
- d. documentation, including but not limited to sign-in sheets, showing the names and positions of all instructional faculty and staff who received mandatory PBIS training and the date(s) on which they received it.

VI. FINAL TERMINATION

Having found that the District has satisfied its desegregation obligations in the areas of transportation, student assignment, extracurricular activities, and facilities, the Court hereby withdraws its jurisdiction over those areas of the case.

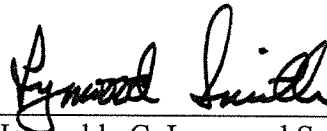
Continued judicial supervision of this case will be limited to ensuring that the District: (1) takes all actions identified in this Consent Order; and (2) refrains from taking any actions that reverse its progress in desegregating the school system. The parties commit to negotiate in good faith any disputes that may arise, but the Plaintiff Parties shall have the right to seek judicial resolution of any noncompliance.

The District retains the burden of eliminating the vestiges of de jure segregation in the areas still under this Court's supervision, and may move for a declaration of complete unitary status no sooner than forty-five (45) days after the Plaintiff Parties receive the October 2017 compliance report.

VII. EFFECT OF PRIOR ORDERS

The Court's Order of July 19, 2010, is no longer in effect with the exception of the reporting requirements in paragraphs 1-6 of Section H. All other Orders not inconsistent herewith remain in full force and effect.

SO ORDERED, this 12th day of February, 2015.



The Honorable C. Lynwood Smith, Jr.
United States District Judge

EXHIBIT D

PART 2

including traditional public schools, charter schools, and alternative schools. But these principles and action steps are only a starting point for efforts to improve climate and discipline.

The approaches based on these principles can only be implemented through the vision and commitment of policymakers and administrators, the support and partnership of students, families, and communities, and the persistent work of America's dedicated teachers, school leaders, and school staffs. The collective efforts of great leaders and teachers have already shown that schools and communities can create positive school climates and effective discipline practices, even in the face of difficult circumstances. Our hope is that this guide proves to be a useful and informative tool in advancing this difficult, yet vital work in other schools and communities.²

EXECUTIVE SUMMARY

Schools must be both safe and supportive for effective teaching and learning to take place. Three key principles can guide efforts to create such productive learning environments. First, work in a deliberate fashion to develop positive and respectful school climates and prevent student misbehavior before it occurs. Ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior. And finally, use data and analysis to continuously improve and ensure fairness and equity for all students.

Principle 1: Climate and Prevention: Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening

effectively to support struggling and at-risk students.

The first step in creating positive school climates is to identify climate goals that complement the school's academic goals. In developing these goals, schools may solicit input from staff, families, students, and others, and use a needs assessment to better understand the school's climate. The school should then develop approaches to address identified needs and achieve progress towards its goals.

As one approach, the use of evidence-based strategies such as tiered supports can help schools to better manage student behavior by providing different levels of assistance and interventions based on students' different needs. In addition, strategies such as social emotional learning programs that address non-cognitive skills, including problem-solving, responsibility and resiliency, can also help students develop the skills needed to fully engage and thrive in the learning environment. School-based mental health professionals are central to implementing tiered supports because they help to identify students' needs and provide mental health supports based on those needs. They are also invaluable in helping teachers to deepen their understanding of students' developmental needs and to develop responses to behavioral issues.

Carefully structured partnerships with local agencies, including community-based mental health agencies and child welfare agencies, can also help schools better support students' needs and fill in staffing gaps. Schools may also choose to work with local law enforcement agencies to help maintain safe environments and conduct emergency planning. These partnerships must be structured and implemented carefully to avoid unintended consequences, violations of

students' civil rights, or violations of student privacy laws.

In cases when schools choose to make use of school-based law enforcement officers, including school resource officers, school security officers, or other campus-based security, schools should provide clear definitions of the officers' roles and responsibilities on campus, document those expectations in a written agreement or memorandum of understanding, focus officers' roles primarily on safety, provide proper training, and continuously monitor the program's activities through regular data collection and evaluation.

Finally, to effectively implement a school-wide behavior program and create a safe and positive school climate, schools should provide professional development and training opportunities for all staff, including principals, teachers, school support staff, and, if present on campus, school-based law enforcement officers. This training should include clear guidance on how to engage students, promote positive behavior, and respond appropriately -- and consistently with any staff member's role -- if students misbehave.

Principle 2: Expectations and Consequences: Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement.

Creating positive school climates and providing students with varying levels of support do not free students from the responsibility of behaving appropriately or being held accountable if they fail to do so.

Indeed, a critical component of a strong and positive school climate is a school-wide discipline policy that sets high expectations for behavior; provides clear, developmentally appropriate, and proportional consequences for misbehavior; and uses disciplinary incidents to help students learn from their mistakes, improve their behavior, and meet high expectations.

Such policies should also include appropriate protections for students with disabilities and strong due process protections for all students. Finally, in view of the essential link between instructional time and academic achievement, schools should strive to keep students in school and engaged in learning to the greatest extent possible. Thus, schools should remove students from the classroom as a disciplinary consequence only as a last resort and only for appropriately serious infractions. Students who are removed from class should be provided meaningful instruction, and their return to the classroom should be prioritized.

To effectively develop and implement these policies, schools should involve families as partners to the greatest extent possible. For example, families, along with students and staff, should be involved in the development and review of the school's discipline policy, schools should regularly communicate with families, including about specific disciplinary incidents, and schools should ensure transparency about the school's behavior expectations and discipline policies and procedures.

Principle 3: Equity and Continuous Improvement: Schools that build staff capacity and continuously evaluate the school's discipline policies and practices are more likely to ensure fairness and equity

and promote achievement for all students.

Schools and districts should ensure that school discipline is applied fairly and should continually monitor and improve disciplinary policies and practices. As part of a school's ongoing training for staff, schools should equip them with the skills and strategies to reinforce appropriate behaviors and respond to student misconduct fairly and equitably. An equitable and fair response is without regard to a student's personal characteristics, including, race, color, national origin, religion, disability, ethnicity, sex, gender, gender identity, sexual orientation, or status as an English language learner, migrant, or homeless student. To help ensure fairness and equity, schools may choose to explore the use of cultural competence training to enhance staff awareness of their implicit or unconscious biases.

Schools should commit to regular evaluation of the school's discipline policies and practices, and monitor progress toward the school's climate and discipline goals. This process requires schools to first collect and publicly report disaggregated student discipline data, and to solicit feedback from students, staff, families, and community representatives. Schools should involve the full array of community stakeholders in reviewing and analyzing disciplinary data. Doing so can help ensure that the school's discipline policies and practices are being applied fairly, consistently, and appropriately without disproportionately impacting any groups of students. This includes students of color, students with disabilities, or students at risk for dropping out of school, trauma, social exclusion, or behavior incidents.

When data collection and analysis raise concerns about the application of a school's discipline policies and practices, schools

should evaluate the root causes of the problem and create a plan to address the issue, as appropriate.

Conclusion.

Few would disagree that schools should strive to create positive climates that support *all* students, while holding students to specific and positive high expectations. There is also a wide consensus that schools should hold students who misbehave accountable for their actions through appropriate and proportional consequences, while *also* using the disciplinary process itself to help students acquire new behaviors and strategies needed to prevent future instances of misbehavior.

Yet successfully implementing these principles is highly complex work in practice – it requires appropriately trained school leaders, teachers, and staff, and a thoughtful balancing among multiple goals. Thus, while schools should strive to support all students and remove students from the instructional environment only as a last resort, protecting student and teacher safety and the integrity of the learning environment must also remain a paramount priority. But what may appear to be competing priorities – supports and safety – are in fact complementary. It is impossible to create the safe and positive school environments where great teaching flourishes and students are motivated to engage in rigorous curriculum without also creating fair, proportional, and effective discipline policies and practices that prevent and change inappropriate student behavior, and ensuring that those policies are equitably applied. By prioritizing positive climates, prevention, and targeted interventions to support students, schools will be able to not only develop safe and productive learning environments, but also keep all students in school and engaged in instruction to the greatest extent possible.

While difficult, this work is essential to achieving the goal of supporting all students in safe and supportive learning environments that promote academic excellence and student success.

GUIDING PRINCIPLE 1: CLIMATE AND PREVENTION

Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening effectively to support struggling and at-risk students.

The first step in building safe and supportive schools conducive to academic excellence and student success is to create positive climates. Such climates prevent problem behaviors before they occur and reduce the need for disciplinary interventions that can interfere with student learning.

The term “school climate” describes the extent to which a school community creates and maintains a safe school campus; a supportive academic, disciplinary, and physical environment; and respectful, trusting, and caring relationships throughout the school community.³

Research shows that creating a positive school climate can help districts, schools, and teachers meet key goals, including boosting student achievement and closing achievement gaps,⁴ increasing high school graduation rates,⁵ decreasing teacher turnover and increasing teacher satisfaction,⁶ and turning around low-performing schools.⁷ Positive school climates also enhance safety in the school and community by increasing

communication among students, families, and faculty,⁸ and by reducing violence.⁹

Action Steps Checklist

- ✓ Engage in deliberate efforts to create positive school climates.
- ✓ Prioritize the use of evidence-based prevention strategies, such as tiered supports.
- ✓ Promote social and emotional learning.
- ✓ Provide regular training and supports to all school personnel.
- ✓ Collaborate with local agencies and other stakeholders.
- ✓ Ensure that any school-based law enforcement officers’ roles focus on improving school safety and reducing inappropriate referrals to law enforcement.

ACTION STEPS

(1) Engage in deliberate efforts to create positive school climates.

Given the relationship between school climate and academic achievement, schools should take deliberate steps to create a positive school climate in which every student can learn, fully engage in a rigorous curriculum, and feel safe, nurtured, and welcome.¹⁰

To begin, and to complement the school’s academic goals, each school community should identify its own goals for a positive school climate, including school discipline. To develop these goals, schools may involve families, students, school personnel, and other community stakeholders. Schools may also

identify areas for improvement by using a comprehensive needs assessment that captures data on student and staff behaviors, experiences, and perceptions.¹¹

Schools should consider crafting goals covering the school's provision of supports for all students, including students of color, students with disabilities, and students who may be at risk for dropping out of school, trauma, social exclusion, or behavior incidents. Those with such risks include, but are not limited to, lesbian, gay, bisexual, and transgender (LGBT) students; homeless and unaccompanied students; corrections-involved students; students in foster care; pregnant and parenting students; migrant students; English language learners; and others. For example, specific goals may include reducing the total numbers of suspensions and expulsions, reducing the number of law enforcement referrals from the school, identifying and connecting at-risk youths to tailored supports, or increasing the availability of quality mental health supports available for students.

As discussed further under Principle 3 below, schools should collect and use multiple forms of data in compliance with applicable privacy laws to track progress toward the goals and propel continuous improvement.¹² Schools should also establish formal structures to support the management and monitoring of this data. Such structures should involve students, teachers, administrators, parents, health professionals, and community representatives and might, for example, take the form of school-based climate teams. Such structures may also include identifying personnel to receive complaints or creating regular outlets for students to voice concerns.

(2) Prioritize the use of evidence-based prevention strategies, such as tiered

supports, to promote positive student behavior.

To support appropriate student behavior, schools should implement prevention-based strategies that identify at-risk students and match tiered supports and interventions – universal, targeted, and intensive – to meet students' varied behavioral and developmental needs.

“Universal” supports are supports provided to all students, prior to any display of disruptive behavior. Universal supports set expectations for behavior in all areas of the school and throughout the entire school day, including during after-hours school-sponsored events. Universal supports should include efforts to explicitly teach and model expected behaviors and social and emotional competencies. Lessons may be integrated into the regular academic curriculum, as well as into school-wide activities and programs that involve all students and staff in all campus settings.

“Targeted” supports, such as group interventions, mentoring, peer mentoring, and team building, are provided to students displaying occasional signs of mild to moderate misbehavior. Students in need of targeted supports can be identified more easily, and their needs or behavior can be addressed more effectively, when universal, school-wide supports are in place.

“Intensive” supports are individual interventions the school, local agencies, or other stakeholders provide to students who display frequent, moderate, or severe forms of misbehavior, or to students who have experienced trauma or who display other risk factors.

One example of a program that uses tiered supports is Positive Behavioral Intervention

and Supports (PBIS).¹³ The PBIS framework has been shown to be effective in reducing the need for disciplinary actions and improving academic, social, emotional, and behavioral outcomes for students.¹⁴

Trained school-based support personnel – which may include school counselors, school psychologists, behavioral interventionists, school social workers, mental health providers, and school nurses – can be critical to the effective implementation of tiered supports. These professionals can serve as partners to teachers to help identify student needs and provide school-based emotional and mental health support for struggling and vulnerable students. Additionally, as discussed further in Principle 1, Action Step 5, through appropriately designed partnerships with local mental health agencies, a school can fill in potential staffing gaps and expand the range of targeted and intensive interventions that it offers as part of its tiered supports.

(3) Promote social and emotional learning to complement academic skills and encourage positive behavior.

Social and emotional learning refers to the development of non-cognitive student competencies – including self-awareness, self-management, resilience, social agility, and responsible decision-making – which collectively support healthy interpersonal relationships, community participation, and the successful pursuit of individual goals.¹⁵

An emerging body of research shows that social and emotional competencies can help students concentrate on learning through the exercise of self-control. These skills help students face challenges and understand consequences, strengthening students' motivation and perseverance. Ultimately, building social and emotional skills can

contribute to students' academic success and social development.¹⁶

Schools should identify key social and emotional competencies that support the school's goals for a positive school climate and academic achievement. By providing students with opportunities to practice, receive constructive feedback, and reapply these skills, social and emotional learning programs encourage students to closely examine their own behaviors and choices, consider the effect of their behavior on themselves and their communities, and think about what they might have done differently. Schools should integrate social and emotional learning into both the broader school-wide and the tiered supports described above in Principle 1, Action Step 2.

(4) Provide regular training and supports to all school personnel – including teachers, principals, support staff, and school-based law enforcement officers – on how to engage students and support positive behavior.

One of the most powerful tools for preventing disruptive student behaviors is the use of sound instructional strategies that motivate and engage students in learning.¹⁷ In addition, when equipped with strategies for responding to inappropriate student behaviors, staff can help promote positive student behavior.¹⁸

Schools should provide all school-based personnel who interact with students with effective professional development and ongoing support, and match professional learning opportunities with the needs of various school personnel—be they teachers, principals, or specialized support personnel, such as social workers. All personnel need regular, job-embedded training and coaching on their roles and responsibilities in maintaining a positive school climate. In

particular, if school resource officers, school-based police, or any security or law enforcement personnel are present on campus, as described further in Principle 1, Action Step 6, schools should give special consideration to the training and ongoing development of such personnel. Specialized support personnel (such as school social workers) can also support teachers and other staff – in addition to students – by identifying training needs and providing ongoing training, coaching, and professional development to all school staff on issues related to their expertise.

In addition to professional development focused on instructional practice, training should emphasize ways to ensure fair treatment of *all* students. Such training should include strategies for managing student behavior and promoting student development, understanding the student code of conduct and discipline policy, and, if law enforcement officers are present on campus, information concerning the appropriate role of school-based law enforcement officers in the district and schools. Training on more specific strategies may also include the use of tiered supports, de-escalation techniques, conflict resolution, age- and developmentally appropriate responses, and crisis management. Topics may also include broader, related issues, such as civil rights laws, child and adolescent development, disability and special education issues, cultural responsiveness and institutional bias, needs of students with disabilities, and student and family engagement.

Finally, the school's efforts to continuously improve school climate should include procedures to assess the effectiveness of this professional development in improving climate and to measure growth in staff knowledge and skills. For example, schools may use student surveys and personnel evaluations to make such assessments.

(5) Collaborate with local mental health, child welfare, law enforcement, and juvenile justice agencies and other stakeholders to align resources, prevention strategies, and intervention services.

Carefully structured partnerships with local agencies can help schools to better support student needs and maintain safe environments. Many communities have successfully established such partnerships in ways that are consistent with privacy laws. These include the *Family Educational Rights and Privacy Act (FERPA)*, which provides privacy protections for student education records maintained by schools; the *Individuals with Disabilities Education Act (IDEA)*, which includes similar confidentiality protections for eligible students with disabilities; the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)*, which protects certain health records,¹⁹ and applicable federal and state civil rights laws.

Appropriately designed partnerships with local mental health agencies can assist schools in identifying students coping with trauma, or mental health or emotional issues. In addition, these partnerships may allow schools to expand the range of targeted and intensive interventions that the school offers as part of its tiered supports (as discussed in Principle 1, Action Step 2). These partnerships can also ensure the smooth delivery of services between school and community-based mental health providers, and fill in staffing gaps for schools facing shortages of school-based mental health professionals. Additionally, partnerships with child welfare agencies can help schools better support students in foster care.

Relationships between schools and law enforcement or juvenile justice agencies can also help schools maintain safe environments.

For example, these relationships can help schools plan for and respond appropriately to emergencies,²¹ facilitate reentry and transition of students from juvenile justice placements, and reduce criminalization of students. These relationships must be designed with particular care, however, to avoid unintended consequences, such as inappropriate student referrals to the justice system, violation of applicable civil rights laws, or information exchanges that violate student privacy rights.

Schools and local agencies may decide to use cross-agency teams to identify needs; share information if appropriate and in compliance with applicable privacy laws; pool resources; and provide needed services as early as possible in cooperative, non-duplicative ways. These partnerships may also create opportunities for cross-agency professional development to share diverse perspectives and areas of expertise. For example, local mental health agencies may be able to facilitate access to training on child and adolescent development and de-escalation procedures for school personnel and other local partners.

To formalize these partnerships, partner agencies may want to develop written agreements or memoranda of understanding (MOUs) to clarify roles and areas of responsibility, processes, scope of work, staffing and leadership, and lines of communication. MOUs can also prove essential to ensuring that data-sharing complies with privacy laws. MOUs should be reviewed and updated to reflect the needs of the community and of the signing agencies. Further discussion of the use of MOUs in the context of school resource officers, law enforcement officers, and other school security personnel is included below in Principle 1, Action Step 6.

(6) Ensure that any school-based law enforcement officers' roles focus on improving school safety and reducing inappropriate referrals to law enforcement.

School-based law enforcement officers, which refers in this guide to school resource officers (SROs),²¹ school security officers, or other campus-based security, can be an important part of a comprehensive school safety plan. It is important, however, for schools to recognize that any arrests or referrals to law enforcement can have negative collateral consequences for students, and that students of color and students with disabilities may experience disproportionate contact with law enforcement and the justice system.²²

For this reason, schools choosing to use school-based law enforcement officers should carefully ensure that these officers' roles are focused on protecting the physical safety of the school or preventing the criminal conduct of persons other than students, while reducing inappropriate student referrals to law enforcement.²³ Schools should also ensure that school-based law enforcement officers do not become involved in routine school disciplinary matters. For the same reasons, schools without campus-based security should avoid involving law enforcement or encouraging the use of law enforcement techniques (such as arrest, citations, ticketing, or court referrals) in routine disciplinary matters. To ensure the proper functioning of any school-based law enforcement program and to avoid negative unintended consequences, schools should provide clear definitions of the officers' roles and responsibilities on campus, written documentation of those roles, proper training, and continuous monitoring of the program's activities through regular data collection and evaluation.

Principle 1, Action Step 4. First and foremost, any school or district using school-based law enforcement officers should clearly define the officers' roles and responsibilities at the school as that of important partners in school safety efforts. This role should be focused on school safety, with the responsibility for addressing and preventing serious, real, and immediate threats to the physical safety of the school and its community. By contrast, school administrators and staff should have the role of maintaining order and handling routine disciplinary matters. By focusing officers' roles on the critical issue of safety and avoiding inappropriate officer involvement in routine discipline matters, schools have found that they can reduce students' involvement in the juvenile justice system and improve academic outcomes while improving school safety.²⁴ For school resource officers, their role on campus typically involves three parts: law enforcer, informal counselor, and educator. In their capacity as counselors and educators, SROs can, and should, support positive school climate goals by developing positive relationships with students and staff, and helping to promote a safe, inclusive, and positive learning environment.

Principle 1, Action Step 5. Schools and districts should document the expectations for officers' roles through clear, written policies or MOUs between school administrators and law enforcement personnel. To help clarify the scope of an officer's responsibilities for school safety, schools may find it helpful to specify that law enforcement approaches (such as arrest, citations, ticketing, or court referrals) should be used only as a last resort, and never to address instances of non-violent misbehavior that do not pose a serious and immediate threat to school safety. In addition, schools may find it useful to identify and document examples of the types of conduct or incidents that generally would not meet the definition of an immediate threat to

school safety, such as tardiness, loitering, use of profanity, dress code violations, and disruptive or disrespectful behaviors.

Principle 1, Action Step 6. To successfully implement these expectations, schools should ensure that school-based law enforcement officers receive rigorous training before the officers begin working on the school campus as well as continuing throughout their work at the school. As noted above in Principle 1, Action Step 4, schools should tailor all professional development and supports to the needs of particular school personnel. In the case of school-based law enforcement officers, training should cover the proper role and responsibilities of officers consistent with the school's written policies or MOU. Officers should be trained on how to distinguish between, and appropriately respond to, disciplinary infractions appropriately handled by school officials on the one hand, and major threats to safety or serious criminal conduct that requires law enforcement involvement on the other.

Training for school-based law enforcement officers should also address such topics as basic childhood and adolescent development, age-appropriate responses, disability issues, and conflict resolution and de-escalation techniques. Other necessary topics are bias-free policing (including implicit or unconscious bias and cultural competence), restorative justice practices,²⁵ and how to identify and refer for services those students exposed to trauma and violence. Given the specificity of a school context, the training should cover special considerations related to law enforcement activities in a school setting, student privacy rights, and working with specific groups of students, such as those at risk for dropping out of school, trauma, social exclusion, or behavior incidents. In addition, training should review the negative collateral consequences associated with youth involvement in the juvenile and criminal

justice systems, and how to prevent and reduce such involvement through use of alternative strategies, such as referral to local programs, including local mental health programs. Finally, wherever possible such training should be conducted jointly with school administrators and other school staff, including mental health professionals.

Schools. The need to avoid using law enforcement to address school disciplinary issues also applies to schools that do not have law enforcement officers stationed on campus. All schools should use regular training of school staff and clear expectations to ensure that school staff members do not ask law enforcement officers to respond to student behaviors that can be safely and appropriately handled by school staff under internal school disciplinary procedures. This is especially true for non-violent conduct, such as tardiness, loitering, use of profanity, dress code violations, and disruptive or disrespectful behaviors, none of which should lead to law enforcement responses such as arrest or ticketing.

Data collection and continuous improvement. Finally, as discussed further below in Principle 3, Action Step 2, schools should closely monitor any school-based law enforcement officer program to ensure that the program is meeting school safety goals and does not create any negative unintended consequences, and to assess the impact of other law enforcement involvement on campus. Such monitoring requires comprehensive data collection on officer activity, including, if appropriate, data on any school-based arrests, citations, searches, and referrals. Disaggregated data on these activities should also be publicly reported consistent with applicable federal, state, and local privacy laws. In addition, schools should develop a complaint process that allows student or community concerns about officer activities to be efficiently raised and addressed. As discussed below, schools

should review, analyze, and act on this data as necessary to eliminate any negative unintended consequences stemming from the use of a school-based law enforcement officer program or involvement of local law enforcement officials on campus.

GUIDING PRINCIPLE 2: CLEAR, APPROPRIATE, AND CONSISTENT EXPECTATIONS AND CONSEQUENCES

Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement.

A critical component of a strong and positive school climate is a school-wide discipline policy that sets high expectations for student behavior and provides a clear, appropriate, and consistent set of consequences for misbehavior. School discipline policies should thus align with, and support the implementation of, the school-wide, tiered supports and evidence-based practices identified in Principle 1, Action Step 2 and employ an instructional approach to the discipline process that helps students learn from their mistakes, improve their behavior, and achieve academically.

Action Steps Checklist

- ✓ Set high expectations for behavior and adopt an instructional approach to discipline.
- ✓ Involve families, students, and school personnel, and communicate regularly and clearly.
- ✓ Ensure that clear, developmentally appropriate, and proportional consequences apply for misbehavior.
- ✓ Create policies that include appropriate procedures for students with disabilities and due process for all students.
- ✓ Remove students from the classroom only as a last resort, ensure that alternative settings provide academic instruction, and return students to class as soon as possible.

ACTION STEPS

- (1) **Set high expectations for behavior and adopt an instructional approach to school discipline.**

School discipline policies should establish high and positive expectations for student behavior. These expectations should be communicated to all students as part of the universal supports described in Principle 1. These expectations should promote respect for others in the school community and make clear that engaging in violence, bullying, and harassment, among other problem behaviors, is unacceptable.²⁶

At the same time, schools should create discipline policies that recognize that, in order to master the social, emotional, and behavior skills needed to meet high expectations, students need instruction, practice, and supportive correction. Thus, schools should

adopt an instructional approach to discipline that uses interventions or disciplinary consequences to re-teach behavioral expectations and help students develop new behavior skills and positive strategies to avoid conflict, re-direct energy, and re-focus on learning.

For example, while schools should make clear that bullying is unacceptable, schools should also use the disciplinary process not just to hold those who bully accountable, but also to help those students learn from their behaviors, grow, and succeed. In doing so, schools should consider the most effective ways to teach new social and emotional skills to students who bully in order to prevent future bullying. For example, schools may determine that approaches such as restorative justice are more effective ways to build such skills rather than exclusionary discipline sanctions such as suspension or expulsion.

- (2) **Involve families, students, and school personnel in the development and implementation of discipline policies or codes of conduct, and communicate those policies regularly and clearly.**

Research has demonstrated the powerful effect that engaged families can have on a student's educational outcomes – including improved behavior.²⁷ For this reason, among others, school discipline policies and practices should engage parents and guardians as partners in the discipline process as much as possible by establishing comprehensive communications between school staff and family members, and by promoting supportive roles for family members in identifying and addressing student behavior challenges.

Improvement Policy Development. To start, schools should develop and monitor school discipline policies with input and collaboration from school personnel, students, families, and community members. A school may seek student and family input through informal means as well as through formal mechanisms, such as youth leadership councils or discipline advisory committees. For example, schools may meaningfully engage the school community in the school's discipline process by creating an advisory committee on student discipline policies and practices, and inviting an array of community members and staff to participate. As discussed below, as part of a culture of continuous improvement, many schools use these formal and informal mechanisms to solicit feedback on their disciplinary policies, and to ensure that the rules are clearly defined and commonly understood by school staff, parents, and students.

Regular Communication. To further engage parents as partners in the discipline process, schools should affirmatively establish and maintain regular communication with parents about all aspects of the school's activities and each child's learning and development. Such regular communication allows parents and teachers to address potential problems as they arise and before problems can become crises. As part of these regular communications, the school should also provide information about the school's behavior expectations for students, prohibited conduct, and due process rights for students. All current discipline-related materials, including the student handbook, code of conduct, and all related documents, should be available in the school's major languages at the school, on the school's or district's website, and at the district office.

To ensure effective communication and to comply with applicable civil rights obligations,²⁸ schools should provide translation or interpretation services for

discipline-related documents and meetings to students, parents or guardians who are limited English proficient. Similarly, to comply with applicable civil rights obligations,²⁹ schools should also consider the communication needs of students and parents or guardians with disabilities when providing documents or holding meetings about discipline.

Communication in Connection With Disciplinary Incidents. Finally, when specific disciplinary incidents arise, the school should have established protocols and due process requirements that specify when the school will notify parents and guardians to ensure their prompt notification and involvement in the disciplinary process.³⁰

(3) Ensure that clear, developmentally appropriate, and proportional consequences apply for misbehavior.

To ensure that expectations and consequences are clear, written discipline policies should define offense categories and base disciplinary penalties on specific and objective criteria whenever possible. In addition, all staff, students, and families should have access to the written policies in a user-friendly format that specifies, in a language the reader can understand, the sanctions imposed for specific offenses, and opportunities to provide feedback to ensure common understanding.

Schools should attempt interventions prior to the disciplinary process but create a continuum of developmentally appropriate and proportional consequences for addressing ongoing and escalating student misbehavior after all appropriate interventions have been attempted. Zero-tolerance discipline policies, which generally require a specific consequence for specific action regardless of circumstance,³¹ may prevent the flexibility necessary to choose appropriate and proportional consequences.

Developmentally appropriate consequences take into account the developmental differences of students at various stages of childhood and adolescence, as well as the cognitive and emotional maturity of the students served. Proportional consequences generally involve disciplinary responses that match the severity of the consequences to the severity of the behavior violation, with mild consequences being used for minor offenses, and harsher consequences – including, in particular, exclusionary discipline – being used as a last resort and only for the most serious infractions. Developmentally appropriate and proportional consequences generally should *not* include, as discussed above in Principle 1 Action Step 6, the use of law enforcement approaches, such as arrest, citations, ticketing, or court referrals. Further, restraint and seclusion should *never* be used for punishment or discipline.³²

(4) Create policies that include appropriate procedures for students with disabilities and due process for all students.

In developing and implementing school discipline policies, schools also must comply with the federal and state laws that provide special requirements for the discipline of students with disabilities.³³ For example, federal provisions under the *IDEA* address the procedures that must be followed when schools take any disciplinary actions involving students with disabilities or make decisions about whether or not to remove a child with a disability from his or her current school placement and, in the event of such removal, what continuing education services must be provided to the student and where such services will be provided.³⁴ These provisions apply both to students identified as having a disability under the *IDEA* and to certain

students who may be eligible for services under the *IDEA*.³⁵

In addition to ensuring appropriate procedures are provided for students with disabilities as required by the disability laws, school discipline policies should provide strong due process protections to all students before imposing serious disciplinary consequences. Due process protections generally include notification requirements, the right to fair disciplinary hearings prior to suspensions and expulsions, appeal processes, and other safeguards prior to the application of disciplinary sanctions. By providing strong due process protections, schools can help to imbue the disciplinary process with a sense of fairness and legitimacy.

(5) Remove students from the classroom only as a last resort, ensure that any alternative settings provide students with academic instruction, and return students to their regular class as soon as possible.

Maintaining the integrity of the learning environment is indisputably of the highest priority for any discipline policy. Yet research shows that attempting to maintain order by unnecessarily relying on suspensions or expulsions for minor misbehaviors may undermine a school's ability to help students improve behavior, fail to improve the safety or productivity of the school's learning environment, and seriously and negatively impact individual and school-wide academic outcomes.³⁶

Time Spent in Suspension and Expulsion.

Research suggests that time spent in rigorous and relevant instruction can impact student achievement.³⁷ Not surprisingly, then, individual students who are suspended and removed from class are less likely to graduate on time and more likely to repeat a grade,

drop out, or become involved in the juvenile justice system.³⁸ The negative consequences are not felt just at the individual level. High rates of suspensions in schools have been related to lower school-wide academic achievement and standardized test scores.³⁹ In addition, schools and communities bear the increased direct and indirect costs associated with grade retention and dropouts.⁴⁰

Recognizing the high costs for students, schools, and communities of overusing suspensions and expulsions (which may result from the use of zero-tolerance discipline policies), many schools and districts have successfully created safe, orderly environments for learning while also crafting discipline policies and practices that minimize student exclusion from the classroom and instruction.⁴¹

Proportionality. Schools seeking to adopt such an approach should begin with the deliberate efforts to create positive school climates and the implementation of proportional, developmentally appropriate consequences as discussed above. Next, schools seeking to reduce the use of exclusionary discipline tactics should ensure that discipline policies emphasize constructive interventions, such as behavioral instruction and tiered supports to keep students in the classroom. Most important, schools should resort to exclusionary discipline – meaning any disciplinary sanction that involves removal from regular instruction (e.g., office referral, suspension, expulsion, or alternative placement) – only in limited circumstances. For example, many schools and districts have created discipline policies that require the use of appropriate interventions prior to the imposition of any type of exclusionary discipline, except in an emergency situation, such as one involving a serious and immediate threat to students, school personnel, or public safety. Further, these policies prohibit the use of exclusionary discipline for more minor

misbehaviors that do not rise to the level of a serious and immediate threat to safety, such as tardiness, loitering, use of profanity, dress code violations, and disruptive or disrespectful behaviors.

Reserve for serious infractions. To avoid overuse of exclusionary discipline, schools should also explicitly reserve the use of out-of-school suspensions, expulsions, and alternative placements for the most egregious disciplinary infractions that threaten school safety and when mandated by federal or state law. For example, at the federal level, the *Gun-Free Schools Act (GFSA)*⁴² requires a mandatory one-year expulsion (which may be modified in writing on a case-by-case basis by a local school chief administering officer⁴³) for one specific, prohibited act involving firearms: bringing a firearm to, or possessing a firearm at, a school.⁴⁴ Notably, the *GFSA* does not require that states or schools implement wide-ranging zero-tolerance policies or rely on exclusionary discipline for any other types of student misconduct.

Alternative Placements and Reentry. In cases where a school finds that an alternative placement is necessary, it should provide students with access to meaningful instruction while outside of class and adequate supports to transition back to class. Schools also must ensure that appropriate procedures are followed for students with disabilities, as discussed under Principle 2, Action Step 4 above. Thus, students who need to be removed from the regular classroom setting for even a short period of time should have access to an alternative program that provides comparable academic instruction to that provided to students in the regular school program. Any expelled students should also receive instruction, and notably, the *GFSA* does not prevent a state or local school district from offering alternative educational services to any students expelled under that law's terms.

ACTION STEPS

Schools should also make returning students to their regular classroom settings a high priority. To facilitate that return, schools should strive to provide individually tailored intensive services and supports for students reentering the classroom from alternative school placements or the juvenile justice system.

GUIDING PRINCIPLE 3: EQUITY AND CONTINUOUS IMPROVEMENT

Schools that build staff capacity and continuously evaluate the school's discipline policies and practices are more likely to ensure fairness and equity, and promote achievement for all students.

Creating positive school climates and developing and implementing school discipline policies that embody positive approaches to discipline are necessary – but not sufficient – to improving school climate and school discipline. Schools should also ensure effective implementation of school climate and discipline policies and practices by building staff capacity, and using data and analysis to drive continuous improvement.

Action Steps Checklist:

- ✓ Train all school staff to apply school discipline policies and practices in a fair and equitable manner.
- ✓ Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.

- (1) Train all school staff to apply school discipline policies and practices in a fair and equitable manner so as not to disproportionately impact students of color, students with disabilities, or at-risk students.

Schools are responsible for ensuring that the entire course of the disciplinary process – from behavior management in the classroom, to referral of students outside of the classroom for disciplinary consequences, to the resolution of the discipline incident – is free from discrimination under federal civil rights laws and complies with other applicable laws.⁴⁵ Moreover, in implementing school discipline policies, successful schools strive to achieve fairness and equity for all students.

Schools should understand their legal obligations under the federal civil rights laws⁴⁶ and train school personnel not to discriminate in the administration of student discipline. To meet their legal obligations and to ensure fairness and equity to all students, educators and other school personnel need to be equipped with knowledge and skills to prevent and address conflicts, meet the behavioral needs of diverse students, and fairly and equitably apply discipline policies and practices. Staff should also be equipped to apply discipline using individualized approaches that, as necessary, take into account factors such as student developmental delays, mental health challenges, and other medical or physical issues.

To build staff capacity, as discussed above under Principle 1, Action Step 4, schools should provide professional development and training to equip educators to support students in improving their behavior and to

respond to student misconduct fairly, equitably, and without regard to a student's personal characteristics (e.g., race, color, national origin, religion, disability, ethnicity, sex, gender, gender identity, sexual orientation, or status as an English language learner, migrant, or homeless student). Where appropriate, schools may choose to explore using cultural competence training to enhance staff awareness of their implicit or unconscious biases and the harms associated with using or failing to counter racial and ethnic stereotypes.⁴⁷

By building staff capacity to apply discipline policies and practices consistently, fairly, and equitably, schools can reduce student perceptions of bias, encourage students to accept responsibility for their behavior, and help create an environment conducive to academic excellence and student success.

- (2) Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.**

Regular evaluation of each school's discipline policies and practices is necessary to determine their effectiveness in helping each school meet high behavioral expectations and support academic achievement without discrimination or unintended consequences.

As part of the school's approach to evaluation, it should regularly collect complete information about all discipline incidents, consistent with applicable privacy laws. This information can supplement data schools may already be

collecting and reporting in connection with ED's Civil Rights Data Collection (CRDC).⁴⁸

A recordkeeping system should include demographic information for all students involved (disaggregated by race, sex, disability, age, and English learner status), as well as a description of the misconduct, grade level of each student referred for discipline, attempts to address the behavior prior to the referral for discipline, witnesses to the incident, prior history of the student, referring staff member, discipline imposed, and law enforcement involvement, if any. As discussed above in Principle 1, Action Step 6, a school's data collection should also include data on the activities of any school-based law enforcement personnel.⁴⁹

Schools should also establish a method for regularly soliciting student and family input regarding the school's disciplinary practices. One way to do so and ensure transparency around the school's discipline processes is through the establishment of a school discipline team that includes diverse members of the school community. Schools should also conduct comprehensive needs assessments regularly to identify whether the actions they are taking are helping the school reach its climate goals and to identify any new areas of need that may emerge.

After collecting data, schools should establish procedures for regular and frequent review and analysis of the data to detect patterns that bear further investigation, and evaluate whether a school's academic, discipline, and behavior management goals are being achieved. As part of this review, schools may choose to examine how discipline referrals and sanctions imposed at the school compare to those at other schools, or randomly review a percentage of the disciplinary actions taken at each school on an ongoing basis to ensure

that actions taken were non-discriminatory and consistent with the school's discipline practices.

Schools should also analyze the data to assess the impact their discipline policies and practices are having on students, especially students of color, students with disabilities, and students at risk for dropping out of school, trauma, social exclusion, or behavior incidents, to identify any unintended disparities and consequences. In addition, schools should assess whether students with particular personal characteristics (e.g., race, sex, disability, or English learner status) are disproportionately disciplined, whether certain types of disciplinary offenses are more commonly referred for disciplinary sanction(s), whether specific teachers or administrators are more likely to refer specific groups of students for disciplinary sanctions, as well as any other indicators that may reveal disproportionate disciplinary practices.

Root Cause Analysis. Using the discipline data and analysis, schools should engage the community (including, but not limited to, students, families, and community members) in a process of determining the root cause or causes of any identified disparities or

unintended consequences. As part of this process, schools should publicly report the disaggregated discipline data that has been collected, consistent with applicable privacy laws and after removing students' personally identifiable information,⁵⁰ in an easily understandable and accessible manner. Schools should also ensure that the data is accessible to persons with limited English proficiency or disabilities.

Plan for Action. Using data, analysis, and community feedback, a school should commit to developing a plan of action to determine what modifications of the school's discipline approach or added interventions and supports, if any, would help to ameliorate the root cause or causes of the identified disparities or negative unintended consequences.

By establishing a process for the regular collection, analysis, and solicitation of feedback on student discipline, and, where appropriate, committing to revise the school's discipline approach, schools can help ensure fairness, equity, and continuous improvement in meeting the school's academic and behavioral goals.

SOURCES FOR FURTHER READING AND MORE INFORMATION*

LOADING PRINCIPLE 1: CLIMATE AND PREVENTION

- Brand, S., Felner, R. D., Seitsinger, A., Burns, A., Bolton, N. (2008). "A Large Scale Study of the Assessment of the Social Environment of Middle and Secondary Schools: The Validity and Utility of Teachers' Ratings of School Climate, Cultural Pluralism, and Safety Problems for Understanding School Effects and School Improvement." *Journal of School Psychology, 46*, 507–535. Available at <http://dx.doi.org/10.1016/j.jsp.2007.12.001>.
- Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R., Schellinger, K. (2011). "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-analysis of School-based Universal Interventions." *Child Development, 82*(1), 405–432.
- Gottfredson, G. D., Gottfredson, D. C., Payne, A. A., & Gottfredson, N. C. (2005). "School Climate Predictors of School Disorder: Results From a National Study of Delinquency Prevention in Schools." *Journal of Research in Crime and Delinquency, 42*, 412–444.
- Steinberg, M. P., Allensworth, E., & Johnson, D. W. (2011). *Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization*. Chicago: Consortium on Chicago School Research.
- Bradshaw, C.P., Mitchell, M.M., & Leaf, P. (2010). "Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes Results From a Randomized Controlled Effectiveness Trial in Elementary Schools." *Journal of Positive Behavior Interventions, 12*(3), 133–48.
- Zins, J. E., & Elias, M. J. (2007). "Social and Emotional Learning: Promoting the Development of All Students." I, 17(2-3), 233–255.

* These resources and reading materials represent just a few examples of the numerous education reference materials currently available to the public on the topics of school climate and discipline. These materials are being shared here because they may contain information relevant to state and local education leaders, school staff, parents, and students who are interested in learning more about issues related to improving school climate and school discipline policies and practices. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of ED, and the inclusion of references to these reading materials in this resource guide should not be construed or interpreted as an endorsement of any kind by ED.

LEADING PRINCIPLE 2: CLEAR, APPROPRIATE, AND CONSISTENT EXPECTATIONS AND CONSEQUENCES

- American Academy of Pediatrics Committee on School Health. (2013). "Out-of-School Suspension and Expulsion." *Pediatrics*, 131(3), 1000–07.
- American Psychological Association Zero Tolerance Task Force. (2006). "Are Zero Tolerance Policies Effective in Schools: An Evidentiary Review and Recommendations." *American Psychologist*, 63(9), 852-862.
- Bear, G. (2010). *School Discipline and Self-discipline: A Practical Guide to Promoting Prosocial Student Behavior*. New York: The Guildford Press.
- Boccanfuso, C. and Kuhfield, M. (2011). *Multiple Responses, Promising Results: Evidence-based Non-punitive Alternatives to Zero Tolerance*. Washington, DC: Child Trends.
- Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide* (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=4>.
- Fabelo, T., Thompson, M.D., Plotkin, M., Carmichael, D., Marchbanks, M.P., & Booth, E.A. (2011). *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. New York: Council of State Governments Justice Center. Retrieved from <http://csjjusticecenter.org/wp-content/uploads/2012/08/Breaking-Schools-Rules-Report-Final.pdf>.
- Read, N. & Lampron, S. (2012). *Supporting Student Achievement*. Washington, DC: The National Evaluation and Technical Assistance Center.

LEADING PRINCIPLE 3: EQUITY AND CONSISTENT IMPROVEMENT

- Gottlieb, J. & Polirstok, S. "Program to Reduce Behavioral Infractions and Referrals to Special Education." *Children & Schools*, 27(1), 53–57.
- National Forum on Education Statistics. (2011). *Forum Guide to Crime, Violence, and Discipline Incident Data* (NFES 2011–806). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

LEADING PRINCIPLE 4: EFFECTIVE SCHOOL OPERATIONS AND PRACTICES

- U.S. Department of Education. (2014). Family Policy Compliance Office homepage at www.ed.gov/fpco/.
- U.S. Department of Education. (2013). *Guide for Developing High-quality School Emergency Operations Plans*. Retrieved from http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf.

- U.S. Department of Education. (2014). Office of Special Education Programs Positive Behavioral and Interventions Support website at <http://www.pbis.org>.
- U.S. Department of Education. (2013). Office of Special Education and Rehabilitation Services. "Dear Colleague" letter on bullying. Retrieved from <http://www2.ed.gov/policy/speeed/guid/idea/memosdelttrs/bullyingdcl-8-20-13.pdf> and enclosure "Effective Evidence-based Practices for Preventing and Addressing Bullying" at <http://www2.ed.gov/policy/speeed/guid/idea/memosdelttrs/bullyingdcl-enclosure-8-20-13.pdf/>.
- U.S. Department of Education. (2010). Office for Civil Rights. "Dear Colleague" guidance letter on harassment and antidiscrimination laws. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf/>.
- U.S. Department of Education and U.S. Department of Health and Human Services. (2008). *Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records*. Retrieved from <http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveridentities/hipaaferpaoint-guide.pdf/>.
- U.S. Department of Justice. (Forthcoming). Integrated school resource officer safety model and training curriculum.
- *Directory of Federal School Climate and Discipline Resources* available at <http://www.ed.gov/school-discipline/>.
- *Compendium of School Discipline Laws and Regulations* available at <http://www.ed.gov/school-discipline/>.
- U.S. Department of Education and U.S. Department of Justice. Dear Colleague Letter: Nondiscriminatory Administration of School Discipline (Jan. 8, 2014). Retrieved from www.ed.gov/school-discipline.
- U.S. Department of Education. (2012). *Restraint and seclusion: Resource document*. Retrieved from <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>
- U.S. Department of Education. (2004). *Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act*. Retrieved from <http://www2.ed.gov/about/offices/list/osdfs/gfisa.html/>.
- Safe and Supportive Schools. (n.d.). Safe and Supportive Schools Model. Retrieved from <http://safesupportiveschools.ed.gov/index.php?id=33>.

 ENDNOTES

¹ This resource guide intentionally avoids extensive citations to the research for the sake of readability, but readers interested in further information related to any topics discussed in this guide may consult the “Sources for Further Reading and Information” on page 19. Readers interested in accessing tools and resources related to these topics should also consult the other parts of this resource package, including the attached *Directory of Federal School Climate and Discipline Resources*, also available at <http://www.ed.gov/school-discipline/>, which contains a listing of federal resources (including research, webinars, survey instruments, and federal guidance) related to school climate and school discipline which are tagged to the principles and action steps outlined here. In addition, readers interested in learning about the laws and policies surrounding school discipline practices at the state level may consult the attached *Compendium of School Discipline Laws and Regulations*, also available at <http://www.ed.gov/school-discipline/>, which contains information on school discipline laws and regulations for each of the 50 states, Washington, D.C., and Puerto Rico.

² We are interested in making the materials in this resource package as informative and useful as possible. If you are interested in commenting on this guide, the *Directory of Federal School Climate and Discipline Resources*, the *Compendium of School Discipline Laws and Regulations*, or the *Overview of the Supportive School Discipline Initiative*, please e-mail your comments to SchoolDiscipline@ed.gov, or write to us at U.S. Department of Education, Office of Safe and Healthy Students, Attn: School Discipline Guidance, 400 Maryland Ave. SW, Washington, DC 20202.

³ See generally Safe and Supportive Schools. (n.d.). Safe and Supportive Schools Model. Retrieved from <http://safesupportiveschools.ed.gov/index.php?id=33>.

⁴ MacNeil, A. J., Prater, D. L., & Busch, S. (2009). “The Effects of School Culture and Climate on Student Achievement.” *International Journal of Leadership in Education*, 12(1), 73–84; see also Lee, V. E., Smith, J.B., Perry, T.E., & Smylie, M.A., (1999). *Social Support, Academic Press, and Student Achievement: A View From the Middle Grades in Chicago*. Chicago, IL: Consortium on Chicago School Research.

⁵ Christle, C. A., Joliverette, K., & Nelson, C. M. (2007). “School Characteristics Related to High School Dropout Rates.” *Remedial and Special Education*, 28(6), 325–339.

⁶ Weiss, E.A. (1999). “Perceived Workplace Conditions and First-Year Teachers’ Moral, Career Choice Commitment, and Planned Retention: a Secondary Analysis.” *Teaching and Teacher Education*, 15(8), 861–879.

⁷ Becker, B., & Luthar, S. (2002). “Social-Emotional Factors Affecting Achievement Outcomes Among Disadvantaged Students: Closing the Achievement Gap.” *Educational Psychologist*, 37(4), 197-214. See also Bryk, A. S. (2010). “Organizing Schools for Improvement.” *Phi Delta Kappan*, 91(7), 23-30.

⁸ Steinberg, M. P., Allensworth, E., & Johnson, D. W. (2011). *Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization*. Chicago: Consortium on Chicago School Research.

⁹ Ibid.

¹⁰ MacNeil, A. J., Prater, D. L., & Busch, S. (2009). Op.cit.

¹¹ In administering a comprehensive needs assessment, school districts must comply with the *Protection of Pupil Rights Amendment (PPRA)*, which requires, among other things, that in the event that a survey administered or distributed to students will contain questions about one or more of eight specified items, such as the student’s mental or psychological problems, the school district must: (1) develop and adopt policies to protect student privacy with regard to the survey; (2) notify parents, at least annually at the beginning of the school year, of the specific or approximate dates that the survey will be scheduled; and, (3) offer an opportunity for parents to opt students out of participation in the survey. (See 20 U.S.C. § 1232h(c).) The rights provided to parents under the *PPRA* transfer to the student when the student turns 18 years old, or is an emancipated minor (under an applicable state law) at any age. (20 U.S.C. § 1232h(c)(5)(B).)

¹² For example, schools must comply with the *Family Educational Rights and Privacy Act (FERPA)* (20 U.S.C. § 1232g) and the *PPRA* (20 U.S.C. § 1232h(c)).

¹³ Positive Behavioral Interventions and Supports (PBIS) is a generic term referencing a broad behavioral framework anchored by critical components, but with the flexibility to allow for customization by schools and districts based on local needs and resources. PBIS frameworks are used to improve the integration and implementation of

behavioral practices, data-driven decision-making systems, professional development opportunities, school leadership, state and district policies, and evidence-based instructional strategies. Ultimately, a PBIS framework helps to improve behavioral and academic outcomes by improving school climate, preventing problem behaviors, increasing learning time, promoting positive social skills, and delivering effective behavioral interventions and supports. For additional information about PBIS, readers may wish to consult the PBIS website hosted by ED's Office of Special Education Programs at <http://www.pbis.org>.

¹⁴ Bradshaw, C.P., Mitchell, M.M., & Leaf, P. (2010). "Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes Results From a Randomized Controlled Effectiveness Trial in Elementary Schools." *Journal of Positive Behavior Interventions*, 12(3), 133–48. A list of current studies pertaining to schoolwide positive behavior support is available on the PBIS website at <http://www.pbis.org/research/literature.htm>.

¹⁵ Collaborative for Academic, Social, and Emotional Learning. (2013). *Why It Matters: What Is SEL?: What Is Social and Emotional Learning?*, available at <http://casel.org/why-it-matters/what-is-sel/>; see also Zins, J. E., & Elias, M. J. (2007). "Social and Emotional Learning: Promoting the Development of All Students." *Journal of Educational and Psychological Consultation*, 17(2–3), 233–255.

¹⁶ Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R., Schellinger, K. (2011). *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*. *Child Development*, 82(1), 405–432.

¹⁷ Stichter, J. P., Lewis, T. J., Whittaker, T. A., Richter, M., Johnson, N. W., & Trussell, R. P. (2009). "Assessing Teacher Use of Opportunities to Respond and Effective Classroom Management Strategies Comparisons Among High- and Low-Risk Elementary Schools." *Journal of Positive Behavior Interventions*, 11(2), 68–81.

¹⁸ Payton, J., Weissberg, R.P., Durlak, J.A., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B., & Pachan, M. (2008). *The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings From Three Scientific Reviews*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

¹⁹ FERPA is a federal law that protects the privacy of student education records. (See generally 20 U.S.C. § 1232g.) More information on FERPA can be found at www.ed.gov/ipo/. The relevant confidentiality protections for eligible students with disabilities under Part B of the IDEA can be found at 20 U.S.C. §1417(c) and 34 C.F.R. §§300.610–300.626. HIPAA and its implementing regulations protect the privacy and security of individually identifiable health information held by health plans, health care clearinghouses, and most health care providers. While schools and school districts may maintain student health records, these records would not, in most cases, be protected by HIPAA, but instead would be considered education records protected by FERPA. Mental health records maintained by community mental health providers may be protected by HIPAA. For more information about FERPA, HIPAA, and student health records, please consult the joint guidance released by ED and the U.S. Department of Health and Human Services (HHS), *Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records* (2008), available at http://www.hhs.gov/oeo/privacy/hipaa_understanding_covered_entities_hipaafcrpaoutlineguide.pdf.

²⁰ ED, along with HHS, the U.S. Department of Homeland Security, and DOJ, recently released guidance for schools on emergency planning. See U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, *Guide for Developing High-Quality School Emergency Operations Plans*, Washington, DC, 2013, available at http://rems.ed.gov/docs/REMS_K-12_Guide_098.pdf.

²¹ A commonly accepted definition of a "school resource officer" is a career law enforcement officer, with sworn authority, who is deployed in community-oriented policing and assigned by the employing police department or agency to work in collaboration with schools and community-based organizations. The term "school resource officer" (or SRO) is frequently used interchangeably to refer to school security officers and other campus-based security officers. In this guide, the term "school-based law enforcement officers" refers to SROs, school security officers, and any other campus-based security officers.

²² Boccanfuso, C. and Kuhfeld, M. (2011). *Multiple Responses, Promising Results: Evidence-Based, Nonpunitive Alternatives to Zero Tolerance* (Publication #2011-09). Washington, DC: Child Trends.

²³ DOJ's Office for Community Oriented Policing (COPS) is currently developing the *Integrated School Resource Officer Safety Model and Training Curriculum*, which will provide guidelines, tools, resources, and promising practices from around the country (from jurisdictions of varying size) on the SRO's role in school safety and security efforts. These

tools will expand the knowledge base for SROs and those who select, hire, train, and manage SROs, setting a national standard for the role of SROs in school safety. The model and training curriculum will increase the ability of law enforcement agencies, educators, school administrators, and necessary stakeholders (including mental health and other service providers, parents, and students) to work together under integrated and individually tailored school safety and security plans. The COPS Office anticipates that the curriculum will be available in 2014.

²⁴ “Ending the School to Prison Pipeline,” Hearing before the Senate Subcommittee on the Constitution, Civil Rights, and Human Rights, 112th Cong. (2012) (testimony of the Hon. Steven C. Teske), available at <http://www.judiciary.senate.gov/pdf/12-12-12TeskeTestimony.pdf>.

²⁵ “Restorative justice practices” refers to non-punitive disciplinary responses that focus on repairing harm done to relationships and people, developing solutions by engaging all persons affected by a harm, and accountability. A variety of restorative practices can be used in schools, ranging from brief on-the-spot responses to student behavior in the classroom to community conferencing involving multiple parties, such as students, parents, and teachers. The goals of restorative justice intervention in schools are to address the harm committed and enhance responsibility and accountability, build relationships and community, and teach students empathy and problem solving skills that can help prevent the occurrence of inappropriate behavior in the future. Additional information about the use of restorative justice practices in schools is available in the Supportive School Discipline webinar presented by ED, DOJ, and HHS, “Stemming the School-to-Prison Pipeline: Applying Restorative Justice Principles to School Discipline Practices” (2013), available at <http://safesupportivelearning.ed.gov/events/stepping-school-prison-pipeline-applying-restorative-justice-principles-school-discipline-0>.

²⁶ ED has provided information about school district responsibilities under the *IDEA* to address bullying of students with disabilities, as well as information about district obligations to respond to harassment prohibited under federal antidiscrimination laws. To access this information, please consult ED’s “Dear Colleague” guidance letter on bullying and the *IDEA* (2013), available at http://www2.ed.gov/policy/speced/guid/idea/memosdeltfs_bullyingdel8_3013.pdf and at http://www2.ed.gov/policy/speced/guid/idea/memosdeltfs_bullyingdel_enclosure8_2013.pdf; as well as ED’s “Dear Colleague” guidance letter on harassment and antidiscrimination laws (2010), available at http://www2.ed.gov/about/offices/list/ocr/letters/colleague_201010.pdf.

²⁷ Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide* (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>; see also Steinberg, M. P., Allensworth, E., & Johnson, D. W. (2011). *Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization*. Chicago: Consortium on Chicago School Research.

²⁸ Title VI of the *Civil Rights Act of 1964*, as amended, which prohibits discrimination on the basis of race, color, or national origin (42 U.S.C. §§ 2000d et seq.), requires schools to provide language assistance to national origin-minority parents who have limited English proficiency in order to allow the parent meaningful access to information in a language the parent can understand.

²⁹ See generally Section 504 of the *Rehabilitation Act of 1973* (29 U.S.C. § 794), which prohibits discrimination on the basis of disability by recipients of federal financial assistance, and Title II of the *Americans with Disabilities Act of 1990* (42 U.S.C. §§ 12131 et seq.), which prohibits discrimination on the basis of disability by state and local governmental entities, including school districts.

³⁰ Note that under *FERPA*, once a student reaches the age of 18 or attends a postsecondary institution at any age, the rights accorded to parents transfer to the student (who is then referred to as an “eligible student”). (20 U.S.C. § 1232g(d) and 34 CFR 99.5(a)(1).) For the parents and guardians of “eligible students,” schools may still provide notification of disciplinary incidents under *FERPA* if the disclosure meets an exception to one of *FERPA*’s general consent requirements, such as if the parent claims the student as a dependent on the parent’s tax return with the Internal Revenue Service. (See 20 U.S.C. 1232g(b)(1)(H) and 34 CFR 99.31(a)(8).) If a student with a disability reaches the age of majority as determined by state law, rights accorded to parents under the *Individuals with Disabilities Education Act (IDEA)* will transfer to the student, to the extent permitted under the *IDEA* and state law (20 U.S.C. § 1415(m).) For students who hold their own educational rights, schools should consider whether it is appropriate to notify the parents or the student, or both, of the disciplinary incident. (See generally 20 U.S.C. § 1232g (d); 34 C.F.R. §§ 99.3, 99.5(a), 99.31; 20 U.S.C. § 1415(m); 34 C.F.R. § 300.520.)

³¹ A commonly accepted definition of a “zero tolerance policy” is one that “mandates the application of predetermined consequences, most often severe and punitive in nature, that are intended to be applied regardless of the gravity of behavior, mitigating circumstances, or situational context.” American Psychological Association Zero Tolerance Task Force. (2006). “Are Zero Tolerance Policies Effective in Schools: An Evidentiary Review and Recommendations.” *American Psychologist*, 63(9), 856 (“APA Task Force”).

³² ED has provided a resource document on the use of seclusion and restraint in schools that makes clear that restraint and seclusion should be avoided to the greatest extent possible, and never used as a means of punishment or discipline. The resource document further makes clear that restraint or seclusion should not be used except in situations where a child’s behavior poses imminent danger of serious physical harm to self or others. For additional information, please consult ED’s guidance, *Restraint and Seclusion: Resource Document* (2012) available at http://www2.ed.gov/policy/seclusion/restreints_and_seclusion_resources.pdf.

³³ At the federal level, see Section 504 of the *Rehabilitation Act of 1973*, as amended (29 U.S.C. § 794); Title II of the *Americans with Disabilities Act of 1990* (42 U.S.C. §§ 12101 et seq.); and the *IDEA* Section 615(k). State-level laws may also apply.

³⁴ See generally 34 C.F.R. §§300.530-300.536. Specifically, the Federal Regulations for Part B of the *IDEA* permits school authorities to remove a child with a disability who violates a code of student conduct from the child’s current placement to an appropriate interim alternative educational setting, to another setting, or for suspensions of not more than 10 consecutive days. (See 34 C.F.R. §300.530(b).) If the child is properly removed from his or her current school placement for more than 10 days in the same school year, then the child must continue to receive services to enable him or her to continue to participate in the general education curriculum and make progress toward his or her individualized education program (IEP) goals, but in another setting. (See 34 C.F.R. §300.530(d).) Also, within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the child’s IEP Team must determine if the conduct was a manifestation of the child’s disability. (See 34 C.F.R. §300.530(e).) If the behavior that caused the removal was a manifestation of the child’s disability, the IEP Team must determine whether the child should receive a functional behavioral assessment, if appropriate, and behavioral intervention services, or modifications to existing services, to address the behavior. Unless an exception applies, the child is returned to his or her current placement. (See 34 C.F.R. §§300.530(e)-(f).) Students with disabilities whose misconduct is determined not to be a manifestation of their disability may be disciplined in the same manner and for the same duration as nondisabled students, subject to the continuation of educational services. (See 34 C.F.R. §300.530(c).)

³⁵ *IDEA*’s discipline-related provisions apply both to students covered by *IDEA* and to students who have not been identified as having a disability under the *IDEA*, but where the school or district had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. (See 34 C.F.R. §300.534.)

³⁶ American Academy of Pediatrics Committee on School Health. (2013). “Out-of-School Suspension and Expulsion.” *Pediatrics*, 131(3), 1000–07. Retrieved from <http://pediatrics.aappublications.org/content/131/3/e1000.full.pdf>.

³⁷ Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/>.

³⁸ APA Task Force.

³⁹ Boccanfuso, C. and Kuhfeld, M. (2011). Op. cit.

⁴⁰ Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/>.

⁴¹ American Academy of Pediatrics Committee on School Health. (2013). Op.cit.

⁴² Pursuant to the *GFSA*, each state receiving funds under the *Elementary and Secondary Education Act of 1965* (*ESEA*) must have in place a law that requires local school districts to expel, for at least one year, any student who brings a firearm to, or possesses a firearm at, a school, unless the local school district’s chief administering officer modifies that sanction in writing, on a case-by-case basis. (See *ESEA* § 4141(b)(1) (20 U.S.C. § 7151(b)(1).) For

additional guidance about state and local responsibilities under the *GFSA*, please see ED's *Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act*, U.S. Department of Education, January 2004, available at <http://www2.ed.gov/about/offices/list/osedfs/gfsa.html> ("2004 GFSA Guidance").

⁴³ The term "chief administering officer" is undefined in the *GFSA*. ED has advised local school districts to locally determine which school official (i.e., superintendent) or entity (i.e., school board) meets the definition of "chief administering officer" based upon the local school context. (See 2004 *GFSA* Guidance at 6.)

⁴⁴ For purposes of state reporting under the *GFSA*, the *GFSA* defines "school" as "any setting that is under the control and supervision of the local educational agency for the purposes of student activities approved and authorized by the local educational agency." (See ESEA § 4141(f) (20 U.S.C. § 7151(f).) For purposes of the *GFSA*'s expulsion provisions, ED has similarly interpreted "school" to mean "any setting that is under the control and supervision" of the local educational agency. (See 2004 *GFSA* Guidance at 10.)

⁴⁵ For example, Title IV of the *Civil Rights Act of 1964*, as amended, which prohibits discrimination on the basis of race, color, sex, religion, or national origin (42 U.S.C. §§ 2000c *et seq.*); Title VI of the *Civil Rights Act of 1964* as amended, which prohibits discrimination on the bases of race, color, or national origin (42 U.S.C. §§ 2000d *et seq.*); Title IX of the *Education Amendments of 1972* as amended, which prohibits sex discrimination (20 U.S.C. § 1681 *et seq.*); Section 1703(f) of the *Equal Educational Opportunities Act of 1974* (20 U.S.C. § 1703(f)), which requires state educational agencies and school districts to take action to overcome language barriers that impede English language learner students from participating equally in school districts' educational programs; and Section 504 of the *Rehabilitation Act of 1973* as amended (29 U.S.C. 794) and Title II of the *Americans with Disabilities Act* (42 U.S.C. §§ 12101 *et seq.*), which prohibit discrimination on the basis of disability. In addition to federal civil rights laws, schools should ensure that the school's discipline policies and practices comply with other applicable federal, state, and local laws. For example, as discussed above, at the federal level, the *IDEA* contains specific provisions regarding the discipline of students with disabilities who are or may be eligible for services under the *IDEA*, (see, e.g., 20 U.S.C. § 1415(k); 34 C.F.R. § 300.530(e)-(g)), while *FERPA* protects the privacy of student education records (20 U.S.C. § 1232g).

⁴⁶ In January 2014, ED and DOJ released a joint "Dear Colleague" guidance letter to assist schools in meeting their legal obligations under Titles IV and VI of the *Civil Rights Act of 1964* to administer student discipline without discriminating on the basis of race, color, or national origin, available at <http://www.ed.gov/school-discipline/>. That guidance focuses on how to identify, avoid, and remedy discriminatory discipline, and is intended to assist schools in providing all students with equal educational opportunities. As the "Dear Colleague" guidance letter explained, the administration of student discipline can result in unlawful discrimination based on race, color, or national origin in two ways: first, if a student is subjected to different treatment based on his or her race, color, or national origin; and, second, if a neutral policy that does not itself mention race and is administered in an evenhanded manner has a disparate impact, in other words, a disproportionate and unjustified effect on students of a particular race.

⁴⁷ See Skiba, R.J., Michael, R.S., & Narda, A.C. (2000). *The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment*. Lincoln, NE: Indiana Education Policy Center. [Adobe Digital Editions Version]. Retrieved from <http://www.indiana.edu/~safeschl/cod.pdf>. See also Gregory, A., Skiba, R.J., & Noguera, P.A. (2010). "The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin?" *Educational Researcher*, 39(1), 59-68.

⁴⁸ The CRDC collects data from a sample of school districts on key education and civil rights issues in our nation's public schools, including student enrollment, disciplinary actions, and educational programs and services, disaggregated by race/ethnicity, sex, limited English proficiency and disability. The CRDC is a valuable source of information about access to educational opportunities in our nation's public schools that is used by the Department's Office for Civil Rights (OCR) and other Department offices, as well as policymakers, researchers, and many others in the education community. More information about the CRDC is available at <http://ocrdata.ed.gov/>.

⁴⁹ Assistance in developing a discipline incident database that provides useful, valid, reliable, and timely incident data is available from the National Forum on Education Statistics in the report *Forum Guide to Crime, Violence, and Discipline Incident Data*, available at http://nces.ed.gov/forum/pub_2011806.asp.

⁵⁰ In order to release de-identified data from students' disciplinary records under *FERPA*, schools must not only remove students' personally identifiable information (such as names) from the records, but also take into account other reasonably available information and the totality of data that has been or is being released, and make a reasonable

determination to ensure that a reasonable person in the school community would not be able to identify the student with reasonable certainty from the data being released. (*See* 34 CFR 99.3, 34 CFR 99.31(b).)

Implications for Leadership

Structures/Processes in Place	How Can I Incorporate/Expand	Who is Responsible? & Accountability



Holly Box <hbox@ccboe.us>

Calhoun followup

1 message

dkelam@aol.com <dkelam@aol.com>

Mon, Aug 31, 2015 at 10:42 AM

To: hbox@ccboe.us

Cc: verdellroberts@yahoo.com, dcwells4@comcast.net

Holly,

Here are the documents promised. Please do not hesitate to call us.

All the Best!

Donna E.

3 attachments



Calhoun County School District Aug 27 update.docx

127K



Calhoun County School District Aug 31 Debriefing.docx

87K



Lex_IMS_African-American-Differential-Behavior_031214(1).pdf

221K

Calhoun County School District
Diversity and Cultural Competence – Administrator Training
August 26 & Aug 27, 2015
Prepared by The Southeastern Equity Center
Dr. Elam & Dr. Roberts

The purpose of the 3 workshops for Calhoun County School District was to provide Diversity & Cultural Competence Training and identify next steps for their respective schools with the Principals in the morning session and with the Assistant Principals in the afternoon session on Aug 26. A Train-the-Trainer format was facilitated on August 27th.

The Superintendent and Consent Decree Coordinator set the tone for the sessions and actively participated in the Administrators' sessions. The content of the sessions included:

- Making connections to the District's activities on diversity and cultural competence with the Consent Decree on discipline and diversity.
- Collecting best practices that attribute to positive school climate for academic success with the diverse student population.
- Identifying next steps for sustainability of the integration of strategies to address diversity and discipline

The work with Calhoun County School District was initiated on March 2, 2015 with a conference call with Superintendent Joe Dyar, Consent Decree Coordinator Holly Box, Legal Counsel Whitt Colvin, and Ed Roe, Assistant Superintendent. The outcomes of that conference call determined that Holly Box would be the designee for the Superintendent and would collect and send copies of the district's Code of Conduct, Personnel Plan and ACIP Data.

Follow up conference calls and emails occurring on March 2, 9, 10, and 20 informed the development of questions and schedules for the district interviews on the topic of discipline and diversity.

On April 9, the Southeastern Equity Center's Dr. Elam and Dr. Roberts collected data from Saks, Weaver, and Alexandria High Schools through focus groups and face-to-face interviews with district and school administrators, teachers and students.

Planning session with Calhoun County School District's Leadership, a review of policies and procedures, onsite and telephonic collection of data, and ACIP Data were the basis of data that informed the August 26 & 27 trainings.

SEC Considerations were sent to the district:

- To expand understanding of tenets of the Consent Decree to Faculty/Staff throughout the district.

- To revisit, revise, and expand policies, practices, and structures to analyze data (Discipline/Achievement).
- To systemically integrate best practices working with diverse students.

Holly Box scheduled district wide training on CHAMPS PBIS (Positive Behavioral Intervention Support) Training on May 26 and 27, and July 24 and 27, 2015. On June 1, the Code of Conduct was updated to include PBIS and CHAMPS Information. June 2, all county principals reviewed Employment Plan.

On July 30, Legal Counsel Colvin updated all administrators on the Consent Order and the District's efforts with next steps of the Southeastern Equity Center's technical assistance. And on August 6 and 7, all staff were updated on the Consent Order.

Dr. Elam and Dr. Roberts facilitated three trainings on Diversity and Cultural Competence on August 26 with principals and assistance principals. August 27 was a Train the Trainer session with district trainers who will roll out the systemwide training on September 18, 2015.

Calhoun County School District
Diversity and Cultural Competence – Administrator Training
Debriefing Session
Prepared by The Southeastern Equity Center
Dr. Elam & Dr. Roberts
August 31, 2015

Dr. Elam and Dr. Roberts facilitated three trainings on Diversity and Cultural Competence on August 26 with principals and assistance principals. August 27 was a Train-the-Trainer session with district trainers who will roll out the systemwide training on September 18, 2015. There are 8 district trainers referred to as Instructional Coaches who provide staff development for the clusters of schools assigned.

The debriefing call on August 31, 2015 with Dr. Elam, Dr. Roberts, and Mrs. Box was a recap of the August 26 and 27 trainings on Cultural Competence, Discipline, and Achievement, as well as next steps.

Next Steps are:

- Send recap of the August 26 & 27 trainings to district.
- Send recap of debriefing session on August 31
- Update call with Mrs. D. Wells (SEC Consultant Team Member)
- District Email to Instructional Coaches will go out in preparation of September 18 training and feedback to SEC
- Send article on diversity, equity and discipline for October/November system wide session
- District Email to Instructional Coaches will go out in preparation of October/November training and feedback to SEC
- Schedule follow-up session with district informed by the 2 systemwide trainings and feedback

The Equity Project at Indiana University

SUPPLEMENTARY PAPER I:

ARE BLACK KIDS WORSE? MYTHS AND FACTS ABOUT RACIAL DIFFERENCES IN BEHAVIOR

A SUMMARY OF THE LITERATURE

March 2014

Russell J. Skiba, Ph.D.
Equity Project at Indiana University

Natasha T. Williams
Equity Project at Indiana University

The Children's Defense Fund's report, *Suspensions: Are They Helping Children?*¹ first brought the issue of racial disparities in discipline to national attention. African American over-representation in out-of-school suspensions has increased steadily from the 1973 Office for Civil Rights data collection² and estimates from the most recent release of the U.S. Department of Education's Office for Civil Rights show that African Americans are approximately 3.5 times as likely to be suspended as White students.

It is not uncommon for racial disparities in school discipline or special education to be viewed as an issue, not of differential treatment of students of different races, but of poverty and different rates of misbehavior. Wrote Linda Chavez in a column in the *Dallas Morning News*, "Children who grow up in fatherless homes are exponentially more likely to face school suspension or engage in early criminal behavior."³ Such an argument holds that students of color, being exposed to greater family and community disadvantage, are less likely to learn

socially appropriate strategies for self-control and interpersonal interaction. When students exposed to such disadvantage arrive at school, the reasoning holds, they will be more likely to engage in disruptive behavior or violate discipline codes, unfortunately placing them at greater risk for a range of disciplinary consequences, including out-of-school suspension and expulsion.⁴

There has been a substantial amount of research exploring connections between race, poverty, student behavior, and suspension/expulsion. The purpose of this paper is to summarize that research. Does poverty explain the Black-White discipline gap? To what extent are racial differences in suspension and expulsion due to differential rates of misbehavior or disruption among students of different races? What has research shown to be associated with disparities in discipline? We begin with a consideration of the relationship between discipline, poverty, and racial disparities.

Relationship between Poverty and Racial Disparities

Poor students *are* disciplined more frequently. Studies have found that low-income students are consistently over-represented in the use of out-of-school suspension.⁵ A variety of variables typically associated with poverty, including presence of mother or father in the home, number of siblings, and quality of home resources, are significantly associated with the likelihood of suspension.⁶ It is not entirely clear however, that this relationship is due to students from poverty backgrounds engaging in more disruption: Reviews of the literature have shown that, while poverty does correlate with increases in disruption or behavioral disorders, those relationships tend to be small.⁷

Even if poverty did have an impact on rates of suspension and expulsion, that does not necessarily mean it would have an impact on *racial and ethnic disparities* in discipline. Whether racial disparities in school discipline are due entirely to poverty status can be tested statistically through multivariate statistical analyses.⁸ These analyses have consistently found that race remains a significant predictor of Black over-representation in suspension even after holding poverty constant,⁹ that is, while African American students in poverty are more likely to be suspended than poor White students, middle and upper class Black students are also more likely to be suspended than their peers at the same demographic level. Finding that urban schools consistently suspended a higher proportion of Black students out-of-school even after controlling

for poverty, Noltemeyer and Mcloughlin concluded that “there is something above and beyond poverty that explains disciplinary differences between school types.”¹⁰

Are There Racial/Ethnic Differences in Behavior That Can Explain the Gap?

Racial disparities for Black students, Black males in particular, are ubiquitous. Nearly 40 years of research has almost universally found Black students, Black males in particular, to be overrepresented in the use of exclusionary discipline, out-of-school suspension, and expulsion.¹¹ Yet simply showing a difference in the rates of suspension between two groups is not proof of discrimination. An alternate hypothesis might suggest that differential rates of discipline for African American students are due to differences in student behavior. As Chavez notes, “If Black and Hispanic students engage in behavior that is punishable by suspension at higher rates than Whites or Asians, we shouldn’t be surprised that their punishment rates are higher.”¹²

The crux of the matter then, is whether Black students engage in more seriously disruptive behavior that could justify different rates and severity of consequences. A number of different methods have been used to test the idea that differential punishment is due to different rates of misbehavior. Regardless of the method, such studies have provided little to no evidence that African American students in the same school or district are engaging in more seriously disruptive behavior that could warrant higher rates of exclusion or punishment. Those results are summarized below, broken down by type of analysis.

Differences in severity of behavior. If higher rates of suspension and expulsion for Black students are somehow justified by differences in behavior, one would expect them to be referred to the office at a higher rate than White students for more serious, safety-threatening infractions. A number of studies have examined whether higher rates of suspension for some groups are due to those groups engaging in more serious misbehavior.

Across a number of studies examining whether Black students are referred to the office for behaviors that might be considered more severe, racial and ethnic differences in severity of behavioral referrals tend to be minimal,¹³ or occur in more interactive or subjective (rather than more serious) categories of infraction.¹⁴ Despite higher rates of school suspensions for Black, Latino, and Native American students, there appear to be few racial differences in the offenses most likely to lead to zero tolerance policy violations (e.g., drugs, alcohol, weapons).¹⁵ In an analysis of middle school disciplinary referrals, White students were referred to the office

significantly more frequently for more observable, objective offenses (e.g., *smoking, vandalism*), while Black students were referred more for behaviors requiring subjective judgment (e.g., *disrespect, excessive noise*).¹⁶ Others have found that racial differences in reasons for suspension are most common in non-safety threatening behaviors such as defiance.¹⁷

Statistical controls for the type of infraction. If African American students *are* engaging in more serious misbehavior, that should be a more powerful predictor than race. One way of testing whether differential behavior is a prime cause of disciplinary disproportionality is to test for racial differences in discipline while holding the types of infraction students engage in constant. If racial disparities in discipline are due primarily to behavioral differences, the contribution of race to disciplinary outcomes will become non-significant when type or severity of behavior enters the statistical equation.

***...the data are consistent:
there is simply no good
evidence that racial
differences in discipline
are due to differences in
rates or types of
misbehavior by students
of different races.***

Actual tests, however, have not supported the hypothesis of differential behavior. Regardless of whether the outcome variables are office disciplinary referrals at the school level,¹⁸ major offenses (e.g., weapons or substance use and possession) at the state level,¹⁹ or self-report data from national studies,²⁰ controls for the extent or type of disruptive behavior have led to small and often nonsignificant changes in measured disproportionality. The fact that race remains a significant predictor of discipline after controlling for a range of disciplinary infractions strongly suggests that factors related to student behavior are not sufficient to account for racial/ethnic disparities in discipline.

Controlling for teacher or student ratings of behavior. Referrals to the office depend upon *both* the severity of student behavior and the teacher's perception of or tolerance for that behavior. In order to pull these variables apart, some studies have measured disproportionality in office referrals while controlling for student or teacher ratings of the severity of students' behavior. If Black students are being referred more because their behavior is more serious, race should become a non-significant predictor of discipline after controlling for teacher ratings. Yet even after controlling for a classroom teacher's own ratings of externalizing or disruptive

behavior or fighting, African American students are still referred to the office more by those same teachers, or suspended more than their White peers.²¹ Thus, racial disparities in referrals to the office or suspensions occur even after the severity of the behavior as perceived by teachers is controlled for.

Summary. In summary, regardless of the source, there is virtually no support in the research literature for the idea that disparities in school discipline are caused by racial/ethnic differences in behavior. Studies comparing the severity of behavior by race have found no evidence that students of color in the same schools or districts engage in more severe behavior that would warrant higher rates of suspension or expulsion. Race/ethnicity remains a strong predictor of school punishment even after controlling statistically for student misbehavior. Finally, even controlling for teachers' own ratings of disruptive behavior, race remains an independent predictor of office referral and suspension. In short, the data are consistent: there is simply no good evidence that racial differences in discipline are due to differences in rates or types of misbehavior by students of different races.

What does Predict Disciplinary Disparities?

Although neither poverty nor differential rates of misbehavior explain racial and ethnic disparities in discipline, recent research has identified a number of factors that seem to have a relationship to rates of racial disparity in school discipline.

Relationship to achievement. The relationship between student behavior problems and poor academic achievement has been well documented.²² Interventions that improve the quality of academic instruction and learning outcomes can have important outcomes in terms of improved student behavior and school climate.²³ At the same time, consistent findings of a negative relationship between school achievement and rates of exclusionary discipline²⁴ mean that effort put into improving the discipline gap will also have a positive effect on achievement, especially for students of color.

Representativeness of faculty and students. Schools with a more diverse and representative teaching force have been found to exhibit lower rates of racial disparity in school discipline.²⁵ The makeup of the student body also plays a role: Regardless of levels of misbehavior and delinquency, schools with higher Black enrollment have been found to be more

likely to use higher rates of exclusionary discipline, court action, and zero tolerance policies, and to use fewer mild disciplinary practices.²⁶

Contribution of classroom and office processes. Racial disparities in school discipline begin with classroom referral and classroom management. Black students are twice as likely to receive office disciplinary referrals at the elementary level and up to four times as likely in middle school.²⁷ Higher rates of Black referral to the office appear to be situational, occurring only in some classrooms.²⁸ Even though racial/ethnic disparities in school punishment appear to begin at the classroom level, those initial disparities in referral appear to be magnified by differential processing at the administrative level: A number of studies have found that Black and Latino students have been found to receive more serious consequences for the same offense.²⁹

School climate. Positive school climate has been found to be associated with lower rates of student misconduct and discipline.³⁰ It is not surprising then, that there is evidence of a link between rates of disproportionality and student ratings of racial climate,³¹ as well as with more general measures of school climate.³²

Conclusions

Research has failed to support the common perception that racial and ethnic disparities in school discipline stem from issues of poverty and increased misbehavior among students of color. Racial disparities in discipline are likely to occur at all socio-demographic levels, and a variety of statistical approaches have failed to find evidence that students of color act out at higher rates that could justify differential punishment. Although more research on the actual causes of racial disparities in general is needed, findings thus far indicate that school-level variables such as the achievement gap; representativeness of faculty and students; classroom and office processes; and school climate represent a more fruitful set of variables to examine in addressing the discipline gap.

Footnotes

- ¹ Children's Defense Fund. (1975). *School suspensions: Are they helping children?* Cambridge, MA: Washington Research Project.
- ² Losen, D., & Skiba, R. (2010). *Suspended education: Urban middle schools in crisis*. Montgomery, AL: Southern Poverty Law Center.
- ³ Chavez, L. (2014, January 15). Obama going about school discipline changes the wrong way. *Dallas Morning News*. Retrieved from http://www.dallasnews.com/opinion/latest-columns/20140113-obama-going-about-school-discipline-changes-the-wrong-way.ece?nclick_check=1
- ⁴ Note that this argument is framed in terms of the influence of the environment, typically early childhood exposure to disadvantaged, presumably more unstable homes and communities. There is also a longstanding tradition of blaming racial behavioral disparities on an inherent or even genetic pre-disposition (see e.g., Gordon, R. A. [1987]. SES versus IQ in the race-IQ-delinquency model. *International Journal of Sociology and Social Policy*, 7, 30-96.; Herrnstein, R. J., & Murray, C. [1994]. *The Bell Curve: Intelligence and class structure in American life*. New York: Free Press). This tradition appears to have more in common with earlier pseudoscientific attempts, such as eugenics, to "prove" the inferiority of certain races than it does with current scientific understanding, and so will not be considered in this paper. For further discussion of the longstanding tradition of such research, see Skiba, R. J. (2012). As nature has formed them: The history and current status of racial difference research. *Teachers College Record*, 114(5), 1-49.
- ⁵ Brantlinger, E. (1991). Social class distinctions in adolescents' reports of problems and punishment in school. *Behavioral Disorders*, 17, 36-46; Noltemeyer, A., & Mcloughlin, C. S. (2010). Patterns of exclusionary discipline by school typology, ethnicity, and their interactions. *Perspectives on Urban Education*, 7, 27-40; Skiba, R. J., Peterson, R. L., & Williams, T. (1997). Office referrals and suspension: Disciplinary intervention in middle schools. *Education and Treatment of Children*, 20, 295-316; Wu, S. C., Pink, W. T., Crain, R. L., & Moles, O. (1982). Student suspension: A critical reappraisal. *The Urban Review*, 14, 245-303.
- ⁶ Hinojosa, M. S. (2008). Black-white differences in school suspensions: Effect on student beliefs about teachers. *Sociological Spectrum*, 28, 175-193.
- ⁷ Letourneau, N. L., Duffett-Leger, L., Levac, L., Watson, B., & Young-Morris, C. (2013). Socioeconomic status and child development: A meta-analysis. *Journal of Emotional and Behavioral Disorders*, 21, 211-224.
- ⁸ Statistical approaches such as linear regression, ordinary least squares regression, or hierarchical linear modeling allow one to hold poverty constant while testing for racial differences.
- ⁹ Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *Urban Review*, 34, 317-342; Wallace, J. M., Jr., Goodkind, S., Wallace, C., & Bachman, J. G. (2008). Racial, ethnic, and gender differences in school discipline among U.S. high school students: 1991-2005. *Negro Educational Review*, 59, 47-62; Wu et al. (1982).
- ¹⁰ Noltemeyer & Mcloughlin (2010).
- ¹¹ Skiba, R. J., Shure, L., & Williams, N. (2012). Racial and ethnic disproportionality in suspension and expulsion. In A. L. Noltemeyer & C. S. Mcloughlin (Eds.), *Disproportionality in education and special education* (pp. 89-118). Springfield, IL: Charles C. Thomas Publisher, Ltd.
- ¹² Chavez, L. (2014).
- ¹³ McCarthy, J. D., & Hoge, D. R. (1987). The social construction of school punishment: Racial disadvantage out of universalistic process. *Social Forces*, 65, 1101-1120; Wallace et al. (2008).
- ¹⁴ Gregory, A., & Weinstein, R. S. (2008). The discipline gap and African Americans: Defiance or cooperation in the high school classroom. *Journal of School Psychology*, 46(4), 455-475; Skiba et al. (2002).
- ¹⁵ Wallace et al. (2008).
- ¹⁶ Wallace et al. (2008).
- ¹⁷ Gregory, A., & Weinstein, R. S. (2008). The discipline gap and African Americans: Defiance or cooperation in the high school classroom. *Journal of School Psychology*, 46(4), 455-475.
- ¹⁸ Skiba, R. J., Horner, R. H., Chung, C.-G., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review*, 40(1), 85-107.
- ¹⁹ Eitle, T. M. N., & Eitle, D. J. (2004). Inequality, segregation, and the overrepresentation of African Americans in school suspensions. *Sociological Perspectives*, 47, 269-287.
- ²⁰ Peguero, A. A., & Shekarkhar, Z. (2011). Latino/a student misbehavior and school punishment. *Hispanic Journal of Behavioral Sciences*, 33(1), 54-70.
- ²¹ Bradshaw, C. P., Mitchell, M. M., O'Brennan, L. M., & Leaf, P. J. (2010). Multilevel exploration of factors contributing to the overrepresentation of black students in office disciplinary referrals. *Journal of Educational Psychology*, 102(2), 508-520;

- Hinojosa. (2008); Rocque, M. (2010). Office discipline and student behaviors: Does race matter? *American Journal of Education*, 116(4), 557-581.
- ²² Cairns, R. B., & Cairns, B. D. (2000). The natural history and developmental functions of aggression. In A. J. Sameroff, M. Lewis & S. M. Miller (Eds.) *Handbook of developmental psychopathology* (2nd ed.) (pp. 403-429). New York: Kluwer Academic/Plenum Publishers; Lopes, J. (2005). Intervention with students with learning, emotional and behavior disorders: Why do we take so long to do it? *Education and Treatment of Children*, 28(4), 345-360.
- ²³ Scott, T. M., Nelson, C. M., & Liaupsin, C. J. (2001). Effective instruction: The forgotten component in preventing school violence. *Education and Treatment of Children*, 24, 309-322.
- ²⁴ See e.g., Davis, J. E., & Jordan, W. J. (1994). The effects of school context, structure, and experiences on African American males in middle and high schools. *Journal of Negro Education*, 63, 570-587. doi: 10.2307/2967296
- ²⁵ McLoughlin, C. S., & Noltemeyer, A. (2010). Research into factors contributing to discipline use and disproportionality in major urban schools. *Current Issues in Education*, 13(2), 1-21; Rocha, R., & Hawes, D. (2009). Racial diversity, representative bureaucracy, and equity in multicultural districts. *Social Science Quarterly*, 90(2), 326-344.
- ²⁶ Payne, A. A., & Welch, K. (2010). Modeling the effects of racial threat on punitive and restorative school discipline practices. *Criminology*, 48(4), 1019-1062; Welch, K., & Payne, A. A. (2010). Racial threat and punitive school discipline. *Social Problems*, 57(1), 25-48.
- ²⁷ Skiba et al. (2011).
- ²⁸ Gregory, A., & Weinstein, R. S. (2008). The discipline gap and African Americans: Defiance or cooperation in the high school classroom. *Journal of School Psychology*, 46(4), 455-475.
- ²⁹ Nicholson-Crotty, S., Birchmeier, Z., & Valentine, D. (2009). Exploring the impact of school discipline on racial disproportion in the juvenile justice system. *Social Science Quarterly*, 90(4), 1003-1018; Skiba et al. (2011).
- ³⁰ Bickel, F., & Qualls, R. (1980). The impact of school climate on suspension rates in the Jefferson County Public Schools. *The Urban Review*, 12(2), 79-86; Welsh, W. N. (2003). Individual and institutional predictors of school disorder. *Youth Violence and Juvenile Justice*, 1(4), 346-368.
- ³¹ Mattison, E., & Aber, M. S. (2007). Closing the achievement gap: The association of racial climate with achievement and behavioral outcomes. *American Journal of Community Psychology*, 40(1), 1-12.
- ³² Gregory, A., Cornell, D., & Fan, X. (2011). The relationship of school structure and support to suspension rates for black and white high school students. *American Educational Research Journal*, 1-31; Kuperminc, G. P., Leadbeater, B. J., Emmons, C., & Blatt, S. J. (1997). Perceived school climate and difficulties in the social adjustment of middle school students. *Applied Developmental Science*, 1(2), 76-88; Shirley, E. L. M., & Cornell, D. G. (2011). The contribution of student perceptions of school climate to understanding the disproportionate punishment of African American students in a middle school. *School Psychology International*. Advance online publication.

The Equity Project at Indiana University

Center for Evaluation and Education Policy

1900 East Tenth Street, Bloomington, Indiana 47406

812-855-4438 * equity@indiana.edu * <http://rtpcollaborative.indiana.edu>



Holly Box <hbox@ccboe.us>

Re: Calhoun followup

1 message

Holly Box <hbox@ccboe.us>

Tue, Sep 1, 2015 at 11:25 AM

To: dkelam@aol.com

Cc: verdellroberts@yahoo.com, dcwells4@comcast.net

Bcc: Holly Box <hbox@ccboe.us>

Thank you so much. It was great to talk with you both yesterday. I am listing below the names of the instructional coaches and what feeder pattern they work in.

Candice Burns - Weaver Elementary and Weaver High
Lisa Bragg and Erica Bell - Saks Elementary, Saks Middle and Saks High
Jennifer Muncher - Alexandria Elementary and Alexandria High
Melissa Hampton - Pleasant Valley Elementary and Pleasant Valley High
Lisa Holtman - Wellborn Elementary and Wellborn High
Tami Morris - White Plains Elementary, White Plains Middle and White Plains High
Regina Norris - Ohatchee Elementary and Ohatchee High

Holly Box
Calhoun County Schools
256-741-7457

"Be the change you wish to see in the world." Mahatma Gandhi

On Mon, Aug 31, 2015 at 10:42 AM, <dkelam@aol.com> wrote:
Holly,

Here are the documents promised. Please do not hesitate to call us.

All the Best!

Donna E.

EXHIBIT D PART 1

Southeastern Equity Center

Calhoun County Composite/ Summary (for discussion w/Holly Box only)

Overview:

Superintendent Joe Dyar assigned Ms. Holly Box as the District Designee. Ms. Box has provided all documentation requested on policies and procedures (Calhoun Calendar, Student Handbook, ACIP Information). Dr. Donna Elam and Dr. Verdell Roberts were assigned by Dr. Jerry Graniero, Director of the Southeastern Equity Center. Several planning calls with the District included March 8 call with Superintendent, Legal Counsel, and Ms. Box with SEC Consultants (Dr. Elam, Dr. Roberts, and Ms. Wells). Planning meetings to schedule interviews and focus groups were March 9, 20, 27, April 5, 6, and 7.

SEC administered 24 phone interviews with teachers and administrators. On April 9, nine focus groups were facilitated with three of the high minority schools across students, administrators, and teachers. Below please find the results of the focus groups. There data has been categorized based on Existing Practices, SEC's Recommendations for Adjustments to those Practices, and Commendations occurring at the school.

Site Visits:

Staff and students in the three High Schools stated that they (generally) like their school/district, and they all perceived the climate in the district to be safe; and that their relationships with and among each other is important. Staff said they had a basic awareness of the District's Code of Conduct. They all seemed to like the district and school leadership.

The three schools reported that discipline data is reviewed and addressed by the Principal/Asst. Principal about twice a year. Assistant Principals in each school handle the disciplining of students at their schools. There was not general consensus that more African American students are referred for disciplinary actions. Some of the schools' major infractions include: unauthorized absences, skipping classes, harassment, dress code violations, and profanity. It was also noted that cyber bullying is an emerging issue.

Some students stated that they would like to see more African American teachers/other nationalities, yet, others stated that it didn't matter as long as the teachers are fair. Staff and students offered suggestions on how to increase minority representation.

When asked the question, Equality/Equity? Answers varied from no answer to asking if the two words mean the same.

Overarching Patterns Observed Across The Schools:

- Positive and Willing Leadership
- School wide awareness of the tenants of the Decree, but not the details
- Discipline data reviewed by Principal and Assistant Principal
- Stakeholders at all levels felt safe at the schools

Adjustments to Practice:

- Expand understanding of Consent Order and the District's focus to work systemically for the good of all groups
- Review discipline data on regular basis and extend discussion to faculty
- Disaggregate data on discipline and delineate repeat offenders (particularly research 7th and 8th grade student infractions and teachers giving the referrals)
- Utilize existing structures to analyze and present data, ie staff meetings, committees, etc.
- Integrate Code of Conduct sessions throughout the year.
- Increase an understanding of diversity and the terms that address practices in cultural competence, such as Equality and Equity to address demands of Consent Order

Box, Holly

From: Box, Holly
Sent: Thursday, June 25, 2015 1:16 PM
To: dkelam@aol.com; Verdell Roberts
Cc: Dyar, Joseph; Whit Colvin
Subject: Following Up

Dr. Elam,

It was so nice to talk with you today on the phone. As we discussed today the August 26th and 27th sessions will focus on cultural diversity. This cultural diversity training was one of the suggestions you sent me April 26th. The August session will be two half day sessions for administrators – the morning session will be for principals and the afternoon session will be for assistant principals. The purpose of the time with them is to give them an overview of what we will be training the local school trainers on August 27th. The local school trainers and the administrators will have the responsibility of sharing the information they learned with each local school.

Also, I sent you our Personnel Plan for Certified Positions and Code of Conduct prior to the conference call March 20th. Please let me know what you and Dr. Roberts feel we need to add or change to either document. We have already started the phases of the Positive Behavioral Support Intervention Program – CHAMPS. You both mentioned CHAMPS earlier to us. Our schools who have already had the CHAMPS training are so very excited about the positive impact this will have on their schools. Round two of CHAMPS training is in July.

Again, it was so wonderful to talk with you today. I appreciate you reaching out to discuss our next steps. I am looking forward to hearing from you soon. I hope all is well. Hugs.

Holly Box
Calhoun County Schools
256-741-7457

"Be the change you wish to see in the world." Mahatma Gandhi



Holly Box <hbox@ccboe.us>

Diversity Training

1 message

Joseph Dyar <jdyar@ccboe.us>

Fri, Aug 14, 2015 at 11:18 AM

To: Principals High <PrincipalsHigh@calhoun.k12.al.us>, Principals Elem <PrincipalsElem@calhoun.k12.al.us>, Assistant Principals <asstprin@ccboe.us>, Holly Box <hbox@calhoun.k12.al.us>, Teresa Johnson <tjohnson@calhoun.k12.al.us>, Charlene Hill <chill@calhoun.k12.al.us>, Donald Turner <dturmer@calhoun.k12.al.us>, Beth Long <blong@calhoun.k12.al.us>, Jenel Travis <jtravis@calhoun.k12.al.us>

Administrators,

We have worked extremely hard the last several years to be in compliance with the Consent Order. We are very excited to be able to celebrate the areas in which we are no longer under the Consent Order. However, we still are under the direction of the Federal Court with Employment and Discipline. One of the recommendations in the most recent Decree Order is consulting with the South Eastern Equity Center to help us with discipline and employment. One of the suggestions from our Equity Center Consultants is diversity training with administrators and teachers. We will have our Diversity Training for Administrators August 26, 2015. This training will be half a day. We will have a morning session for principals and an afternoon session for assistant principals.

We have selected our instructional coaches and Erica Bell to facilitate our diversity training to teachers on our first school based in-service day - September 18th. The facilitator session for the instructional coaches and Erica will be August 27th. Please know on September 18th you will need to provide two hours for them to share this information with all teachers and staff members. We will need copies of your agenda and sign in sheets to document the session at your school. Please collaborate with the administrators in your feeder pattern to determine what time will work for all schools.

Holly Box will be sending out a calendar invite. If you have questions, please call Holly. Thank you for all you do.







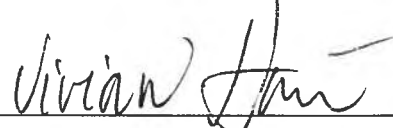
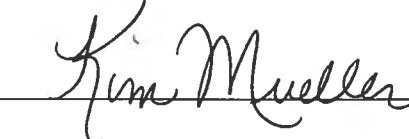
Joe Dyar

Superintendent

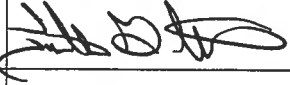

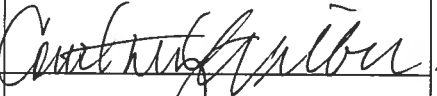


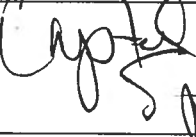

Calhoun County Schools

jdyar@ccboe.us

**Calhoun County Schools
Administrator Diversity Training
August 26, 2015**

Name	School	Signature
Douglas A. ODUM	AHS	
Dia Bean	WWHS	
Chad Martin	WPMs	
Shannon Finley	AMS	
DONNA HARBIN	PVE	
Michael Graham	OHS	
Vivian Harris	AEP	
Kim Mueller	AES	

**Calhoun County Schools
Administrator Diversity Training
August 26, 2015**

Name	School	Signature
Jonathan Gilbert	WPCS	
Bobby Tittle	OHS	
Summer Davis	WES	Summer Davis
Courtney Wilburn	WPMS	
Jody Whaley	SHS	J Whaley
Robin Kines	AEP	Robin Kines
Julie Hood	OE	Julie Hood
 Bryson Allison	Trans.	
 Mark Proper	SHS	
Mark Proper	PVHS	Mark Proper

**Calhoun County Schools
Administrator Diversity Training
August 26, 2015**

Name	School	Signature
Andy Ward	WPHS	Andy Ward
Jordan Weathers	WWE	Jordan Weathers
Kassie Hollingsworth	Central office	Kassie Hollingsworth
Kevin Lockridge	CCCTC	Kevin Lockridge
Ed Roe	CO	Ed Roe
WENDY ENGLAND	SM	Wendy England
Tasha Crump	AES	Tasha Crump
Jennifer Moon	CO	Jennifer Moon
Angela Bonds	CO	Angela Bonds
Mack Holley	AHS	Mack Holley

**Calhoun County Schools
Administrator Diversity Training
August 26, 2015**

Name	School	Signature
Derrett Calloway Derrett Calloway	Weaver High	Derrett Calloway
Lisa Bragg	Instructional Coach Zaks Middle High	L. Bragg
Cenny Dothard	White Plains High	Cenny Dothard
Cyrus C. Frost	PVHS	Cyrus Frost
Jennifer Edwards	WPES	Jennifer Edwards
Shanta McKey	AES	Shanta McKey
Tracy Boy Tracy Bracie	SMS	Tracy Boy
Amy Shelly	CO	Amy Shelly
J. Waller	AES	Jeremy Waller
Amber Ray Amber Ray	WES	Amber Ray

**Calhoun County Schools
Administrator Diversity Training
August 26, 2015**

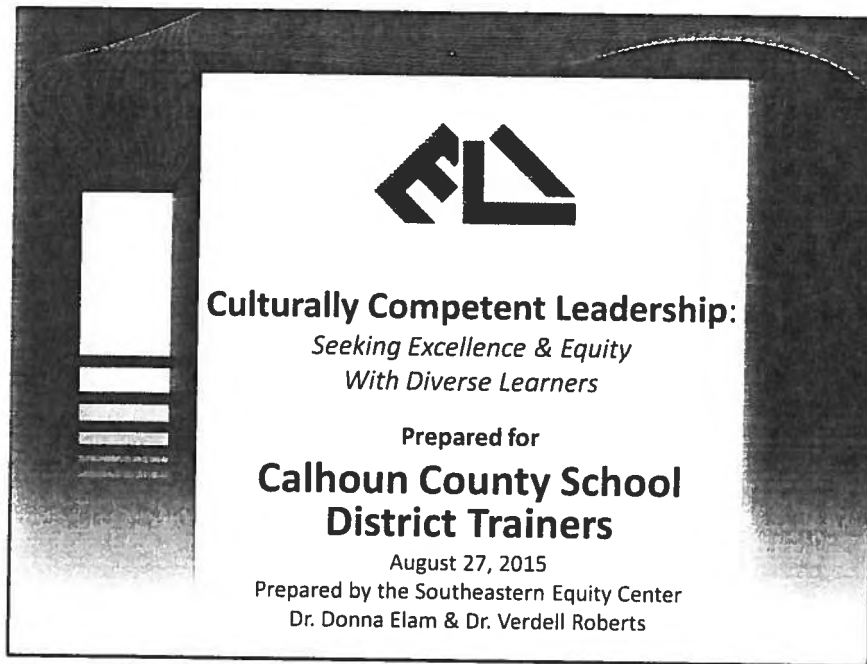
Name	School	Signature
Alicia Laros	PVE	Alicia Laros
Teresa Johnson	CO	Teresa Johnson
Jenel Travis	Technology	Jenel Travis
Donald Turner	CO	Donald Turner
Holly Box	CO	Holly Box
Joe Dym	CCBOE	Joe Dym
Marta Allen	WHS	M. Allison
Christopher Hayes	WHS	C. M. Hayes
Karri Findley	SES	K. Findley
Derek Cobb	SHS	Derek Cobb

Dr. Roberts

Dr. Elam

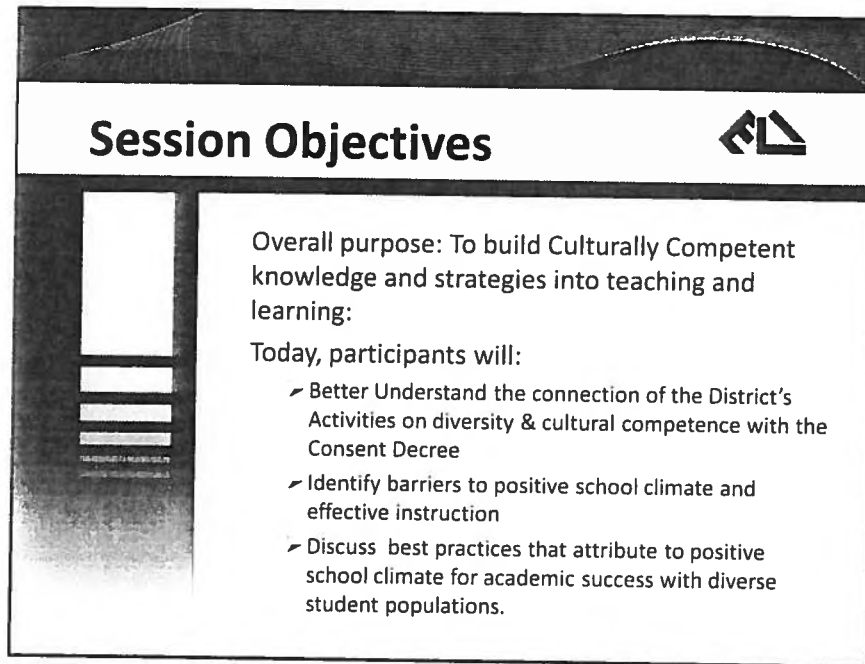
**Calhoun County Schools
Facilitator Diversity Training
August 27, 2015**

Name	School	Signature
Regina Norris	Ohatchee High School	Regina Norris
Erika Bell	Saks Elementary	Erika Bell
Jennifer Muncher	Alexandria High	Jennifer Muncher
Candace Burns	Weaver High	Candace Burns
Beth Long	CO	Beth Long
Melissa Tangton	PRHS	Melissa Tangton
Liz Hoffman	WWHS	Liz Hoffman
Holly Box	CO	Holly Box
Jenn	wrm	Jenn



Greetings!

Before we get started today, I would like you to take a few minutes to fill out this survey. It will help inform the work we do together this year. 5 minutes. Collect the surveys and send to Dr. Bryant for analysis. We have a packed day! Each

A presentation slide titled "Session Objectives" with a logo in the top right corner. The slide contains text about the overall purpose and today's objectives.

Session Objectives

Overall purpose: To build Culturally Competent knowledge and strategies into teaching and learning:

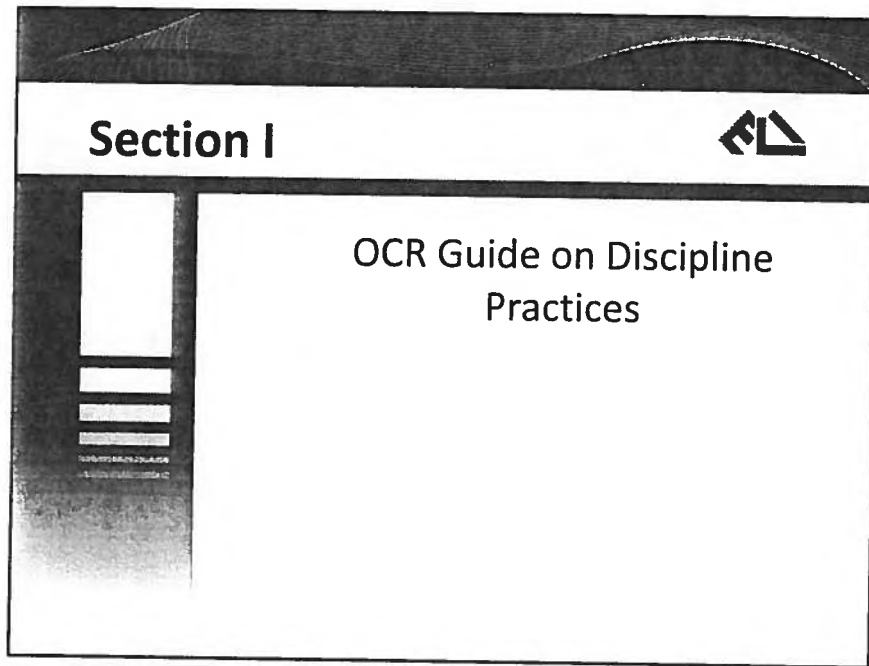
Today, participants will:

- Better Understand the connection of the District's Activities on diversity & cultural competence with the Consent Decree
- Identify barriers to positive school climate and effective instruction
- Discuss best practices that attribute to positive school climate for academic success with diverse student populations.

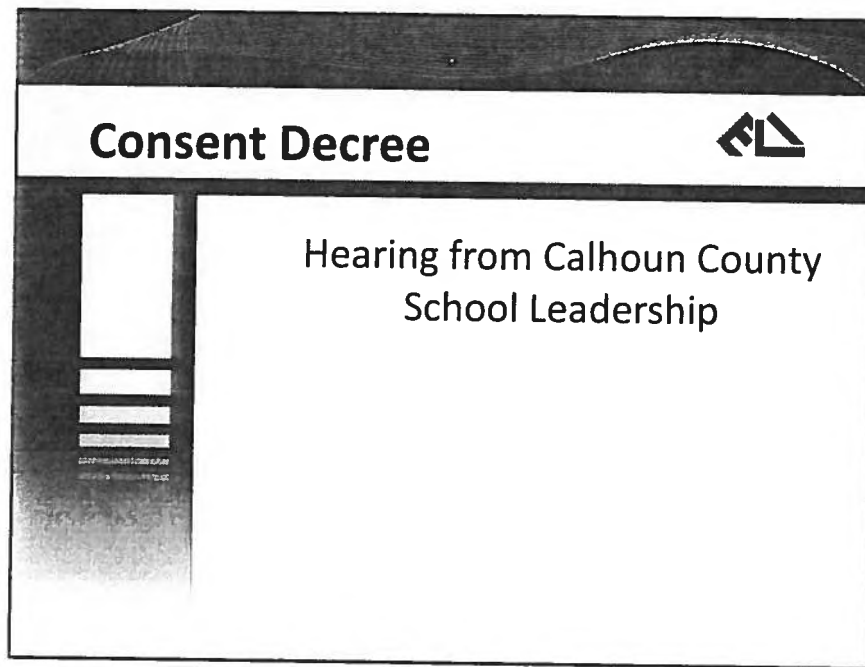
Who can give me a working definition of Cultural Competence?

Has anyone worked with a Logic Model? How? We will introduce the components today


In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



Who can give me a working definition of Cultural Competence?
Has anyone worked with a Logic Model? How? We will introduce the components today
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



Who can give me a working definition of Cultural Competence?
Has anyone worked with a Logic Model? How? We will introduce the components today
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values

District Direction on Discipline 

GUIDING PRINCIPLE 1:

- CLIMATE AND PREVENTION (SEC)

GUIDING PRINCIPLE 2:

- CLEAR, APPROPRIATE, AND CONSISTENT EXPECTATIONS AND CONSEQUENCES (CHAMPS)

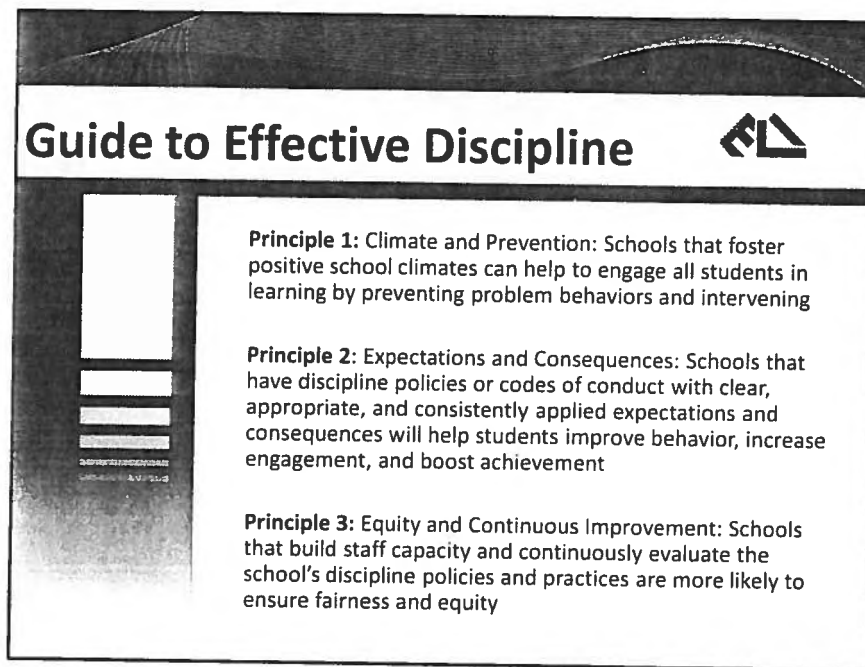
GUIDING PRINCIPLE 3:

- EQUITY AND CONTINUOUS IMPROVEMENT (SEC)

Who can give me a working definition of Cultural Competence?

Has anyone worked with a Logic Model? How? We will introduce the components today

In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



Guide to Effective Discipline

Principle 1: Climate and Prevention: Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening

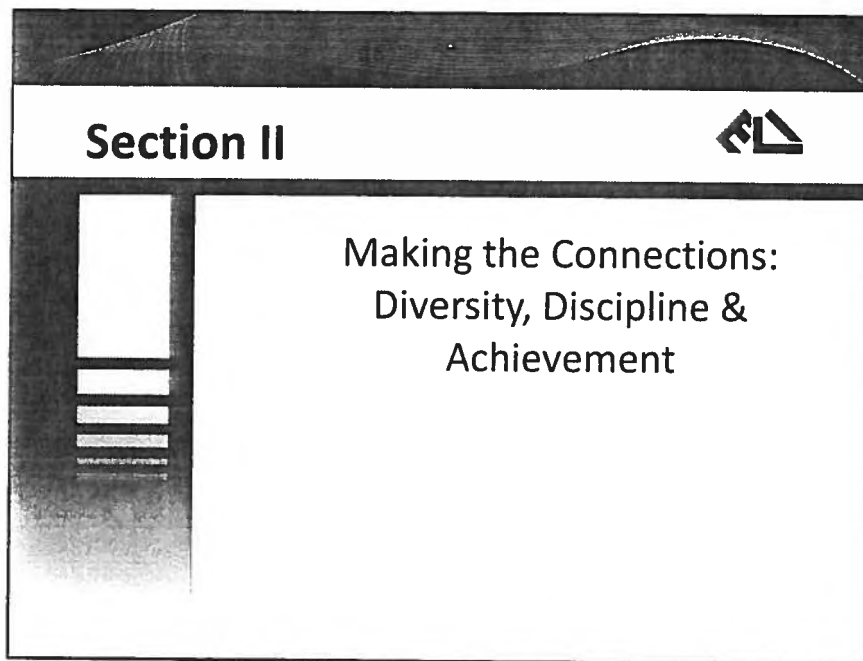
Principle 2: Expectations and Consequences: Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement

Principle 3: Equity and Continuous Improvement: Schools that build staff capacity and continuously evaluate the school's discipline policies and practices are more likely to ensure fairness and equity

Who can give me a working definition of Cultural Competence?

Has anyone worked with a Logic Model? How? We will introduce the components today

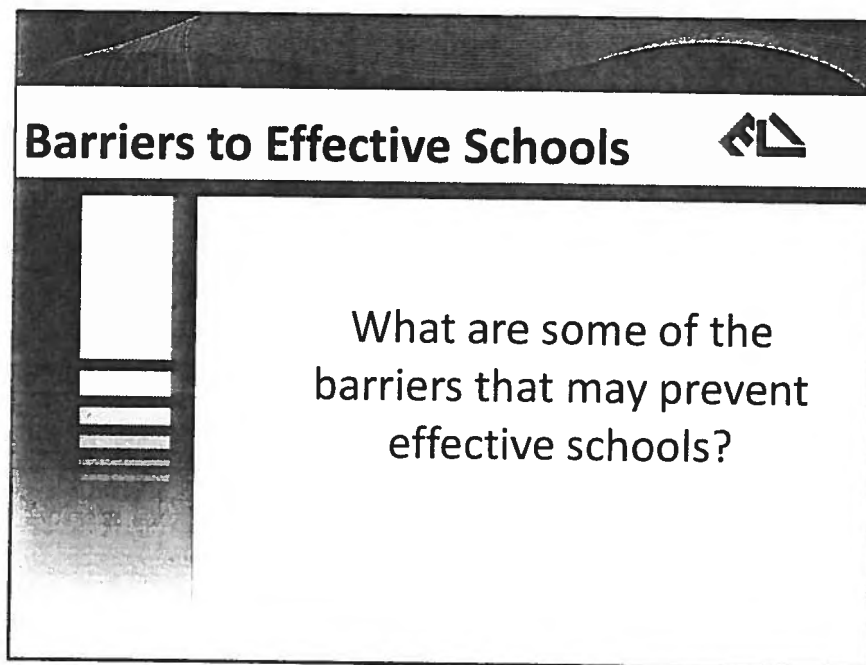
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



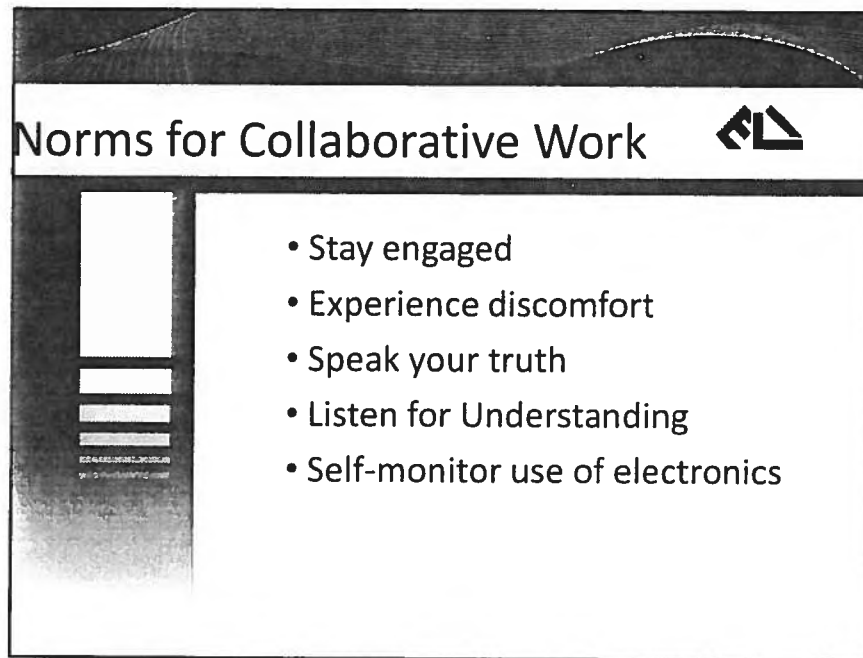
Who can give me a working definition of Cultural Competence?


Has anyone worked with a Logic Model? How? We will introduce the components today

In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



Who can give me a working definition of Cultural Competence?
Has anyone worked with a Logic Model? How? We will introduce the components today
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



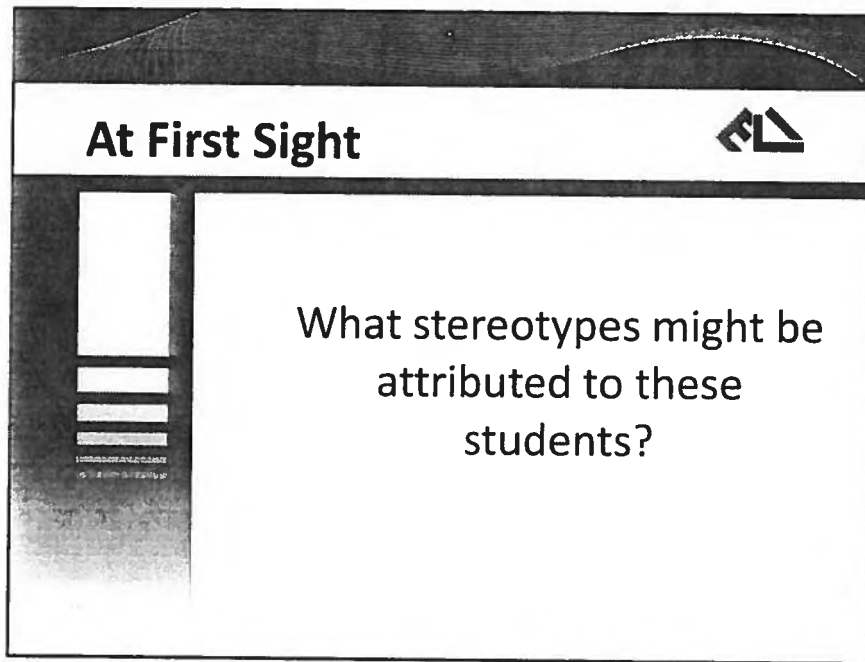
Norms for Collaborative Work 

- Stay engaged
- Experience discomfort
- Speak your truth
- Listen for Understanding
- Self-monitor use of electronics

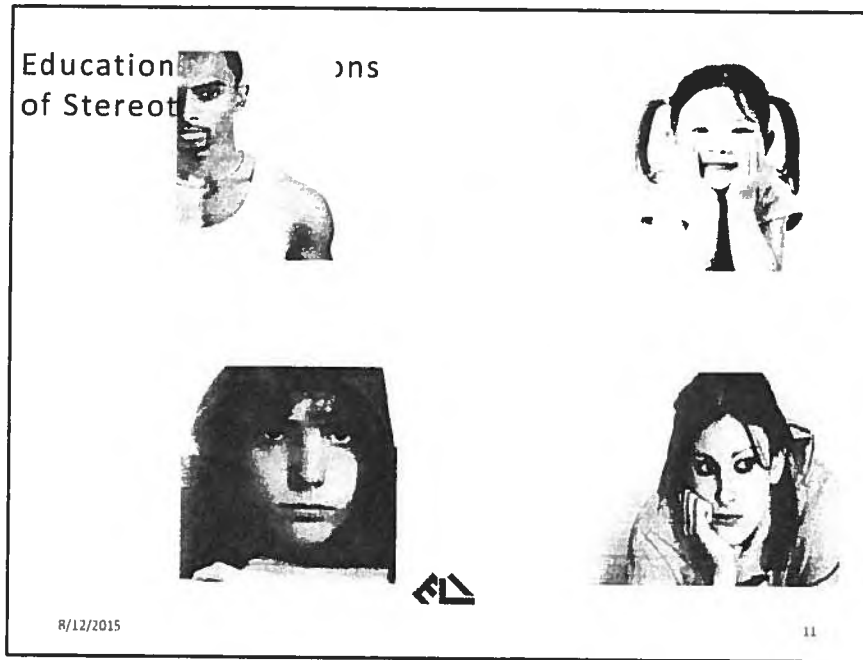
Who can give me a working definition of Cultural Competence?

Has anyone worked with a Logic Model? How? We will introduce the components today

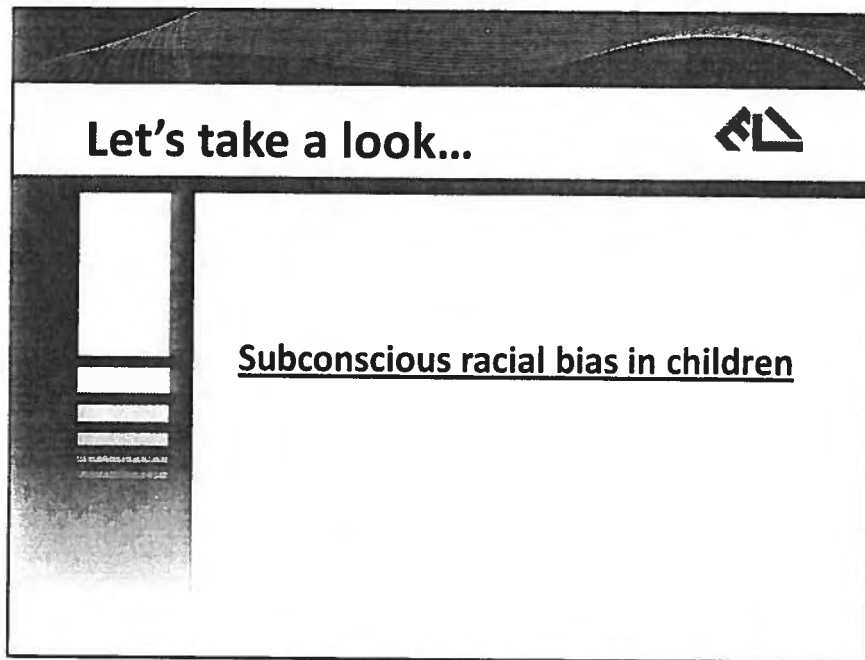
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



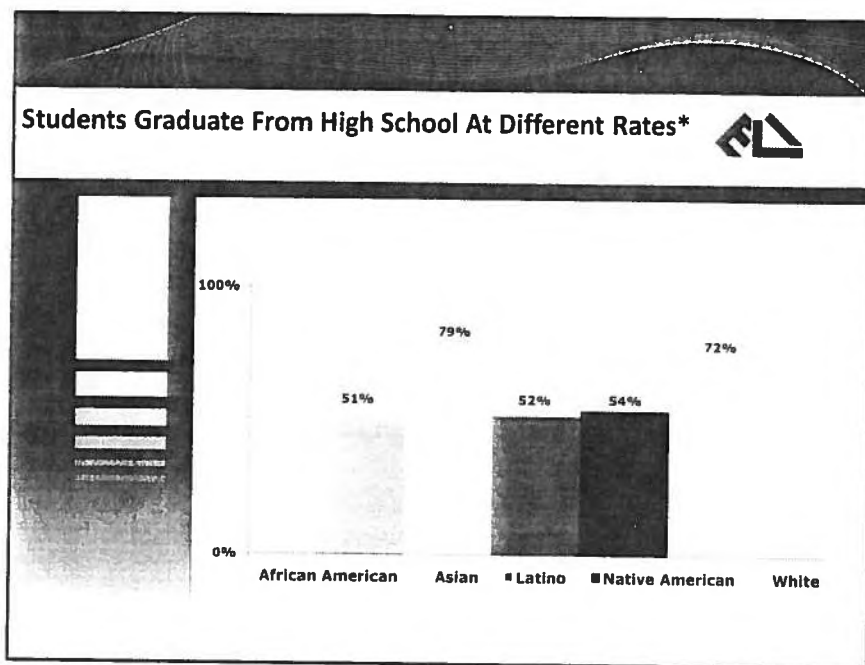
Who can give me a working definition of Cultural Competence?
Has anyone worked with a Logic Model? How? We will introduce the components today
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



Based on these pictures, what conclusions might some people “jump to” about the groups these people belong to?



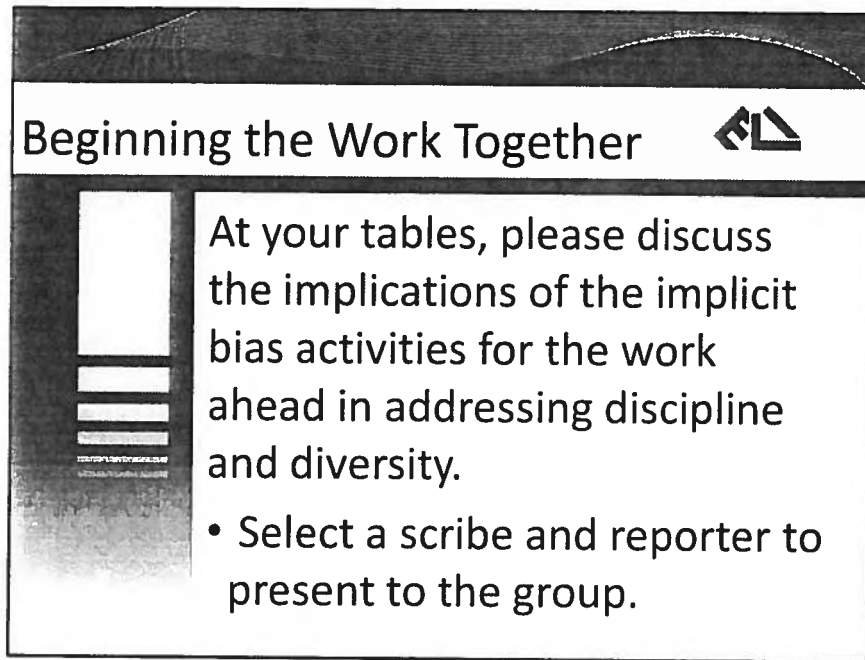
Who can give me a working definition of Cultural Competence?
Has anyone worked with a Logic Model? How? We will introduce the components today
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values




Who can give me a working definition of Cultural Competence?

Has anyone worked with a Logic Model? How? We will introduce the components today

In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



Beginning the Work Together 

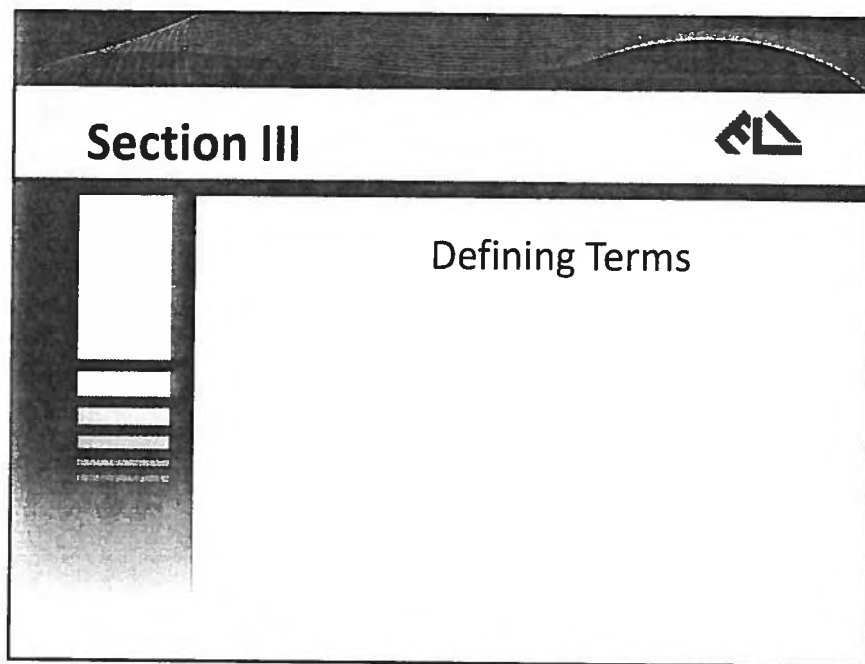
At your tables, please discuss the implications of the implicit bias activities for the work ahead in addressing discipline and diversity.

- Select a scribe and reporter to present to the group.

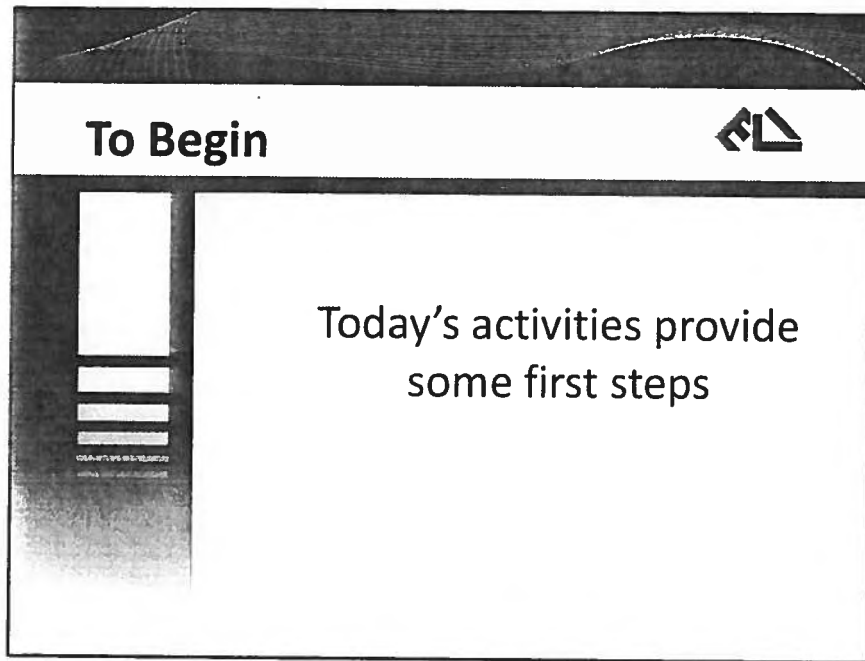
Who can give me a working definition of Cultural Competence?

Has anyone worked with a Logic Model? How? We will introduce the components today

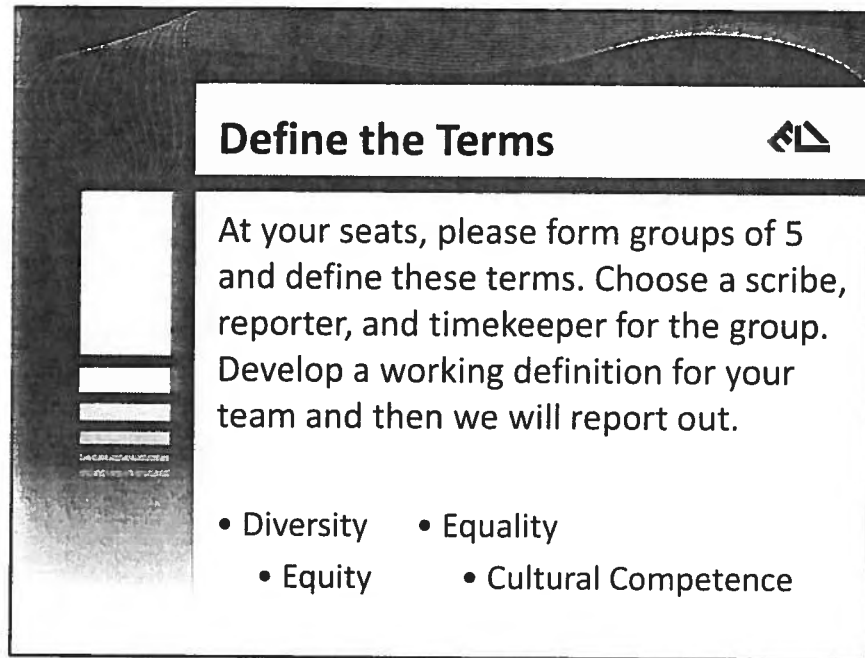
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values




Who can give me a working definition of Cultural Competence?
Has anyone worked with a Logic Model? How? We will introduce the components today
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



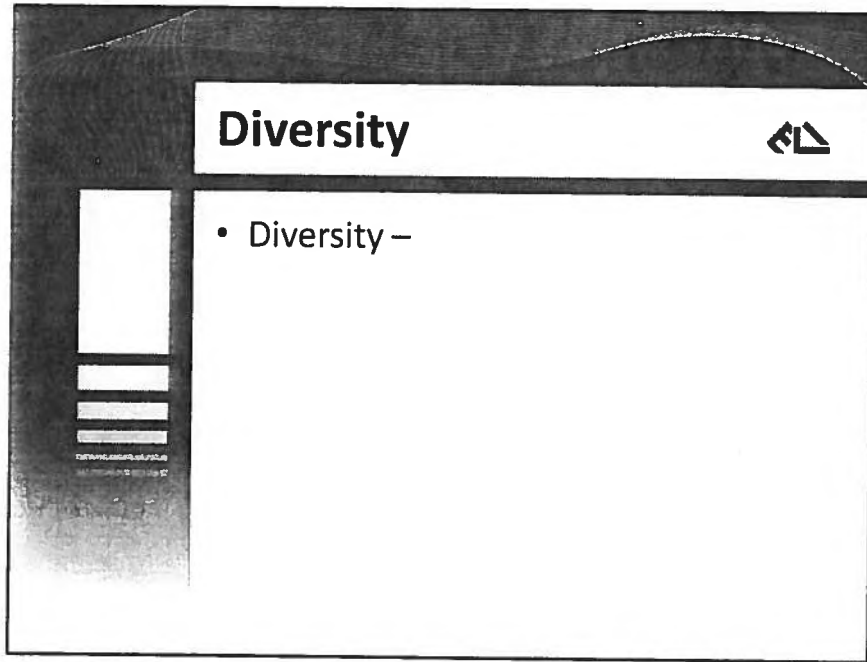
Who can give me a working definition of Cultural Competence?
Has anyone worked with a Logic Model? How? We will introduce the components today
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values

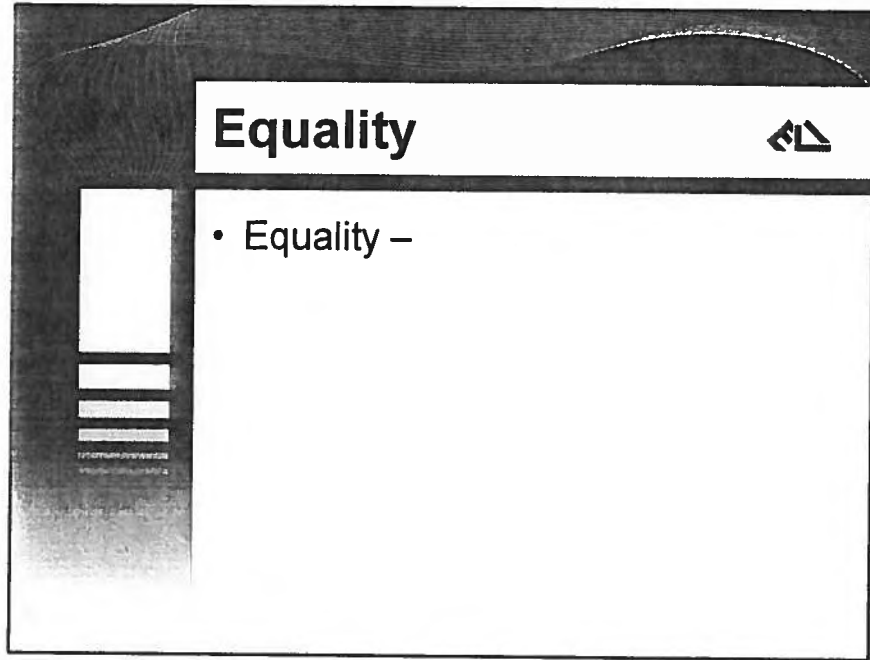


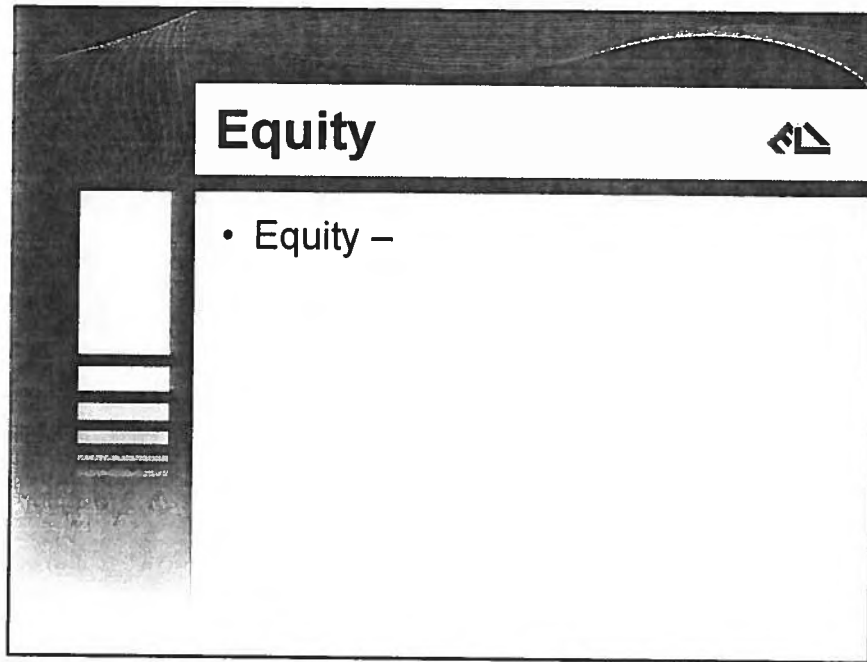
Define the Terms 

At your seats, please form groups of 5 and define these terms. Choose a scribe, reporter, and timekeeper for the group. Develop a working definition for your team and then we will report out.

- Diversity
- Equality
- Equity
- Cultural Competence





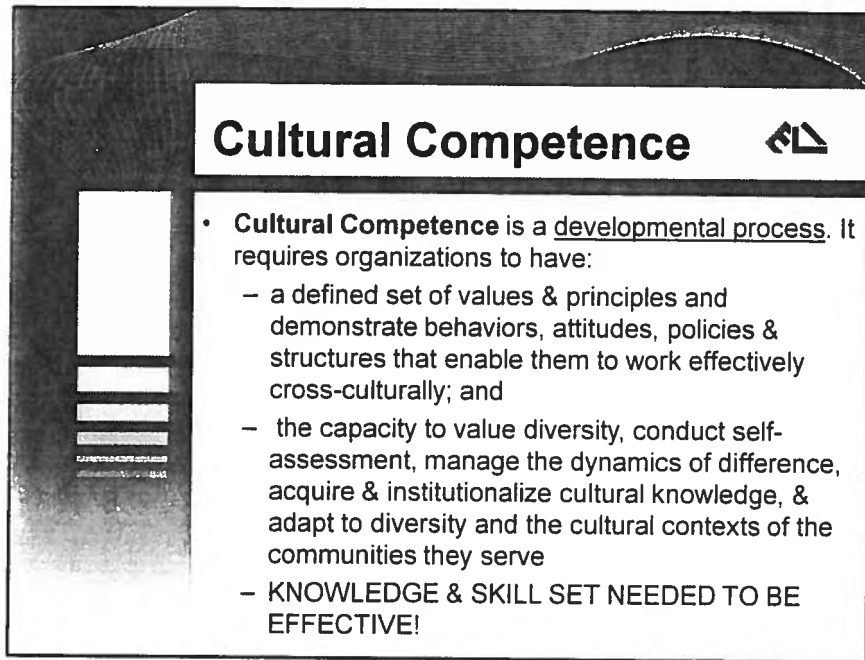


What is the difference between Equality and Equity?

Equity is where the bottleneck occurs, especially with our interactions with parents.

Equity is not equal treatment. Students who need more (help academically) get help according to their needs.

The goal remains constant, but the means to the goal varies by the needs of the group



Cultural Competence

- **Cultural Competence** is a developmental process. It requires organizations to have:
 - a defined set of values & principles and demonstrate behaviors, attitudes, policies & structures that enable them to work effectively cross-culturally; and
 - the capacity to value diversity, conduct self-assessment, manage the dynamics of difference, acquire & institutionalize cultural knowledge, & adapt to diversity and the cultural contexts of the communities they serve
 - **KNOWLEDGE & SKILL SET NEEDED TO BE EFFECTIVE!**

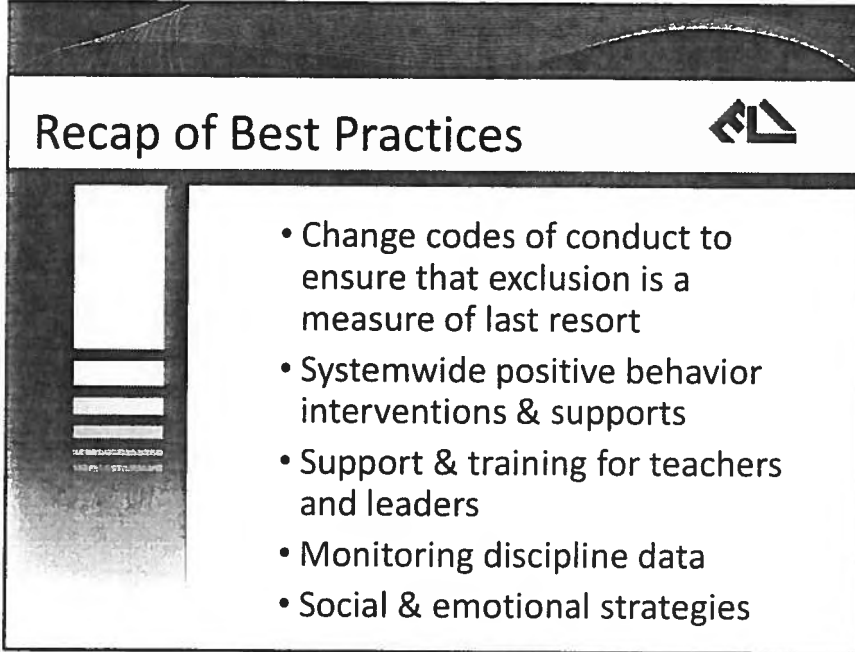
Cultural Competence Model

Elam, Robinson, & McCloud bridged culturally competent leadership to effective leadership (related to student achievement) and social justice leadership (related to equity) to reflect Glanz's assertion that cultural leadership serves as the foundation for all other forms of leadership.

Culture based, Leadership, and Preparation:
A Qualitative Metasynthesis of the Literature, 2013

Knowledge and skills need to work effectively with diverse groups. What does that really mean to us? The history of CC is from the Medical Field from 1989. Doctors felt that they could better serve their clients if they had knowledge of who they were. (Bazron, Isaacs...)

Cultural Competence is a set of behaviors derived from the core values that lead to equitable outcomes for all students
IEL Hand out



The slide features a dark header with the title "Recap of Best Practices" in white text on the left and a logo on the right. The logo consists of a stylized 'E' and 'L' intertwined. Below the header, there is a vertical sidebar on the left with a white background and dark horizontal bars. The main content area on the right contains a bulleted list of five items.

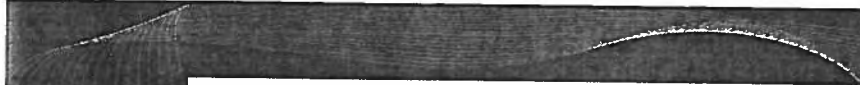
Recap of Best Practices


- Change codes of conduct to ensure that exclusion is a measure of last resort
- Systemwide positive behavior interventions & supports
- Support & training for teachers and leaders
- Monitoring discipline data
- Social & emotional strategies

Who can give me a working definition of Cultural Competence?

Has anyone worked with a Logic Model? How? We will introduce the components today


In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values

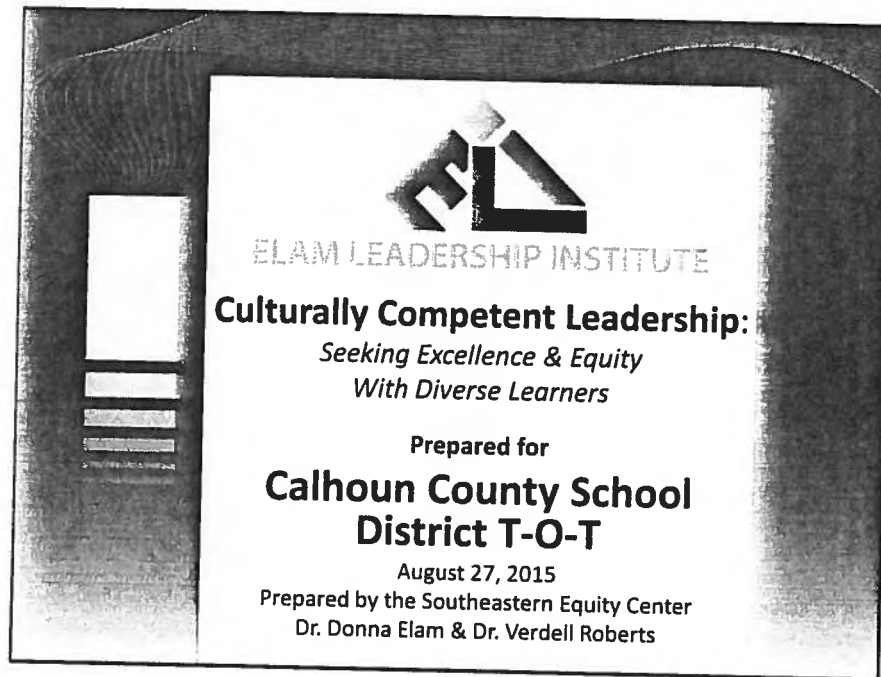


Contact 

Southeastern Equity Center

- **Dr. Donna Elam, 407 739-0592**
- **Dr. Verdell Roberts, 203 641-3702**





Greetings!

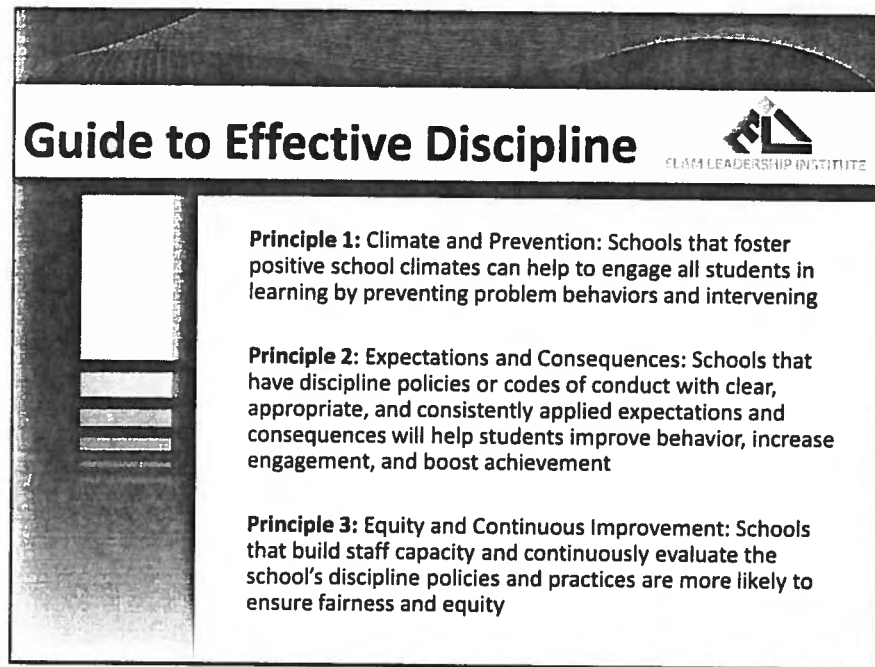
Before we get started today, I would like you to take a few minutes to fill out this survey. It will help inform the work we do together this year. 5 minutes. Collect the surveys and send to Dr. Bryant for analysis. We have a packed day! Each

Who Are You?

CLAM LEADERSHIP INSTITUTE

- Turn to your elbow partner and share one thing that they do not know about you.
- What is the one thing that you would like to see happen for Calhoun County students and staff as a result of this "work".

Who can give me a working definition of Cultural Competence?
Has anyone worked with a Logic Model? How? We will introduce the components today
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



Guide to Effective Discipline

FLAM LEADERSHIP INSTITUTE

Principle 1: Climate and Prevention: Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening

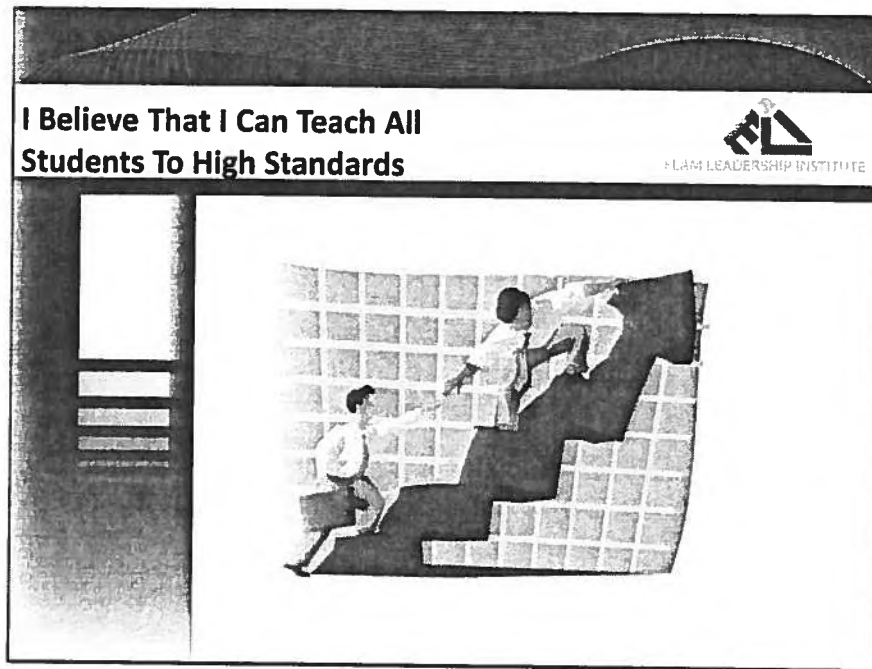
Principle 2: Expectations and Consequences: Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement

Principle 3: Equity and Continuous Improvement: Schools that build staff capacity and continuously evaluate the school's discipline policies and practices are more likely to ensure fairness and equity

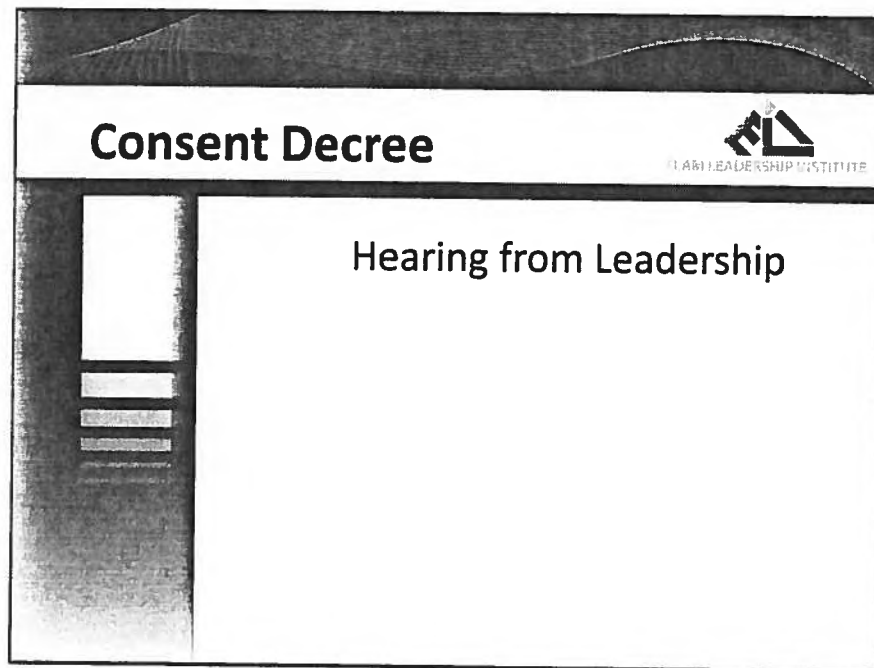
Who can give me a working definition of Cultural Competence?

Has anyone worked with a Logic Model? How? We will introduce the components today

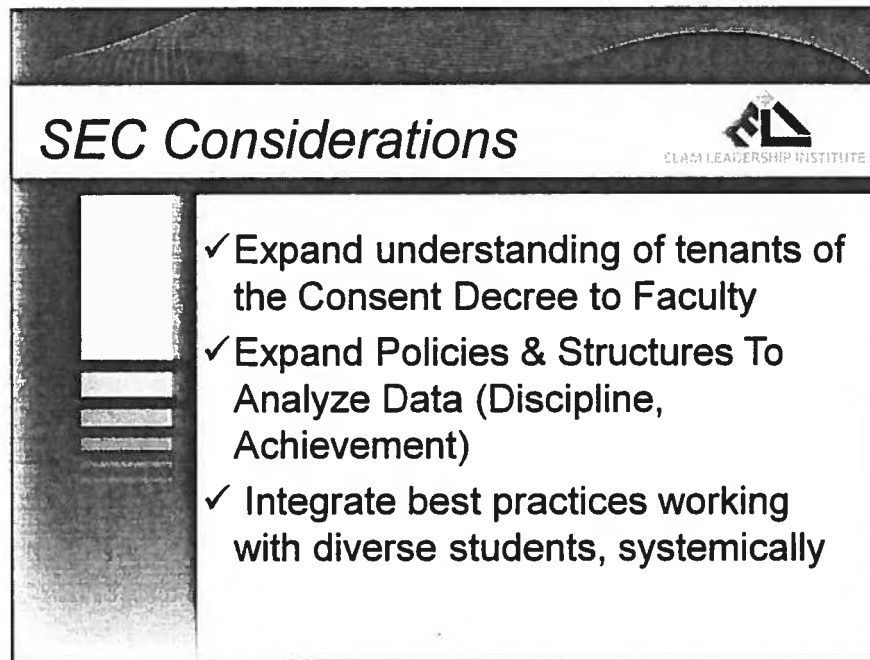
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



Who can give me a working definition of Cultural Competence?
Has anyone worked with a Logic Model? How? We will introduce the components today
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



Who can give me a working definition of Cultural Competence?
Has anyone worked with a Logic Model? How? We will introduce the components today
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



SEC Considerations

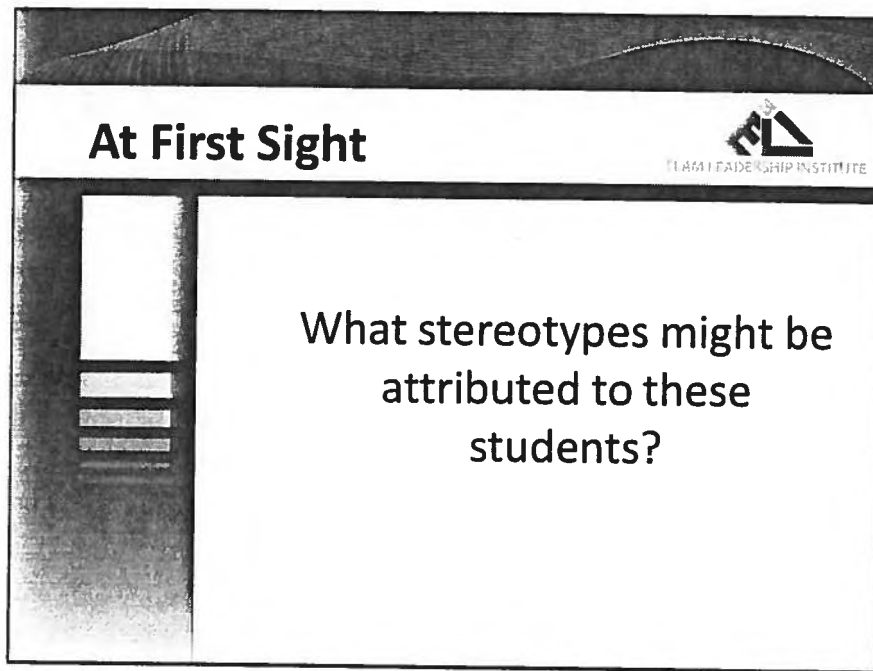
CLASS LEADERSHIP INSTITUTE

- ✓ Expand understanding of tenants of the Consent Decree to Faculty
- ✓ Expand Policies & Structures To Analyze Data (Discipline, Achievement)
- ✓ Integrate best practices working with diverse students, systemically

Who can give me a working definition of Cultural Competence?

Has anyone worked with a Logic Model? How? We will introduce the components today

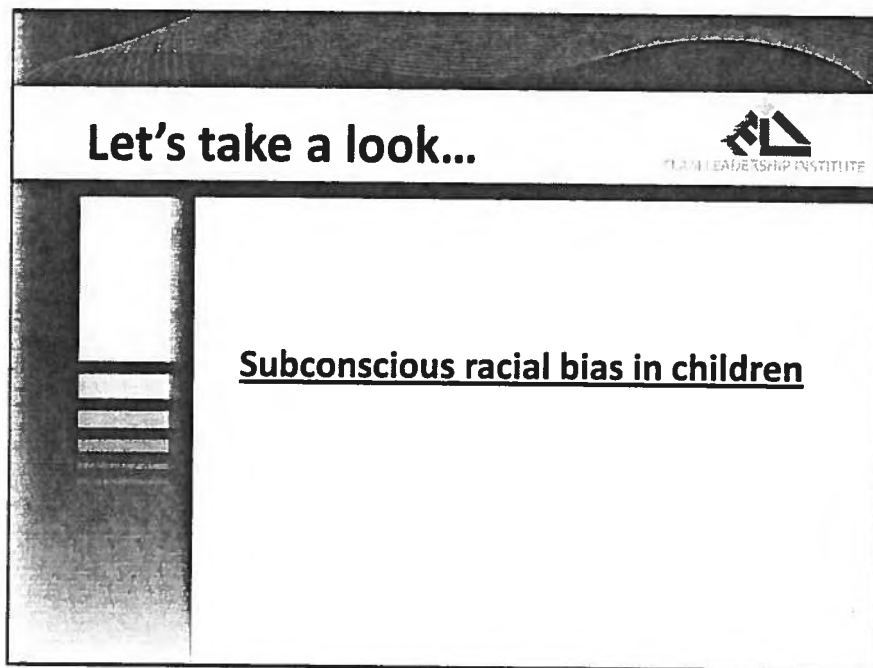
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



Who can give me a working definition of Cultural Competence?

Has anyone worked with a Logic Model? How? We will introduce the components today

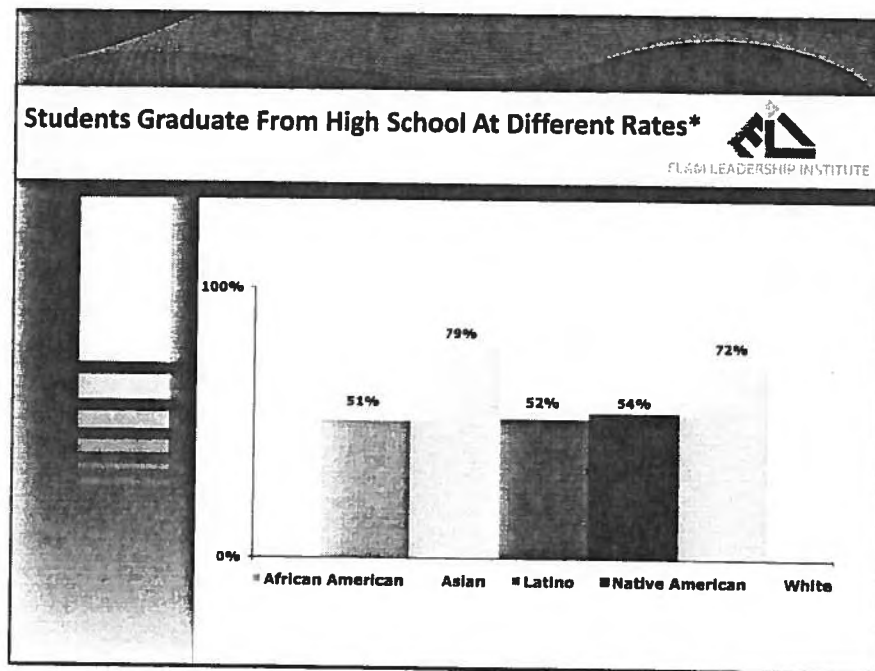
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



Who can give me a working definition of Cultural Competence?

Has anyone worked with a Logic Model? How? We will introduce the components today

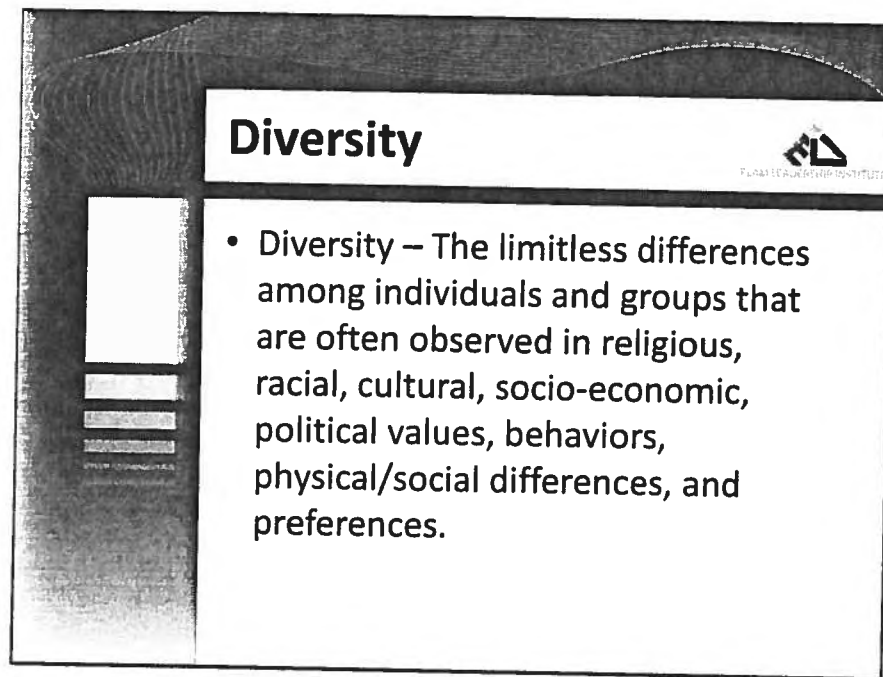
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



Who can give me a working definition of Cultural Competence?

Has anyone worked with a Logic Model? How? We will introduce the components today

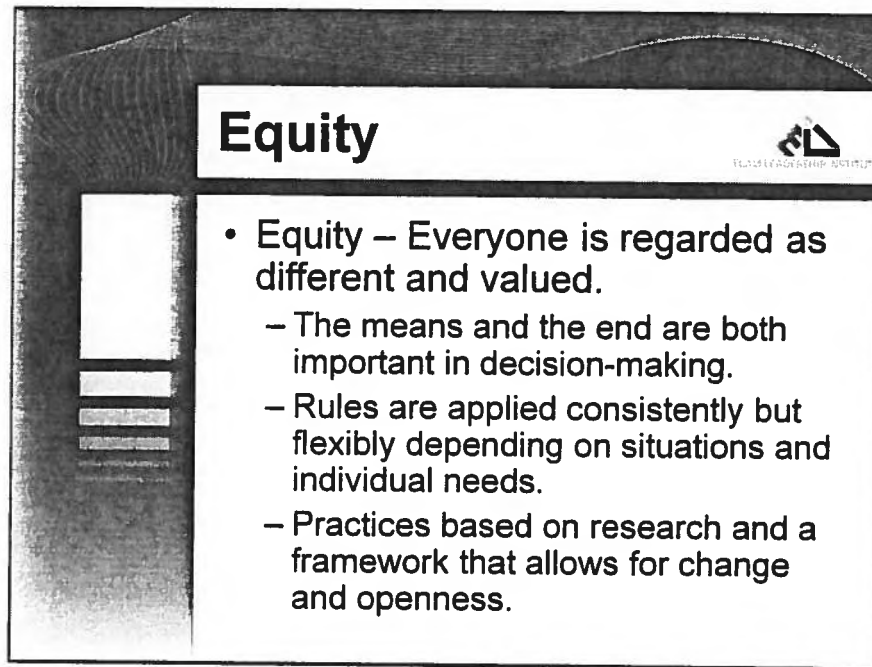
In your feedback from the last session, many wanted to ensure that action take place to operationalize the Core Values



Diversity

FLORIDA LEADERSHIP INSTITUTE

- Diversity – The limitless differences among individuals and groups that are often observed in religious, racial, cultural, socio-economic, political values, behaviors, physical/social differences, and preferences.



Equity

EQUITY LEADERSHIP INSTITUTE


- Equity – Everyone is regarded as different and valued.
 - The means and the end are both important in decision-making.
 - Rules are applied consistently but flexibly depending on situations and individual needs.
 - Practices based on research and a framework that allows for change and openness.

What is the difference between Equality and Equity?

Equity is where the bottleneck occurs, especially with our interactions with parents.

Equity is not equal treatment. Students who need more (help academically) get help according to their needs.

The goal remains constant, but the means to the goal varies by the needs of the group

Cultural Competence Model  LEADERSHIP INSTITUTE


Elam, Robinson, & McCloud bridged culturally competent leadership to effective leadership (related to student achievement) and social justice leadership (related to equity) to reflect Glanz's assertion that cultural leadership serves as the foundation for all other forms of leadership.

Culture-based, Leadership, and Preparation:
A Qualitative Metasynthesis of the Literature, 2013

Knowledge and skills need to work effectively with diverse groups. What does that really mean to us? The history of CC is from the Medical Field from 1989. Doctors felt that they could better serve their clients if they had knowledge of who they were. (Bazron, Isaacs...)

Cultural Competence is a set of behaviors derived from the core values that lead to equitable outcomes for all students
IEL Hand out

8/24/2015




Culturally Competent Leadership:
*Seeking Excellence & Equity
With Diverse Learners*

Prepared for
**Calhoun County School
District**

August 26-27, 2015
Prepared by the Southeastern Equity Center
Dr. Donna Elam & Dr. Verdell Roberts

Session Objectives




Overall purpose: To build Culturally Competent knowledge and strategies into teaching and learning:

Today, participants will:


- Better Understand the connection of the District's Activities on diversity & cultural competence with the Consent Decree
- Identify barriers to positive school climate and effective instruction
- Discuss best practices that attribute to positive school climate for academic success with diverse student populations.

Section I




Findings & Discussion Points


8/24/2015

Consent Decree 

Hearing from Calhoun County School Leadership


Findings in Focus Groups+ 

- ✓ Positive & Willing Leadership
- ✓ School Wide Awareness of Consent Decree, but not the details
- ✓ Discipline Data Reviewed by Principals & Assistant Principals,
- ✓ Assistant Principals mostly responsible for consequences of student behavior


SEC Considerations 

- ✓ Expand understanding of tenants of the Consent Decree to Faculty/Staff
- ✓ Revisit, revise & expand policies & structures to analyze data (Discipline/Achievement)
- ✓ Systemically integrate best practices working with diverse students

8/24/2015


Section II 

Your Role As Leader for the Work of The Teams:
What Structures I Have Now?
What Can I Do?

Structures & Practices 


Here are some areas to consider:

- School Plan (that tracks discipline data)
- Committees (Academic, Behavior...)
- Data Analysis Reporting & Schedule (How Often)
- Staff Development provided (Code of Conduct Policies and Practices, Instructional)
- Principals meetings with Committees
- Other?

Section III 

Direction of the District:
All Schools Have?
Discussion of Options & Revisions.

8/24/2015

District Direction on Discipline 

GUIDING PRINCIPLE 1:


- CLIMATE AND PREVENTION (SEC)

GUIDING PRINCIPLE 2:

- CLEAR, APPROPRIATE, AND CONSISTENT EXPECTATIONS AND CONSEQUENCES (CHAMPS)

GUIDING PRINCIPLE 3:


- EQUITY AND CONTINUOUS IMPROVEMENT (SEC)

Guide to Effective Discipline 

Principle 1: Climate and Prevention: Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening


Principle 2: Expectations and Consequences: Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement

Principle 3: Equity and Continuous Improvement: Schools that build staff capacity and continuously evaluate the school's discipline policies and practices are more likely to ensure fairness and equity


Section IV 

**Making the Connections:
Diversity, Discipline &
Achievement**


8/24/2015

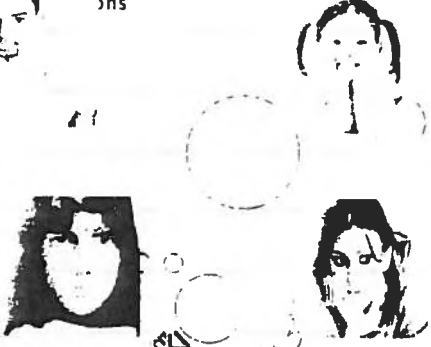
Barriers to Effective Schools 

What are some of the barriers that may prevent effective schools?


At First Sight 

What stereotypes might be attributed to these students?


Education of Stereot  ns



8/24/2015


Let's take a look... 

Subconscious racial bias in children

Beginning the Work Together 

At your tables, please discuss the implications of the implicit bias activities for the work ahead in addressing discipline and diversity.

- Select a scribe and reporter to present to the group.
- Directions for the Job-embedded assignment will be presented for next steps

To Begin 

Today's activities provide some first steps

8/24/2015

Define the Terms

At your seats, please form groups of 5 and define these terms. Choose a scribe, reporter, and timekeeper for the group. Develop a working definition for your team and then we will report out.

- Diversity
- Equality
- Equity
- Cultural Competence


Diversity

- Diversity –


Equality

- Equality –


8/24/2015

Equity 

- Equity –

Cultural Competence 

- Cultural Competence is a developmental process. It requires organizations to have
 - a defined set of values & principles and demonstrate behaviors, attitudes, policies & structures that enable them to work effectively cross-culturally, and
 - the capacity to value diversity, conduct self-assessment, manage the dynamics of difference, acquire & institutionalize cultural knowledge, & adapt to diversity and the cultural contexts of the communities they serve
 - KNOWLEDGE & SKILL SET NEEDED TO BE EFFECTIVE!

Cultural Competence Model 

Elam, Robinson, & McCloud bridged culturally competent leadership to effective leadership (related to student achievement) and social justice leadership (related to equity) to reflect Glanz's assertion that cultural leadership serves as the foundation for all other forms of leadership.

© 2013 National Leadership and Preparation Study for the Middle Grades of the Leadership 2013

8/24/2015

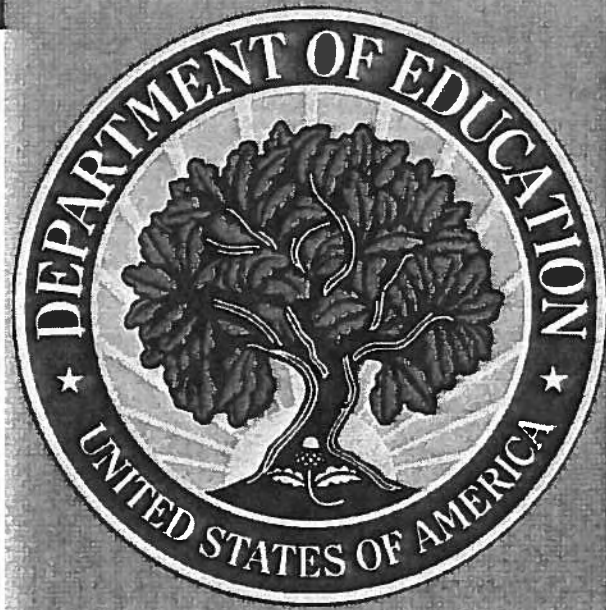
Recap of Best Practices

- Change codes of conduct to ensure that exclusion is a measure of last resort
- Systemwide positive behavior interventions & supports
- Support & training for teachers and leaders
- Monitoring discipline data
- Social & emotional strategies

Contact

Southeastern Equity Center

- Dr. Donna Elam, 407 739-0592
- Dr. Verdell Roberts, 203 641-3702



Guiding Principles

*A Resource
Guide for
Improving
School Climate
and Discipline*

U.S. Department of
Education

Guiding Principles
A Resource Guide for Improving School Climate and Discipline

January 2014

U.S. Department of Education

U.S. Department of Education
Arne Duncan
Secretary

January 2014

This report is in the public domain. Authorization to reproduce it in whole or in part is granted.

While permission to reprint this publication is not necessary, the citation should be: U.S. Department of Education, *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*, Washington, D.C., 2014.

This resource is available on the Department's website at www.ed.gov/school-discipline.

Availability of Alternate Formats

Requests for documents in alternate formats such as Braille, large print or computer diskettes should be submitted to the Alternate Format Center by calling 202-260-0852 or by contacting the 504 coordinator via email at om_eeos@ed.gov.

Notice of Language Assistance

Notice of Language Assistance: If you have difficulty understanding English, you may, free of charge, request language assistance services for this Department information by calling 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339), or email us at: Ed.Language.Assistance@ed.gov.

Aviso a personas con dominio limitado del idioma inglés: Si usted tiene alguna dificultad en entender el idioma inglés, puede, sin costo alguno, solicitar asistencia lingüística con respecto a esta información llamando al 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339), o envíe un mensaje de correo electrónico a: Ed.Language.Assistance@ed.gov.

給英語能力有限人士的通知: 如果您不懂英語, 或者使用英語有困難, 您可以要求獲得向大眾提供的語言協助服務, 幫助您理解教育部資訊。這些語言協助服務均可免費提供。如果您需要有關口譯或筆譯服務的詳細資訊, 請致電 1-800-USA-LEARN (1-800-872-5327) (聽語障人士專線: 1-800-877-8339), 或電郵: Ed.Language.Assistance@ed.gov。

Thông báo dành cho những người có khả năng Anh ngữ hạn chế: Nếu quý vị gặp khó khăn trong việc hiểu Anh ngữ thì quý vị có thể yêu cầu các dịch vụ hỗ trợ ngôn ngữ cho các tin tức của Bộ dành cho công chúng. Các dịch vụ hỗ trợ ngôn ngữ này đều miễn phí. Nếu quý vị muốn biết thêm chi tiết về các dịch vụ phiên dịch hay thông dịch, xin vui lòng gọi số 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339), hoặc email:

Ed.Language.Assistance@ed.gov.

영어 미숙자를 위한 공고: 영어를 이해하는 데 어려움이 있으신 경우, 교육부 정보 센터에 일반인 대상 언어 지원 서비스를 요청하실 수 있습니다. 이러한 언어 지원 서비스는 무료로 제공됩니다. 통역이나 번역 서비스에 대해 자세한 정보가 필요하신 경우, 전화번호 1-800-USA-LEARN (1-800-872-5327) 또는 청각 장애인용 전화번호 1-800-877-8339 또는 이메일주소 Ed.Language.Assistance@ed.gov 으로 연락하시기 바랍니다.

Paunawa sa mga Taong Limitado ang Kaalaman sa English: Kung nahihirapan kayong makaintindi ng English, maaari kayong humingi ng tulong ukol dito sa inpormasyon ng Kagawaran mula sa nagbibigay ng serbisyo na pagtulong kaugnay ng wika. Ang serbisyo na pagtulong kaugnay ng wika ay libre. Kung kailangan ninyo ng dagdag na impormasyon tungkol sa mga serbisyo kaugnay ng pagpapaliwanag o pagsasalin, mangyari lamang tumawag sa 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339), o mag-email sa: Ed.Language.Assistance@ed.gov.

Уведомление для лиц с ограниченным знанием английского языка: Если вы испытываете трудности в понимании английского языка, вы можете попросить, чтобы вам предоставили перевод информации, которую Министерство Образования доводит до всеобщего сведения. Этот перевод предоставляется бесплатно. Если вы хотите получить более подробную информацию об услугах устного и письменного перевода, звоните по телефону 1-800-USA-LEARN (1-800-872-5327) (служба для слабослышащих: 1-800-877-8339), или отправьте сообщение по адресу: Ed.Language.Assistance@ed.gov.

Contents

Foreword..... i

Introduction..... 1

Executive Summary..... 2

Guiding Principle 1: Climate and Prevention..... 5

 ACTION STEPS 5

 (1) Engage in deliberate efforts to create positive school climates. 5

 (2) Prioritize the use of evidence-based prevention strategies, such as tiered supports, to promote positive student behavior. 6

 (3) Promote social and emotional learning to complement academic skills and encourage positive behavior..... 7

 (4) Provide regular training and supports to all school personnel – including teachers, principals, support staff, and school-based law enforcement officers – on how to engage students and support positive behavior..... 7

 (5) Collaborate with local mental health, child welfare, law enforcement, and juvenile justice agencies and other stakeholders to align resources, prevention strategies, and intervention services. 8

 (6) Ensure that any school-based law enforcement officers’ roles focus on improving school safety and reducing inappropriate referrals to law enforcement. 9

Guiding Principle 2: Clear, Appropriate, and Consistent Expectations and Consequences 11

 ACTION STEPS 12

 (1) Set high expectations for behavior and adopt an instructional approach to school discipline..... 12

 (2) Involve families, students, and school personnel in the development and implementation of discipline policies or codes of conduct, and communicate those policies regularly and clearly... 12

 (3) Ensure that clear, developmentally appropriate, and proportional consequences apply for misbehavior. 13

 (4) Create policies that include appropriate procedures for students with disabilities and due process for all students..... 14

 (5) Remove students from the classroom only as a last resort, ensure that any alternative settings provide students with academic instruction, and return students to their regular class as soon as possible..... 14

Guiding Principle 3: Equity and Continuous Improvement 16

 ACTION STEPS 16

 (1) Train all school staff to apply school discipline policies and practices in a fair and equitable manner so as not to disproportionately impact students of color, students with disabilities, or at-risk students..... 16

- (2) Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences. 17

Sources for Further Reading and More Information..... 19

Guiding Principle 1: Climate and Prevention..... 19

Guiding Principle 2: Clear, Appropriate, and Consistent Expectations and Consequences..... 20

Guiding Principle 3: Equity and Continuous Improvement..... 20

Federal Guidance and Resources Referenced in this Guide 20

FOREWORD

January 8, 2014



Dear Colleague:

Our goal of preparing all students for college, careers, and civic life cannot be met without first creating safe schools where effective teaching and learning can take place. Simply put, no school can be a great school — and ultimately prepare all students for success — if it is not first a safe school.

Creating and maintaining such schools is both challenging and complex. Even though national rates of school violence have decreased overall,¹ too many schools are still struggling to create the nurturing, positive, and safe environments that we know are needed to boost student achievement and success.

No student or adult should feel unsafe or unable to focus in school, yet this is too often a reality. Simply relying on suspensions and expulsions, however, is not the answer to creating a safe and productive school environment. Unfortunately, a significant number of students are removed from class each year — even for minor infractions of school rules — due to exclusionary discipline practices, which disproportionately impact students of color and students with disabilities. For example,

- Nationwide, data collected by our Office for Civil Rights show that youths of color and youths with disabilities are disproportionately impacted by suspensions and expulsions. For example, data show that African-American students without disabilities are more than three times as likely as their white peers without disabilities to be expelled or suspended. Although students who receive special education services represent 12 percent of students in the country, they make up 19 percent of students suspended in school, 20 percent of students receiving out-of-school suspension once, 25 percent of students receiving multiple out-of-school suspensions, 19 percent of students expelled, 23 percent of students referred to law enforcement, and 23 percent of students receiving a school-related arrest.²

¹ Robers, S., Kemp, J., and Truman, J. (2013). *Indicators of School Crime and Safety: 2012* (NCES 2013-036/NCJ 241446). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. Available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013036>.

² Statistics are drawn from unpublished (as of January 8, 2014) data collected by the Civil Rights Data Collection (CRDC) for the 2011-12 school year. Additional information and publicly available data from the CRDC can be found at <http://ocrdata.ed.gov>.

- In Texas, a groundbreaking longitudinal study of nearly 1 million students found that nearly six in 10 public school students studied were suspended or expelled at least once over a six-year period during their 7th to 12th-grade years; 15 percent of those students were disciplined 11 or more separate times.³
- One study found that 95 percent of out-of-school suspensions were for nonviolent, minor disruptions such as tardiness or disrespect.⁴

The widespread overuse of suspensions and expulsions has tremendous costs. Students who are suspended or expelled from school may be unsupervised during daytime hours and cannot benefit from great teaching, positive peer interactions, and adult mentorship offered in class and in school. Suspending students also often fails to help them develop the skills and strategies they need to improve their behavior and avoid future problems. Suspended students are less likely to graduate on time and more likely to be suspended again, repeat a grade, drop out of school, and become involved in the juvenile justice system.

When carried out in connection with zero-tolerance policies, such practices can erode trust between students and school staff, and undermine efforts to create the positive school climates needed to engage students in a well-rounded and rigorous curriculum. In fact, research indicates an association between higher suspension rates and lower schoolwide academic achievement and standardized test scores. Schools and taxpayers also bear the steep direct and indirect costs from the associated grade retention and elevated school dropout rates.

These costs are too high. I encourage America's educators to proactively redesign discipline policies and practices to more effectively foster supportive and safe school climates. That is why today I am calling on state, district, and school leaders to reexamine school discipline in light of three guiding principles that are grounded in our work with a wide variety of high-achieving and safe schools, emerging research, and consultation with experts in the field.

First, take deliberate steps to create the positive school climates that can help prevent and change inappropriate behaviors. Such steps include training staff, engaging families and community partners, and deploying resources to help students develop the social, emotional, and conflict resolution skills needed to avoid and de-escalate problems. Targeting student supports also helps students address the underlying causes of misbehavior, such as trauma, substance abuse, and mental health issues.

³ Fabelo, T., Thompson, M. D., Plotkin, M., Carmichael, D., Marchbanks, M. P. III, and Booth E. A. (2011). *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. New York: Council of State Governments Justice Center; Public Policy Research Institute at Texas A&M University. Available at <http://csgjusticecenter.org/youth/breaking-schools-rules-report>.

⁴ Boccanfuso, C. and Kuhfeld M. (2011). *Multiple Responses, Promising Results: Evidence-Based, Nonpunitive Alternatives to Zero Tolerance* (Publication #2011-09). Washington, DC: Child Trends, citing Skiba, R. (2000). *Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice*. Bloomington, IN: Education Policy Center Indiana University.

Second, ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior. By holding students accountable for their actions in developmentally appropriate ways, students learn responsibility, respect, and the bounds of acceptable behavior in our schools and society. This also means relying on suspension and expulsion only as a last resort and for appropriately serious infractions, and equipping staff with alternative strategies to address problem behaviors while keeping all students engaged in instruction to the greatest extent possible.

Finally, schools must understand their civil rights obligations and strive to ensure fairness and equity for all students by continuously evaluating the impact of their discipline policies and practices on all students using data and analysis.

Emerging reforms at the state and district levels reflect these approaches as well. States are revising discipline laws to enhance local discretion, curtail zero-tolerance requirements, and encourage the development of alternative disciplinary approaches such as restorative justice. At the district level, reforms have included adding social and emotional learning to curricula, implementing positive behavioral intervention and support frameworks, building and sustaining community partnerships, replacing suspension rooms with learning centers, and assembling intervention teams to help struggling students and their families.

To help other states and districts build on these examples of promising practices and reforms, I am pleased to announce the release of a resource package that can assist them, as well as schools, in crafting local solutions to enhance school safety and improve school discipline. The package includes the following:

- ***Dear Colleague*** guidance letter, prepared with our partners at the U.S. Department of Justice, describing how schools can meet their obligations under federal law to administer student discipline without discriminating on the basis of race, color, or national origin;
- ***“Guiding Principles”*** document, which draws from emerging research and best practices to describe three key principles and related action steps that can help guide state- and locally controlled efforts to improve school climate and school discipline;
- ***Directory of Federal School Climate and Discipline Resources***, which indexes the extensive federal technical assistance and other resources on school discipline and climate available to schools and districts;
- The online ***Compendium of School Discipline Laws and Regulations***, which catalogues the laws and regulations related to school discipline in each of the 50 states, the District of Columbia, and Puerto Rico, and compares laws across states and jurisdictions; and
- ***Overview of the Supportive School Discipline Initiative***, which outlines recent federal efforts on these issues.

It is difficult work to create schools that are safe and free of violence, where teachers can concentrate on teaching and, to the greatest extent possible, all students are in class and focused on learning. But it is possible. It is also essential to our nation’s efforts to expand and accelerate

student success and achievement. I hope you find these guidance resources helpful, and I thank you for all that you do every day to educate America's youths.

Sincerely,

/s/

Arne Duncan

INTRODUCTION

Developing positive school climates and improving school discipline policies and practices are critical steps to raising academic achievement and supporting student success. However, there is no single formula for doing so. Rather, the growing body of research and best practices in the field should inform locally developed approaches to improving school climate and discipline policies and practices.

The U.S. Department of Education (ED) is issuing this resource guide to assist states, school districts, charter school operators, school staff, parents, students, and other stakeholders who are seeking to develop school climate and school discipline policies and practices that are both locally tailored and grounded in recognized promising practices and research.*

ED's work with a wide range of safe and successful schools, review of research and evaluation, and consultation with the field and federal partners have revealed that a broad range of high-achieving schools typically share a number of common approaches to creating

* As non-regulatory guidance, the extent to which states and school districts implement the suggestions in this resource guide is a matter for state and local school officials to decide using their professional judgment, especially in applying this information to specific situations and circumstances. This document does not set forth any new requirements, does not create or confer any rights for or on any person, or require specific actions by any state, locality, school, or school district.

For guidance on schools' legal obligations to administer student discipline without discriminating on the basis of race, color, or national origin as required by the federal civil rights laws, readers should consult the "Dear Colleague" guidance letter issued by ED and the U.S. Department of Justice (DOJ) available at <http://www.ed.gov/school-discipline/>.

safe and supportive conditions for learning. These schools take deliberate steps to create positive school climates and prevent student misbehavior; ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior; and cultivate an expectation of continuous improvement driven by data and analysis to ensure fairness and equity for all students.

Drawing from these common approaches, ED has identified three guiding principles for policymakers, district officials, school leaders, and stakeholders to consider as they work to improve school climate and discipline:

- (1) Create positive **climates and focus on prevention**;
- (2) Develop **clear, appropriate, and consistent expectations and consequences** to address **disruptive student behaviors**; and
- (3) Ensure **fairness, equity, and continuous improvement**.

We also identify applicable action steps and relevant research and resources for each guiding principle.¹ In addition, the *Directory of Federal School Climate and Discipline Resources* in Appendix 1 lists all federal technical assistance, research, and other resources related to these issues. The *Compendium of School Discipline Laws and Regulations for each of the 50 states, Washington, D.C., and Puerto Rico* in Appendix 2 provides instructions for how to access an online tool focused on state-level laws and regulations related to school discipline.

Our goal in providing this information is to highlight ways in which states and school districts can promote academic excellence by creating safe and productive learning environments for all students, at all schools,

EXHIBIT E

AGENDA
ADMINISTRATOR MEETING
CALHOUN COUNTY BOARD OF EDUCATION
JULY 30, 2015
8:00 am

A. OPENING COMMENTS ✓

B. INSPIRATIONAL MOMENT ✓

~ Summer Davis

C. JOE DYAR ✓

~ Cynthia McCarty

~ Updates

D. WHIT COLVIN ✓

~ Administrator Training for Unitary Status

E. ED ROE ✓

~ CIP Plan

~ Educate Alabama

~ JSU Student Intern List

~ History Textbooks

~ Senior Project

F. RANDY REAVES ✓

~ Safety/Security Updates

G. HOLLY BOX ✓

~ Title II Updates

~ Formative Assessments Schedule

~ Report Card/Progress Report Schedule

~ DIBELS Materials

H. JENEL TRAVIS ✓

~ Technology

- October 15 - status report

Every school should mirror the district... 6.3%

Calhoun County Schools
 Administrators Meeting
 July 30, 2015

Signature	School
Michael Graham	OHS
Holly Bus	Central office
Jim Mueller	AES
Charlene Hill	CO
Jackie Wilbur	CO
Dennis Williams	WPM
Marta NY	OES
Derek	SHS
Tom (not)	PVHS
Ch. Hayes	WWHS
Wendy England	SMS
Karin Gindler	SES
May Stonebraker	CCBOE
Angela Bonds	CCBOE
Tracy Brazier	SMS
Chad mato	WPM
Matthew	WPE
Cystal	SES
Whaley	SHS
Wendy Williams	WPM

Calhoun County Schools
Administrators Meeting
July 30, 2015

Signature	School
Donald Turner	C.O.
Mark Halley	Alexandria HS
Jerril Stans	Technology
Dany O'Dell	AHS
Sonia Parris	C.O.
E. Lee	C.O.
Randy Reaves	C.O.

**Calhoun County Schools
Administrators Meeting
July 30, 2015**

Signature	School
Mark P... ..	PVHS.
Bonita Al lisa	Trans.
Maria Harris	AEP
Derrell Callaway	Weaver High
James Al lisa	WAE
Alicia Karos	PVE
Shannon Finley	HHS
John Hood	OES
Lyana Hopkin	PVE
John Ward	INPHS
Robi Kins	CCAEP
Jordan Weathers	WWE
SUMMERSANO	WES
Janice Edwards	WIPES
Amber Ray	WES
Alba Kemp	AES
Jerry Wallace	AES
Lesa Cotta	CO

Calhoun County Schools
 Administrators Meeting
 July 30, 2015

Signature	School
Chadler Hill	CO
Rachie Williams	CO
Denny Pollock	WPMG
Marta NY	UES
Derek OR	SHS
Lynn (T)	PVHS
Ch. Hayes	WVHS
Wendy England	SMS
Karin Gindler	SES
Mary Stone	CCBOE
Angela Pines	CCBOE
Tracy Brazier	SMS
Chad ...	WPMG
Smith	WPE
Cynthia	SHS
J. White	SHS

Calhoun County Schools
Administrators Meeting
July 30, 2015

Signature	School
Donald Turner	C.O
Mark Holley	Alexandria HS
Paul Davis	Technology
Jina Parris	C.O.
[Signature]	CO
Randy Reames	CO

EXHIBIT F

Disposition Report List

Date: Wednesday, December 9, 2015

**School
Year2014-
2015**

**Discipline
Report for
Court**

School	Name	Grade Level	Ethnicity	Gender	is Hispanic	Primary Exceptionality	Infraction	Disposition	Action
Alexandria Elementary		00	Black/African American	Male	N		210L-Scuffle NS	In-School Detention	
Alexandria Elementary		00	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	
Alexandria Elementary		00	Black/African American	Male	N		210L-Scuffle NS	Time Out	Call To Parent
Alexandria Elementary		00	Black/African American	Male	N		102-Other Minor Violation	SIR 7 Corporal Punishment	
Alexandria Elementary		00	Black/African American	Female	N		224L-Other Intermediate Violation NS	Time Out	Call To Parent
Alexandria Elementary		00	Black/African American	Female	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary		00	Black/African American	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary		00	Black/African American	Male	N		224L-Other Intermediate Violation NS	Student Conference	Call To Parent
Alexandria Elementary		00	Black/African American	Male	N		102-Other Minor Violation	SIR 7 Corporal Punishment	
Alexandria Elementary		00	Multi Race - Two or More Races	Female	N		214L-Rude, Disrespectful Behavior NS	Student Conference	Call To Parent
Alexandria Elementary		00	White	Male	N		202L-Rebelliousness	Time Out	Call To Parent
Alexandria Elementary		00	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary		00	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent

Alexandria Elementary	00	White	Male	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	00	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		209L-Bullying/Intimidation NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	00	White	Male	N		100L-Minor Bus Citation NS	Student Conference	
Alexandria Elementary	00	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	00	White	Male	N		211L-Profanity / Vulgarity NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	00	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	00	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	
Alexandria Elementary	00	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	00	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	00	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Female	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	Student Conference	
Alexandria Elementary	00	White	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	00	White	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	00	White	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	00	White	Female	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	00	White	Female	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent

Alexandria Elementary	00	White	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria Elementary	00	White	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	00	White	Male	N		224L-Other Intermediate Violation NS	Time Out	Letter To Parent
Alexandria Elementary	00	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		201-Failure To Complete Discipline	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		203-Stealing/Possess@\$10 Or Less	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	00	White	Male	N		224L-Other Intermediate Violation NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	00	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		224L-Other Intermediate Violation NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		224L-Other Intermediate Violation NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	00	White	Female	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Alexandria Elementary	00	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent

Alexandria Elementary	00	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		214L-Rude, Disrespectful Behavior NS	Student Conference	Call To Parent
Alexandria Elementary	00	White	Female	N		100L-Minor Bus Citation NS	Warning	Call To Parent
Alexandria Elementary	00	White	Female	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Female	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Female	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	00	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria Elementary	00	White	Female	N		203L-Stealing/Possess@\$10 Or Less NS	In-School Detention	Call To Parent
Alexandria Elementary	00	White	Female	N		203L-Stealing/Possess@\$10 Or Less NS	Student Conference	Call To Parent
Alexandria Elementary	00	White	Female	N		214L-Rude, Disrespectful Behavior NS	Time Out	Letter To Parent
Alexandria Elementary	00	White	Female	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	00	White	Female	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Female	N		208L-Excessive Distraction of Other NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Female	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Female	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N	Autism	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent

Alexandria Elementary	00	White	Male	N	Autism	224L-Other Intermediate Violation NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N	Autism	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	00	White	Male	N	Autism	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria Elementary	00	White	Male	N	Autism	100L-Minor Bus Citation NS	Warning	Call To Parent
Alexandria Elementary	00	White	Female	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Female	N		211L-Profanity / Vulgarity NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Female	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	00	White	Female	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	00	White	Male	N		224L-Other Intermediate Violation NS	Student Conference	Call To Parent
Alexandria Elementary	00	White	Male	N	Speech or Language Impairment	214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	00	White	Male	N	Autism	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	00	White	Male	N	Autism	210L-Scuffle NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N	Speech or Language Impairment	209-Bullying/Intimidation	SIR 1 Suspended/Out of School	Call To Parent
Alexandria Elementary	00	White	Male	N	Speech or Language Impairment	210L-Scuffle NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N	Speech or Language Impairment	214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N	Speech or Language Impairment	214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent

Alexandria Elementary	00	White	Male	N	Speech or Language Impairment	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Alexandria Elementary	00	White	Male	N	Speech or Language Impairment	214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N	Speech or Language Impairment	210L-Scuffle NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		100-Minor Bus Citation	Warning	
Alexandria Elementary	00	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		100-Minor Bus Citation	Warning	
Alexandria Elementary	00	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	
Alexandria Elementary	00	White	Male	N		100-Minor Bus Citation	Removed From Bus	
Alexandria Elementary	00	White	Male	N		202L-Rebelliousness	Time Out	Call To Parent
Alexandria Elementary	00	White	Male	N		100-Minor Bus Citation	Removed From Bus	
Alexandria Elementary	00	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	01	Black/African American	Male	N	Determined Ineligible	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Alexandria Elementary	01	White	Female	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	01	White	Male	N		102-Other Minor Violation	SIR 7 Corporal Punishment	
Alexandria Elementary	01	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	01	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent

Alexandria Elementary	01	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment
Alexandria Elementary	01	White	Female	N		100L-Minor Bus Citation NS	
Alexandria Elementary	01	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus
Alexandria Elementary	01	White	Female	N		100L-Minor Bus Citation NS	Warning
Alexandria Elementary	01	White	Female	N	Determined Ineligible	208L-Excessive Distraction of Other NS	In-School Detention
Alexandria Elementary	01	White	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus
Alexandria Elementary	01	White	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus
Alexandria Elementary	01	White	Female	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	Student Conference
Alexandria Elementary	01	White	Female	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment
Alexandria Elementary	01	White	Female	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment
Alexandria Elementary	01	White	Female	N		100L-Minor Bus Citation NS	Warning
Alexandria Elementary	01	White	Female	N		202L-Rebelliousness	Student Conference Call To Parent
Alexandria Elementary	01	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment
Alexandria Elementary	01	White	Male	N	Autism	100L-Minor Bus Citation NS	Removed From Bus
Alexandria Elementary	01	White	Male	N	Autism	100L-Minor Bus Citation NS	Removed From Bus Call To Parent
Alexandria Elementary	01	White	Male	N	Autism	100L-Minor Bus Citation NS	Removed From Bus
Alexandria Elementary	01	White	Male	N	Autism	100L-Minor Bus Citation NS	Removed From Bus
Alexandria Elementary	01	White	Male	N	Autism	100L-Minor Bus Citation NS	Warning
Alexandria Elementary	01	White	Male	N	Autism	100L-Minor Bus Citation NS	Removed From Bus
Alexandria Elementary	01	White	Male	N	Autism	100L-Minor Bus Citation NS	Removed From Bus

Alexandria Elementary	01	White	Female	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	01	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	01	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	01	White	Male	N		202L-Rebelliousness	Time Out	Call To Parent
Alexandria Elementary	01	White	Male	N		202L-Rebelliousness	Time Out	Call To Parent
Alexandria Elementary	01	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria Elementary	01	White	Male	N		100L-Minor Bus Citation NS	Student Conference	
Alexandria Elementary	01	White	Male	N	Determined Ineligible	102L-Other Minor Violation NS	Time Out	
Alexandria Elementary	01	White	Male	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	Time Out	
Alexandria Elementary	01	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	In-School Detention	
Alexandria Elementary	01	White	Female	N		210-Scuffle	In-School Detention	
Alexandria Elementary	01	White	Female	N		202L-Rebelliousness		
Alexandria Elementary	01	White	Female	N		208L-Excessive Distraction of Other NS	In-School Detention	
Alexandria Elementary	01	White	Female	N	Other Health Impairment	202-Rebelliousness	SIR 7 Corporal Punishment	
Alexandria Elementary	01	White	Male	N	Emotional Disability	404-Assault & Battery on Personnel	SIR 1 Suspended/Out of School	
Alexandria Elementary	01	White	Male	N	Emotional Disability	202-Rebelliousness	SIR 7 Corporal Punishment	
Alexandria Elementary	01	White	Male	N	Emotional Disability	404-Assault & Battery on Personnel	SIR 1 Suspended/Out of School	Call To Parent
Alexandria Elementary	01	White	Male	N		101BL-Refusal To Follow Rules NS		

Alexandria Elementary	01	White	Male	N	102-Other Minor Violation	SIR 7 Corporal Punishment	
Alexandria Elementary	01	White	Male	N	202L-Rebelliousness	Time Out	Call To Parent
Alexandria Elementary	01	White	Male	N	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	01	White	Male	N	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	01	White	Male	N	102-Other Minor Violation	SIR 7 Corporal Punishment	
Alexandria Elementary	01	White	Male	N	102L-Other Minor Violation NS	Parent Contact	
Alexandria Elementary	01	White	Male	N	100L-Minor Bus Citation NS	Warning	Letter To Parent
Alexandria Elementary	01	White	Male	N	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria Elementary	01	White	Male	N	210L-Scuffle NS	In-School Detention	Call To Parent
Alexandria Elementary	02	Asian	Male	N	214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	02	Asian	Male	N	224L-Other Intermediate Violation NS	Time Out	Letter To Parent
Alexandria Elementary	02	Asian	Male	N	202L-Rebelliousness	Time Out	Call To Parent
Alexandria Elementary	02	Asian	Male	N	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	02	Asian	Male	N	208L-Excessive Distraction of Other NS	Time Out	Call To Parent
Alexandria Elementary	02	Asian	Male	N	224-Other Intermediate Violation	Time Out	Call To Parent
Alexandria Elementary	02	Asian	Male	N	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Alexandria Elementary	02	Asian	Male	N	202L-Rebelliousness	In-School Detention	Letter To Parent
Alexandria Elementary	02	Asian	Male	N	210-Scuffle	Time Out	Call To Parent
Alexandria Elementary	02	Asian	Male	N	202-Rebelliousness	SIR 7 Corporal Punishment	

Alexandria Elementary	02	Asian	Male	N		210L-Scuffle NS	Time Out	Call To Parent
Alexandria Elementary	02	Black/African American	Female	N		202L-Rebelliousness	Time Out	Call To Parent
Alexandria Elementary	02	Black/African American	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	02	Black/African American	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	02	Black/African American	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	02	Black/African American	Male	N	Determined Ineligible	203L-Stealing/Possess@\$10 Or Less NS	In-School Detention	Call To Parent
Alexandria Elementary	02	Black/African American	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	02	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	02	White	Male	N		224L-Other Intermediate Violation NS	Warning	Call To Parent
Alexandria Elementary	02	White	Male	N		321-Threat To Cause Serious Harm	SIR 1 Suspended/Out of School	Call To Parent
Alexandria Elementary	02	White	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Alexandria Elementary	02	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	02	White	Female	N		100L-Minor Bus Citation NS	Parent Contact	
Alexandria Elementary	02	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	02	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	02	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	02	White	Male	N		215L-Inappropriate Display Of Affection NS	Time Out	Call To Parent
Alexandria Elementary	02	White	Male	N		211L-Profanity / Vulgarity NS	Time Out	Call To Parent
Alexandria Elementary	02	White	Female	N		202L-Rebelliousness	In-School Detention	

Alexandria Elementary	02	White	Female	N		202L-Rebelliousness	Student Conference	Call To Parent
Alexandria Elementary	02	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	02	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	02	White	Male	Y		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Alexandria Elementary	02	White	Male	Y		209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Alexandria Elementary	02	White	Male	Y		203L-Stealing/Possess@\$10 Or Less NS	In-School Detention	Call To Parent
Alexandria Elementary	02	White	Male	Y		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	02	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	02	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	02	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria Elementary	02	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	02	White	Male	N		100L-Minor Bus Citation NS	Student Conference	
Alexandria Elementary	02	White	Female	N	Specific Learning Disability	224L-Other Intermediate Violation NS	Time Out	Call To Parent
Alexandria Elementary	02	White	Female	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	02	White	Male	N	Autism	102-Other Minor Violation	In-School Detention	
Alexandria Elementary	02	White	Male	N	Autism	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	02	White	Male	N	Autism	224-Other Intermediate Violation	SIR11 Suspended/In-School	
Alexandria Elementary	02	White	Male	N	Autism	211L-Profanity / Vulgarity NS	Time Out	Call To Parent

Alexandria Elementary	02	White	Male	N	Autism	214L-Rude, Disrespectful Behavior NS	Time Out	Letter To Parent
Alexandria Elementary	02	White	Male	N	Autism	224L-Other Intermediate Violation NS	Time Out	Call To Parent
Alexandria Elementary	02	White	Male	N	Autism	202L-Rebelliousness	Time Out	Call To Parent
Alexandria Elementary	02	White	Male	N	Autism	202L-Rebelliousness	Time Out	Letter To Parent
Alexandria Elementary	02	White	Male	N	Autism	202L-Rebelliousness	Time Out	Letter To Parent
Alexandria Elementary	02	White	Male	N	Autism	202L-Rebelliousness	Student Conference	
Alexandria Elementary	02	White	Male	N	Autism	101DL-Refusal To Follow Directions NS	Time Out	Call To Parent
Alexandria Elementary	02	White	Male	N	Autism	224L-Other Intermediate Violation NS	Time Out	Call To Parent
Alexandria Elementary	02	White	Male	N	Autism	101DL-Refusal To Follow Directions NS	Time Out	Parent Conference
Alexandria Elementary	02	White	Male	N	Autism	202L-Rebelliousness	In-School Detention	
Alexandria Elementary	02	White	Male	N	Specific Learning Disability	215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	02	White	Male	N	Specific Learning Disability	101DL-Refusal To Follow Directions NS	Time Out	Call To Parent
Alexandria Elementary	02	White	Male	N	Specific Learning Disability	210L-Scuffle NS		
Alexandria Elementary	02	White	Male	N		211L-Profanity / Vulgarity NS	Time Out	Call To Parent
Alexandria Elementary	02	White	Female	N	Specific Learning Disability	210L-Scuffle NS	Time Out	Call To Parent
Alexandria Elementary	02	White	Male	N		208L-Excessive Distraction of Other NS	Time Out	Call To Parent
Alexandria Elementary	02	White	Male	N		202L-Rebelliousness	Time Out	Call To Parent

Alexandria Elementary	02	White	Male	N	Autism	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	02	White	Male	N	Autism	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	02	White	Male	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Alexandria Elementary	02	White	Female	N	Intellectual Disability	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	02	White	Female	N	Intellectual Disability	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	02	White	Female	N	Intellectual Disability	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria Elementary	02	White	Female	N	Speech or Language Impairment	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	02	White	Female	N	Speech or Language Impairment	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Alexandria Elementary	02	White	Female	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	In-School Detention	
Alexandria Elementary	02	White	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Principal/Parent Con
Alexandria Elementary	03	Black/African American	Female	N		101BL-Refusal To Follow Rules NS	Student Conference	Call To Parent
Alexandria Elementary	03	Black/African American	Female	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	03	Black/African American	Female	N	Gifted	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	03	Multi Race - Two or More Races	Male	N		100L-Minor Bus Citation NS	Warning	Call To Parent
Alexandria Elementary	03	Multi Race - Two or More Races	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	03	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	

Alexandria Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria Elementary	03	White	Male	N		202L-Rebelliousness	Time Out	Call To Parent
Alexandria Elementary	03	White	Male	N		224L-Other Intermediate Violation NS	Time Out	Call To Parent
Alexandria Elementary	03	White	Female	N	Other Health Impairment	100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	03	White	Female	N	Other Health Impairment	100L-Minor Bus Citation NS	Parent Contact	
Alexandria Elementary	03	White	Female	N	Other Health Impairment	100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	03	White	Female	N	Other Health Impairment	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	03	White	Female	N	Other Health Impairment	100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	03	White	Female	N	Other Health Impairment	100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	03	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Alexandria Elementary	03	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Alexandria Elementary	03	White	Male	N		301-Stealing/Possess Stolen > \$10	SIR 7 Corporal Punishment	

Alexandria Elementary	03	White	Female	N	Speech or Language Impairment	209-Bullying/Intimidation	Removed From Bus	Call To Parent
Alexandria Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	03	White	Male	N	Autism	100-Minor Bus Citation	Parent Contact	
Alexandria Elementary	03	White	Male	N	Autism	102-Other Minor Violation	SIR 7 Corporal Punishment	
Alexandria Elementary	03	White	Male	N	Autism	224L-Other Intermediate Violation NS	Time Out	Call To Parent
Alexandria Elementary	03	White	Male	N	Autism	214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	03	White	Male	N	Autism	102-Other Minor Violation	SIR 7 Corporal Punishment	
Alexandria Elementary	03	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	03	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	03	White	Female	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	03	White	Female	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	03	White	Female	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	03	White	Female	N	Specific Learning Disability	101BL-Refusal To Follow Rules NS	Student Conference	
Alexandria Elementary	03	White	Female	N	Specific Learning Disability	202L-Rebelliousness	Parent Contact	Call To Parent

Alexandria Elementary	03	White	Female	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Time Out	
Alexandria Elementary	03	White	Female	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Time Out	
Alexandria Elementary	03	White	Female	N	Specific Learning Disability	210L-Scuffle NS	In-School Detention	Call To Parent
Alexandria Elementary	03	White	Female	N	Specific Learning Disability	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	03	White	Female	N	Specific Learning Disability	224-Other Intermediate Violation	SIR11 Suspended/In-School	Parent Conference
Alexandria Elementary	04	Black/African American	Female	N		203L-Stealing/Possess@\$10 Or Less NS	In-School Detention	Call To Parent
Alexandria Elementary	04	Black/African American	Male	N		210L-Scuffle NS	In-School Detention	Call To Parent
Alexandria Elementary	04	Black/African American	Male	N		203L-Stealing/Possess@\$10 Or Less NS	In-School Detention	Call To Parent
Alexandria Elementary	04	Black/African American	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	Black/African American	Female	N		203L-Stealing/Possess@\$10 Or Less NS	In-School Detention	Call To Parent
Alexandria Elementary	04	Black/African American	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	04	Black/African American	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	Black/African American	Male	N		100L-Minor Bus Citation NS	Student Conference	Student Conference
Alexandria Elementary	04	White	Male	N	Gifted	210L-Scuffle NS	Time Out	Call To Parent
Alexandria Elementary	04	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	04	White	Female	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent

Alexandria Elementary	04	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	04	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	04	White	Female	N		214L-Rude, Disrespectful Behavior NS	Student Conference	
Alexandria Elementary	04	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	04	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	04	White	Female	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	04	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria Elementary	04	White	Male	N		100-Minor Bus Citation	Warning	
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	Warning	
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	Warning	
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	215-Inappropriate Display Of Affection	In-School Detention	Call To Parent
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	224L-Other Intermediate Violation NS	Time Out	Call To Parent
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	215L-Inappropriate Display Of Affection NS	Time Out	
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	215L-Inappropriate Display Of Affection NS	Time Out	Call To Parent
Alexandria Elementary	04	White	Male	N		100L-Minor Bus Citation NS	Warning	Letter To Parent

Alexandria Elementary	04	White	Male	N		100L-Minor Bus Citation NS	Time Out	Call To Parent
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	215L-Inappropriate Display Of Affection NS	Time Out	Call To Parent
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Student Conference	
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	101DL-Refusal To Follow Directions NS	Time Out	Call To Parent
Alexandria Elementary	04	White	Male	N	Intellectual Disability	214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Student Conference	
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	203L-Stealing/Possess@\$10 Or Less NS	In-School Detention	Call To Parent
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Female	N		224L-Other Intermediate Violation NS	Student Conference	Call To Parent
Alexandria Elementary	04	White	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Alexandria Elementary	04	White	Male	N	Gifted	201-Failure To Complete Discipline	Saturday School	Call To Parent

Alexandria Elementary	04	White	Male	N	Determined Ineligible	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	04	White	Male	N		224L-Other Intermediate Violation NS	Time Out	Call To Parent
Alexandria Elementary	04	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	04	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	04	White	Male	N	Determined Ineligible	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	04	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	Call To Parent
Alexandria Elementary	04	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Male	N		209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Alexandria Elementary	04	White	Male	N		210L-Scuffle NS	In-School Detention	Call To Parent
Alexandria Elementary	04	White	Male	N		210L-Scuffle NS	Time Out	Call To Parent
Alexandria Elementary	04	White	Male	N		210L-Scuffle NS	In-School Detention	Call To Parent
Alexandria Elementary	04	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Male	N	Specific Learning Disability	210L-Scuffle NS	In-School Detention	Call To Parent
Alexandria Elementary	04	White	Male	Y	Specific Learning Disability	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria Elementary	04	White	Male	Y	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent

Alexandria Elementary	04	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	04	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	04	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Removed From Bus	
Alexandria Elementary	04	White	Male	Y		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Male	Y		224L-Other Intermediate Violation NS	Student Conference	Call To Parent
Alexandria Elementary	04	White	Male	Y		209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Alexandria Elementary	04	White	Male	Y		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Female	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	04	White	Male	N	Determined Ineligible	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	05	Black/African American	Male	N	Specific Learning Disability	202L-Rebelliousness	Time Out	Call To Parent
Alexandria Elementary	05	Black/African American	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	05	Black/African American	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Parent Contact	
Alexandria Elementary	05	Black/African American	Female	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	05	Black/African American	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	05	Black/African American	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Student Conference	Student Conference

Alexandria Elementary	05	Black/African American	Female	N		100L-Minor Bus Citation NS	Student Conference	Student Conference
Alexandria Elementary	05	Multi Race - Two or More Races	Male	N		202L-Rebelliousness	In-School Detention	
Alexandria Elementary	05	White	Male	N		210L-Scuffle NS		
Alexandria Elementary	05	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	05	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Alexandria Elementary	05	White	Male	N	Gifted	100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	05	White	Male	N	Determined Ineligible	210-Scuffle	Time Out	
Alexandria Elementary	05	White	Male	N	Determined Ineligible	224L-Other Intermediate Violation NS	In-School Detention	
Alexandria Elementary	05	White	Female	N		102-Other Minor Violation	SIR 7 Corporal Punishment	
Alexandria Elementary	05	White	Male	N		100L-Minor Bus Citation NS	Student Conference	Student Conference
Alexandria Elementary	05	White	Male	N		202L-Rebelliousness	In-School Detention	Call To Parent
Alexandria Elementary	05	White	Male	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Alexandria Elementary	05	White	Male	N		212-False Info/Forgery/Dishonest v	Other List In Note	
Alexandria Elementary	05	White	Male	N		313-Harassment	In-School Detention	Parent Conference
Alexandria Elementary	05	White	Male	N		224L-Other Intermediate Violation NS	Student Conference	Call To Parent
Alexandria Elementary	05	White	Male	N		209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Alexandria Elementary	05	White	Male	N		214L-Rude, Disrespectful Behavior NS	Parent Contact	

Alexandria Elementary	05	White	Male	N		214L-Rude, Disrespectful Behavior NS	Student Conference	Call To Parent
Alexandria Elementary	05	White	Male	N		202L-Rebelliousness	In-School Detention	
Alexandria Elementary	05	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	05	White	Female	N		202L-Rebelliousness	Time Out	Call To Parent
Alexandria Elementary	05	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Alexandria Elementary	05	White	Male	N		102L-Other Minor Violation NS	Parent Contact	
Alexandria Elementary	05	White	Male	N		102L-Other Minor Violation NS	Time Out	
Alexandria Elementary	05	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Alexandria Elementary	05	White	Male	N		210-Scuffle	Time Out	
Alexandria Elementary	05	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	05	White	Male	N	Autism	224-Other Intermediate Violation	In-School Detention	
Alexandria Elementary	05	White	Male	N	Autism	210L-Scuffle NS	In-School Detention	
Alexandria Elementary	05	White	Male	N	Autism	210L-Scuffle NS	Student Conference	
Alexandria Elementary	05	White	Male	N	Autism	311-Threat To School Personnel	SIR 1 Suspended/Out of School	
Alexandria Elementary	05	White	Male	N	Determined Ineligible	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Alexandria Elementary	05	White	Male	N		211L-Profanity / Vulgarity NS	Time Out	Call To Parent
Alexandria Elementary	05	White	Female	N		202L-Rebelliousness	Time Out	Call To Parent
Alexandria Elementary	05	White	Male	N		210L-Scuffle NS	After School Detention	Call To Parent
Alexandria Elementary	05	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	
Alexandria Elementary	05	White	Male	N		102L-Other Minor Violation NS	Warning	Call To Parent

Alexandria Elementary	05	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Alexandria Elementary	05	White	Female	N		102-Other Minor Violation	Parent Contact	
Alexandria Elementary	05	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	05	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	05	White	Male	N	Other Health Impairment	210L-Scuffle NS	In-School Detention	
Alexandria Elementary	05	White	Male	N	Other Health Impairment	210L-Scuffle NS	In-School Detention	
Alexandria Elementary	05	White	Male	N	Other Health Impairment	211L-Profanity / Vulgarity NS	Time Out	Call To Parent
Alexandria Elementary	05	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	05	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	05	White	Male	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	05	White	Male	N	Determined Ineligible	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	
Alexandria Elementary	05	White	Male	N	Determined Ineligible	210-Scuffle	SIR 7 Corporal Punishment	
Alexandria Elementary	05	White	Female	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	05	White	Female	N		202L-Rebelliousness	In-School Detention	
Alexandria Elementary	05	White	Female	N		100L-Minor Bus Citation NS	Warning	
Alexandria Elementary	05	White	Male	N		202L-Rebelliousness	Time Out	Call To Parent
Alexandria High	06	Black/African American	Male	N	Determined Ineligible	102L-Other Minor Violation NS	Warning	Parent Conference
Alexandria High	06	Black/African American	Male	N	Determined Ineligible	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	06	Black/African American	Male	N	Determined Ineligible	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	Black/African American	Female	N		317-Fighting	In-School Detention	Call To Parent

Alexandria High	06	Black/African American	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Alexandria High	06	Black/African American	Female	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	06	Black/African American	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Principal/Parent Con
Alexandria High	06	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	Black/African American	Female	N		209-Bullying/Intimidation	In-School Detention	Call To Parent
Alexandria High	06	Black/African American	Male	N	Gifted	317-Fighting	SIR 1 Suspended/Out of School	Principal/Parent Con
Alexandria High	06	Black/African American	Male	N	Gifted	100L-Minor Bus Citation NS	Warning	Call To Parent
Alexandria High	06	Black/African American	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	Warning	Options Offered
Alexandria High	06	Black/African American	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Alexandria High	06	Black/African American	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	06	Black/African American	Male	N	Specific Learning Disability	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Principal/Parent Con
Alexandria High	06	Black/African American	Male	N	Specific Learning Disability	219-Violation Check-Out/Check-In	In-School Detention	Call To Parent
Alexandria High	06	Black/African American	Female	N	Specific Learning Disability	209-Bullying/Intimidation	In-School Detention	Call To Parent
Alexandria High	06	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	Black/African American	Male	N		202-Rebelliousness	In-School Detention	Teacher/Parent Conf.
Alexandria High	06	Black/African American	Male	N		100L-Minor Bus Citation NS	Warning	Student Conference
Alexandria High	06	Black/African American	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent

Alexandria High	06	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	Black/African American	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	06	Black/African American	Male	N	Speech or Language Impairment	201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	06	Black/African American	Male	N	Speech or Language Impairment	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	Black/African American	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	Black/African American	Male	N	Speech or Language Impairment	100-Minor Bus Citation	Removed From Bus	Call To Parent
Alexandria High	06	Black/African American	Male	N	Speech or Language Impairment	208-Excessive Distraction Of Other	In-School Detention	Call To Parent
Alexandria High	06	Black/African American	Female	N		223-Violate AUP/Internet Policy	In-School Detention	Call To Parent
Alexandria High	06	Multi Race - Two or More Races	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Alexandria High	06	Multi Race - Two or More Races	Male	N		211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	06	Multi Race - Two or More Races	Female	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria High	06	Multi Race - Two or More Races	Female	N		223-Violate AUP/Internet Policy	In-School Detention	Call To Parent
Alexandria High	06	Multi Race - Two or More Races	Female	N		223-Violate AUP/Internet Policy	Extra Work Assignment	Call To Parent
Alexandria High	06	Multi Race - Two or More Races	Female	N		219-Violation Check-Out/Check-In	In-School Detention	Principal/Parent Con

Alexandria High	06	Multi Race - Two or More Races	Male	Y		211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	06	Multi Race - Two or More Races	Male	Y		211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	06	Multi Race - Two or More Races	Male	Y		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	06	White	Male	N		223-Violate AUP/Internet Policy	Warning	Options Offered
Alexandria High	06	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N		211-Profanity / Vulgarity	Other List In Note	Principal/Parent Con
Alexandria High	06	White	Male	N		313-Harassment	In-School Detention	Principal/Parent Con
Alexandria High	06	White	Male	N		210-Scuffle	In-School Detention	Principal/Parent Con
Alexandria High	06	White	Male	N		212-False Info/Forgery/Dishonest v	In-School Detention	Principal/Parent Con
Alexandria High	06	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
Alexandria High	06	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
Alexandria High	06	White	Male	N		208-Excessive Distraction Of Other	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	06	White	Male	N		219-Violation Check-Out/Check-In	In-School Detention	Principal/Parent Con
Alexandria High	06	White	Male	N		219-Violation Check-Out/Check-In	In-School Detention	Call To Parent

Alexandria High	06	White	Male	N		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
Alexandria High	06	White	Male	N	Specific Learning Disability	219-Violation Check-Out/Check-In	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	06	White	Male	Y	Specific Learning Disability	214-Rude, Disrespectful Behavior	Other List In Note	Letter To Parent
Alexandria High	06	White	Male	Y	Specific Learning Disability	Information Only	Student Conference	Student Conference
Alexandria High	06	White	Male	Y	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	06	White	Male	Y	Specific Learning Disability	202-Rebelliousness	In-School Detention	Call To Parent
Alexandria High	06	White	Male	Y	Specific Learning Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	06	White	Male	Y	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Principal/Parent Con
Alexandria High	06	White	Male	Y	Specific Learning Disability	211-Profanity / Vulgarity	Removed From Bus	Principal/Parent Con
Alexandria High	06	White	Male	Y	Specific Learning Disability	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Principal/Parent Con
Alexandria High	06	White	Male	Y	Specific Learning Disability	202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	06	White	Male	Y	Specific Learning Disability	208-Excessive Distraction Of Other	In-School Detention	Call To Parent
Alexandria High	06	White	Male	Y	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Warning	Options Offered

Alexandria High	06	White	Male	Y		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	Y		Information Only	Student Conference	Student Conference
Alexandria High	06	White	Female	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
Alexandria High	06	White	Female	N	Specific Learning Disability	Information Only	Warning	Student Conference
Alexandria High	06	White	Female	N	Specific Learning Disability	309-Profanity With Personnel	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	06	White	Female	N	Specific Learning Disability	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria High	06	White	Male	Y		Information Only	Student Conference	Student Conference
Alexandria High	06	White	Male	Y		317-Fighting	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	06	White	Male	N		313-Harassment	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	06	White	Female	N	Speech or Language Impairment	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	06	White	Female	N	Speech or Language Impairment	201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		209- Bullying/Intimidation	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N		224-Other Intermediate Violation	In-School Detention	Call To Parent

Alexandria High	06	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		208-Excessive Distraction Of Other	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N	Gifted	208-Excessive Distraction Of Other	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N	Gifted	202-Rebelliousness	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N	Gifted	201-Failure To Complete Discipline	In-School Detention	Student Conference
Alexandria High	06	White	Male	N	Gifted	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N	Gifted	Information Only	Student Conference	Student Conference
Alexandria High	06	White	Male	N		208-Excessive Distraction Of Other	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		209- Bullying/Intimidation	In-School Detention	Call To Parent
Alexandria High	06	White	Female	N	Other Health Impairment	209- Bullying/Intimidation	Student Conference	Student Conference
Alexandria High	06	White	Female	N	Other Health Impairment	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Female	N	Other Health Impairment	102L-Other Minor Violation NS	Parent Contact	Principal/Parent Con
Alexandria High	06	White	Female	N	Other Health Impairment	211-Profanity / Vulgarity	In-School Detention	Student Conference
Alexandria High	06	White	Female	N	Other Health Impairment	Information Only	Warning	Principal/Parent Con
Alexandria High	06	White	Female	N	Other Health Impairment	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	06	White	Male	N		317-Fighting	In-School Detention	Call To Parent

Alexandria High	06	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N		307-Unwelcome Intimate Touching	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N		208-Excessive Distraction Of Other	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N	Determined Ineligible	209- Bullying/Intimidation	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	06	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria High	06	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	209- Bullying/Intimidation	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	219-Violation Check- Out/Check-In	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	209- Bullying/Intimidation	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Alexandria High	06	White	Female	N		Information Only	Warning	Student Conference
Alexandria High	06	White	Male	N	Gifted	209- Bullying/Intimidation	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	102L-Other Minor Violation NS	Warning	Parent Conference
Alexandria High	06	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent

Alexandria High	06	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Extra Work Assignment	Options Offered
Alexandria High	06	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	101BL-Refusal To Follow Rules NS	Extra Work Assignment	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	Removed From Bus	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	06	White	Male	N		208-Excessive Distraction Of Other	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		208-Excessive Distraction Of Other	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		223-Violate AUP/Internet Policy	SIR 1 Suspended/Out of School	Principal/Parent Con
Alexandria High	06	White	Male	N		208-Excessive Distraction Of Other	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N	Determined Ineligible	210-Scuffle	SIR 7 Corporal Punishment	Student Conference

Alexandria High	06	White	Female	Y	Other Health Impairment	100L-Minor Bus Citation NS	In-School Detention	Call To Parent
Alexandria High	06	White	Female	Y	Other Health Impairment	100-Minor Bus Citation	Removed From Bus	Letter To Parent
Alexandria High	06	White	Female	Y		223L-Violate AUP/Internet Policy NS	Parent Contact	Call To Parent
Alexandria High	06	White	Male	Y		207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Alexandria High	06	White	Male	Y		Information Only	Student Conference	Student Conference
Alexandria High	06	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N		209-Bullying/Intimidation	In-School Detention	Call To Parent
Alexandria High	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	06	White	Male	N	Speech or Language Impairment	Information Only	Student Conference	Student Conference
Alexandria High	06	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Warning	Student Conference
Alexandria High	06	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	07	American Indian/Alaskan Native	Male	N		215-Inappropriate Display Of Affection	In-School Detention	Call To Parent
Alexandria High	07	Black/African American	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	07	Black/African American	Male	N		Information Only	Student Conference	Call To Parent
Alexandria High	07	Black/African American	Male	N		223-Violate AUP/Internet Policy	In-School Detention	Call To Parent
Alexandria High	07	Black/African American	Male	N		314-Sexual Harassment	SIR 2 Alternative Placement	Principal/Parent Con

Alexandria High	07	Black/African American	Male	N		314-Sexual Harassment	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	07	Black/African American	Male	N		Information Only	Student Conference	Call To Parent
Alexandria High	07	Black/African American	Male	N		314-Sexual Harassment	In-School Detention	Call To Parent
Alexandria High	07	Black/African American	Male	N		100L-Minor Bus Citation NS	Warning	Student Conference
Alexandria High	07	Black/African American	Male	N	Speech or Language Impairment	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	07	Black/African American	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	07	Black/African American	Female	N	Specific Learning Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	07	Black/African American	Female	N	Specific Learning Disability	224-Other Intermediate Violation	In-School Detention	Call To Parent
Alexandria High	07	Black/African American	Male	N	Speech or Language Impairment	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	07	Black/African American	Male	N	Speech or Language Impairment	201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	07	Black/African American	Male	N	Speech or Language Impairment	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	07	Black/African American	Male	N	Gifted	219L-Violation Check-Out/Check-In NS	Warning	Call To Parent
Alexandria High	07	Black/African American	Male	N	Gifted	219-Violation Check-Out/Check-In	In-School Detention	Call To Parent
Alexandria High	07	Black/African American	Male	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	Call To Parent
Alexandria High	07	Black/African American	Male	N	Gifted	207-Unauthorized Absence/Skipping	Extra Work Assignment	Principal/Parent Con
Alexandria High	07	Black/African American	Female	N	Gifted	215-Inappropriate Display Of Affection	In-School Detention	Call To Parent

Alexandria High	07	White	Male	N		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	07	White	Female	N	Autism	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	07	White	Female	N	Autism	223-Violate AUP/Internet Policy	In-School Detention	Call To Parent
Alexandria High	07	White	Male	N	Specific Learning Disability	210-Scuffle	In-School Detention	Letter To Parent
Alexandria High	07	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	07	White	Female	N		219-Violation Check-Out/Check-In	In-School Detention	Call To Parent
Alexandria High	07	White	Male	N	Emotional Disability	Information Only	Student Conference	Student Conference
Alexandria High	07	White	Male	N	Emotional Disability	321-Threat To Cause Serious Harm	In-School Detention	Call To Parent
Alexandria High	07	White	Female	N	Gifted	223L-Violate AUP/Internet Policy NS	Warning	Call To Parent
Alexandria High	07	White	Male	N	Speech or Language Impairment	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	07	White	Male	N	Speech or Language Impairment	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	07	White	Female	N		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	07	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	07	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	Removed From Bus	Call To Parent
Alexandria High	07	White	Female	Y	Other Health Impairment	Information Only	Student Conference	Student Conference
Alexandria High	07	White	Female	Y	Other Health Impairment	211-Profanity / Vulgarity	In-School Detention	Call To Parent

Alexandria High	07	White	Female	Y	Other Health Impairment	100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	07	White	Female	Y	Other Health Impairment	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria High	07	White	Female	N	Intellectual Disability	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	07	White	Female	N	Intellectual Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	07	White	Female	N	Intellectual Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	07	White	Male	N	Determined Ineligible	102L-Other Minor Violation NS	Parent Contact	Call To Parent
Alexandria High	07	White	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	07	White	Female	N		102L-Other Minor Violation NS	Parent Contact	Principal/Parent Con
Alexandria High	07	White	Female	N		102L-Other Minor Violation NS	Warning	Options Offered
Alexandria High	07	White	Female	N		211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	07	White	Female	N	Specific Learning Disability	102L-Other Minor Violation NS	Other List In Note	Call To Parent
Alexandria High	07	White	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	07	White	Male	N		102L-Other Minor Violation NS	Warning	Call To Parent
Alexandria High	07	White	Male	N	Specific Learning Disability	102L-Other Minor Violation NS	Warning	Options Offered
Alexandria High	07	White	Male	N	Specific Learning Disability	221-4th or Subsequent Minor Violation	In-School Detention	Call To Parent
Alexandria High	07	White	Male	N	Specific Learning Disability	221-4th or Subsequent Minor Violation	In-School Detention	Call To Parent

Alexandria High	07	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
Alexandria High	07	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Alexandria High	07	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Call To Parent
Alexandria High	07	White	Female	N	Specific Learning Disability	223-Violate AUP/Internet Policy	In-School Detention	Call To Parent
Alexandria High	07	White	Female	N		209-Bullying/Intimidation	In-School Detention	Call To Parent
Alexandria High	07	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	In-School Detention	Options Offered
Alexandria High	07	White	Female	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	07	White	Male	N	Specific Learning Disability	102-Other Minor Violation	Warning	Student Conference
Alexandria High	07	White	Female	N		219-Violation Check-Out/Check-In	In-School Detention	Call To Parent
Alexandria High	07	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	07	White	Male	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	07	White	Female	N		212L-False Info/Forgery/Dishonest v NS	Warning	Call To Parent
Alexandria High	07	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	07	White	Male	N	Autism	211L-Profanity / Vulgarity NS	Other List In Note	Call To Parent
Alexandria High	07	White	Female	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
Alexandria High	07	White	Male	N		102L-Other Minor Violation NS	Extra Work Assignment	Options Offered
Alexandria High	07	White	Male	N		Information Only	Student Conference	Student Conference

Alexandria High	07	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	07	White	Male	N		223L-Violate AUP/Internet Policy NS	Student Conference	Call To Parent
Alexandria High	07	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Alexandria High	07	White	Male	N		208-Excessive Distraction Of Other	In-School Detention	Call To Parent
Alexandria High	07	White	Male	N		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	07	White	Male	N		214L-Rude, Disrespectful Behavior NS	Other List In Note	Student Conference
Alexandria High	07	White	Female	N	Determined Ineligible	102L-Other Minor Violation NS	Warning	Call To Parent
Alexandria High	07	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	07	White	Male	N		101BL-Refusal To Follow Rules NS	Warning	Parent Conference
Alexandria High	07	White	Male	N		312-Object Resembling Firearm	SIR 2 Alternative Placement	Principal/Parent Con
Alexandria High	07	White	Male	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	07	White	Male	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	07	White	Male	N		317-Fighting	In-School Detention	Call To Parent
Alexandria High	07	White	Male	N	Specific Learning Disability	317-Fighting	In-School Detention	Call To Parent
Alexandria High	08	Black/African American	Male	N	Specific Learning Disability	Information Only	Student Conference	Call To Parent
Alexandria High	08	Black/African American	Female	N		Information Only	Student Conference	Student Conference
Alexandria High	08	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Alexandria High	08	Black/African American	Male	N		Information Only	Student Conference	Student Conference

Alexandria High	08	Black/African American	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	08	Black/African American	Male	N		100-Minor Bus Citation	Warning	Options Offered
Alexandria High	08	Black/African American	Female	N	Specific Learning Disability	209-Bullying/Intimidation	In-School Detention	Call To Parent
Alexandria High	08	Black/African American	Female	N		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	08	Black/African American	Female	N		Information Only	Student Conference	Student Conference
Alexandria High	08	Black/African American	Female	N		319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent of School
Alexandria High	08	Black/African American	Male	N	Other Health Impairment	Information Only	Student Conference	Student Conference
Alexandria High	08	Black/African American	Female	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Alexandria High	08	Black/African American	Female	N	Specific Learning Disability	223-Violate AUP/Internet Policy	In-School Detention	Call To Parent
Alexandria High	08	Black/African American	Female	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
Alexandria High	08	Black/African American	Female	N	Specific Learning Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Alexandria High	08	Black/African American	Female	N		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	08	Black/African American	Female	N		Information Only	Student Conference	Student Conference
Alexandria High	08	Black/African American	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Principal/Parent Con
Alexandria High	08	Black/African American	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent of School
Alexandria High	08	Black/African American	Female	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Student Conference
Alexandria High	08	Black/African American	Female	N	Gifted	211-Profanity / Vulgarity	In-School Detention	Call To Parent

Alexandria High	08	Multi Race - Two or More Races	Male	N		00DRL-1st/2nd Dress Code Violation NS	In-School Detention	Call To Parent
Alexandria High	08	Multi Race - Two or More Races	Male	N		309-Profanity With Personnel	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	08	Multi Race - Two or More Races	Male	N		401A-Drug Possession	Pending Hearing	Principal/Parent Con
Alexandria High	08	Native Hawaiian or Other Pacific Islander	Male	N	Gifted	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	08	Native Hawaiian or Other Pacific Islander	Male	N	Gifted	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	08	Native Hawaiian or Other Pacific Islander	Male	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	Native Hawaiian or Other Pacific Islander	Male	N	Gifted	313-Harassment	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	08	White	Male	N	Autism	324-Other Major Violation	SIR 1 Suspended/Out of School	Principal/Parent Con
Alexandria High	08	White	Male	N	Autism	324-Other Major Violation	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	08	White	Male	N	Autism	317-Fighting	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	413-Indecent Exposure	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	311-Threat To School Personnel	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	314-Sexual Harassment	In-School Detention	Call To Parent

Alexandria High	08	White	Male	N		219-Violation Check-Out/Check-In	In-School Detention	Letter To Parent
Alexandria High	08	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	08	White	Female	N		219-Violation Check-Out/Check-In	In-School Detention	Call To Parent
Alexandria High	08	White	Female	N		223-Violate AUP/Internet Policy	In-School Detention	Call To Parent
Alexandria High	08	White	Female	N		206-Unauthorized Use Of Radio, Etc.	In-School Detention	Call To Parent
Alexandria High	08	White	Female	N		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	08	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Alexandria High	08	White	Female	N		219-Violation Check-Out/Check-In	In-School Detention	Call To Parent
Alexandria High	08	White	Female	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
Alexandria High	08	White	Male	N		309-Profanity With Personnel	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N		00DRL-1st/2nd Dress Code Violation NS	Other List In Note	Student Conference
Alexandria High	08	White	Male	N		324-Other Major Violation	In-School Detention	Call To Parent
Alexandria High	08	White	Female	N	Gifted	223L-Violate AUP/Internet Policy NS	Warning	Student Conference
Alexandria High	08	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
Alexandria High	08	White	Male	N	Specific Learning Disability	202-Rebelliousness	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Options Offered
Alexandria High	08	White	Female	N	Specific Learning Disability	202-Rebelliousness	SIR 1 Suspended/Out of School	Principal/Parent Con
Alexandria High	08	White	Female	N	Specific Learning Disability	222-2nd or Subsequent Dress Code	In-School Detention	Call To Parent

Alexandria High	08	White	Female	N	Specific Learning Disability	202-Rebelliousness	In-School Detention	Call To Parent
Alexandria High	08	White	Female	N	Specific Learning Disability	321-Threat To Cause Serious Harm	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	08	White	Female	N	Specific Learning Disability	222-2nd or Subsequent Dress Code	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	08	White	Female	N	Specific Learning Disability	202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	08	White	Male	N		219-Violation Check-Out/Check-In	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N		Information Only	Student Conference	Principal/Parent Con
Alexandria High	08	White	Female	N		212-False Info/Forgery/Dishonesty	In-School Detention	Call To Parent
Alexandria High	08	White	Female	N	Gifted	Information Only	Student Conference	Student Conference
Alexandria High	08	White	Female	N		Information Only	Student Conference	Student Conference
Alexandria High	08	White	Female	N		100L-Minor Bus Citation NS	Warning	Student Conference
Alexandria High	08	White	Female	N		309-Profanity With Personnel	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	08	White	Female	N		100-Minor Bus Citation	Warning	Student Conference
Alexandria High	08	White	Female	N		Information Only	Student Conference	Student Conference
Alexandria High	08	White	Female	N		219-Violation Check-Out/Check-In	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	08	White	Female	N		Information Only	Student Conference	Student Conference
Alexandria High	08	White	Female	N	Determined Ineligible	Information Only	Student Conference	Student Conference
Alexandria High	08	White	Male	N	Gifted	201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	201-Failure To Complete Discipline	In-School Detention	Call To Parent

Alexandria High	08	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	08	White	Female	N	Gifted	00DRL-1st/2nd Dress Code Violation NS	In-School Detention	Student Conference
Alexandria High	08	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Principal/Parent Con
Alexandria High	08	White	Male	N	Gifted	201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N	Gifted	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Principal/Parent Con
Alexandria High	08	White	Male	N	Gifted	307-Unwelcome Intimate Touching	In-School Detention	Parent Conference
Alexandria High	08	White	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	Principal/Parent Con
Alexandria High	08	White	Male	N	Gifted	Information Only	Student Conference	Student Conference
Alexandria High	08	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Principal/Parent Con
Alexandria High	08	White	Male	N	Gifted	201-Failure To Complete Discipline	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	08	White	Male	N		209-Bullying/Intimidation	Extra Work Assignment	Call To Parent
Alexandria High	08	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N		201-Failure To Complete Discipline	In-School Detention	Options Offered
Alexandria High	08	White	Female	N	Intellectual Disability	Information Only	Student Conference	Student Conference
Alexandria High	08	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	08	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	402C-Alcohol Use	SIR 1 Suspended/Out of School	Call To Parent

Alexandria High	08	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	08	White	Male	N		202-Rebelliousness	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Male	N		215-Inappropriate Display Of Affection	In-School Detention	Letter To Parent
Alexandria High	08	White	Male	N		211-Profanity / Vulgarity	Removed From Bus	Call To Parent
Alexandria High	08	White	Male	N		211-Profanity / Vulgarity	Removed From Bus	Call To Parent
Alexandria High	08	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Options Offered
Alexandria High	08	White	Male	N		209-Bullying/Intimidation	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N		100L-Minor Bus Citation NS	Student Conference	
Alexandria High	08	White	Male	N		Information Only	Warning	Student Conference
Alexandria High	08	White	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Alexandria High	08	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Female	N	Specific Learning Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	08	White	Female	N	Specific Learning Disability	102L-Other Minor Violation NS	In-School Detention	Parent Conference
Alexandria High	08	White	Female	N	Specific Learning Disability	102-Other Minor Violation	Warning	Options Offered
Alexandria High	08	White	Female	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Alexandria High	08	White	Female	N	Specific Learning Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent

Alexandria High	08	White	Female	N		401B-Drug Sale	SIR 2 Alternative Placement	Parent Conference
Alexandria High	08	White	Male	N	Gifted	Information Only	Student Conference	Student Conference
Alexandria High	08	White	Female	N		Information Only	Student Conference	Student Conference
Alexandria High	08	White	Female	N		211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N		209- Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Male	N		324-Other Major Violation	In-School Detention	Call To Parent
Alexandria High	08	White	Male	N		102L-Other Minor Violation NS	Student Conference	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	08	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	08	White	Female	N	Determined Ineligible	Information Only	Student Conference	Student Conference
Alexandria High	08	White	Male	N		221-4th or Subsequent Minor Violation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Male	N		221-4th or Subsequent Minor Violation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	08	White	Male	N		401A-Drug Possession	SIR 2 Alternative Placement	Parent Conference
Alexandria High	08	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Options Offered
Alexandria High	09	Black/African American	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria High	09	Black/African American	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent

Alexandria High	09	Black/African American	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Alexandria High	09	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Alexandria High	09	Black/African American	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Options Offered
Alexandria High	09	Black/African American	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Black/African American	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Alexandria High	09	Black/African American	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	09	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Black/African American	Male	N		100L-Minor Bus Citation NS	Student Conference	Student Conference
Alexandria High	09	Black/African American	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Black/African American	Male	N		321-Threat To Cause Serious Harm	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	09	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	Extra Work Assignment	Call To Parent
Alexandria High	09	Black/African American	Female	N		210-Scuffle	In-School Detention	Call To Parent
Alexandria High	09	Black/African American	Male	N	Gifted	102L-Other Minor Violation NS	Other List In Note	Call To Parent
Alexandria High	09	Black/African American	Female	N	Gifted	100-Minor Bus Citation	Removed From Bus	Call To Parent
Alexandria High	09	Black/African American	Male	N		101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Black/African American	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Black/African American	Male	N		324-Other Major Violation	In-School Detention	Call To Parent
Alexandria High	09	Black/African American	Male	N		210-Scuffle	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	09	Black/African American	Male	N	Specific Learning Disability	210-Scuffle	SIR 1 Suspended/Out of School	Call To Parent

Alexandria High	09	Black/African American	Male	N	Specific Learning Disability	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Black/African American	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	Extra Work Assignment	Student Conference
Alexandria High	09	Black/African American	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Student Conference	Student Conference
Alexandria High	09	Black/African American	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Black/African American	Male	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
Alexandria High	09	Black/African American	Male	N	Specific Learning Disability	100-Minor Bus Citation	SIR 7 Corporal Punishment	Options Offered
Alexandria High	09	Black/African American	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	09	Black/African American	Male	N	Specific Learning Disability	00DRL-1st/2nd Dress Code Violation NS	Warning	Call To Parent
Alexandria High	09	Black/African American	Male	N	Specific Learning Disability	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Black/African American	Male	N	Specific Learning Disability	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Black/African American	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Alexandria High	09	Multi Race - Two or More Races	Male	N		100L-Minor Bus Citation NS	Warning	Letter To Parent
Alexandria High	09	Multi Race - Two or More Races	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent

Alexandria High	09	Multi Race - Two or More Races	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Multi Race - Two or More Races	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Multi Race - Two or More Races	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	Multi Race - Two or More Races	Male	N		401B-Drug Sale	SIR 2 Alternative Placement	Call To Parent
Alexandria High	09	White	Female	N	Multiple Disabilities	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Female	N	Multiple Disabilities	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N	Determined Ineligible	324-Other Major Violation	In-School Detention	Call To Parent
Alexandria High	09	White	Male	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Female	N		Information Only	Student Conference	Student Conference
Alexandria High	09	White	Male	Y	Specific Learning Disability	100-Minor Bus Citation	SIR 1 Suspended/Out of School	Options Offered
Alexandria High	09	White	Male	Y	Specific Learning Disability	100-Minor Bus Citation	Removed From Bus	Call To Parent
Alexandria High	09	White	Male	Y	Specific Learning Disability	100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Alexandria High	09	White	Male	Y	Specific Learning Disability	102L-Other Minor Violation NS	Warning	Call To Parent
Alexandria High	09	White	Male	Y	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	Y	Specific Learning Disability	401C-Drug Use	SIR 2 Alternative Placement	Principal/Parent Con
Alexandria High	09	White	Male	Y	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent

Alexandria High	09	White	Male	N		101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	09	White	Male	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	09	White	Male	N		314-Sexual Harassment	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	09	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria High	09	White	Female	N	Specific Learning Disability	202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	09	White	Male	N		401A-Drug Possession	SIR 2 Alternative Placement	Parent Conference
Alexandria High	09	White	Male	Y		208-Excessive Distraction Of Other	In-School Detention	Call To Parent
Alexandria High	09	White	Male	N	Gifted	202L-Rebelliousness	In-School Detention	Call To Parent
Alexandria High	09	White	Male	N	Gifted	100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	09	White	Female	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	09	White	Female	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	09	White	Male	N		324-Other Major Violation	SIR 1 Suspended/Out of School	Parent Conference
Alexandria High	09	White	Male	N	Speech or Language Impairment	101DL-Refusal To Follow Directions NS	Warning	Call To Parent
Alexandria High	09	White	Female	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
Alexandria High	09	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Student Conference

Alexandria High	09	White	Female	N	Gifted	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	09	White	Male	N		101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N		101BL-Refusal To Follow Rules NS	Extra Work Assignment	Options Offered
Alexandria High	09	White	Male	N	Specific Learning Disability	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	09	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Female	N		209L- Bullying/Intimidation NS	Removed From Bus	Call To Parent
Alexandria High	09	White	Female	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Letter To Parent
Alexandria High	09	White	Female	N		316C-Tobacco, Use	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	09	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N		201-Failure To Complete Discipline	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N		102L-Other Minor Violation NS	Warning	Call To Parent
Alexandria High	09	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Female	N		211-Profanity / Vulgarity	Removed From Bus	Call To Parent
Alexandria High	09	White	Female	N	Determined Ineligible	Information Only	Student Conference	Student Conference
Alexandria High	09	White	Male	N	Speech or Language Impairment	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N	Speech or Language Impairment	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent

Alexandria High	09	White	Male	N	Speech or Language Impairment	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	09	White	Male	N	Speech or Language Impairment	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N	Specific Learning Disability	102-Other Minor Violation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Principal/Parent Con
Alexandria High	09	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N		309-Profanity With Personnel	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N		Information Only	Student Conference	Options Offered
Alexandria High	09	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N		401C-Drug Use	SIR 2 Alternative Placement	Call To Parent
Alexandria High	09	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Male	N		309-Profanity With Personnel	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	09	White	Male	N		214L-Rude, Disrespectful Behavior NS	Warning	Options Offered
Alexandria High	09	White	Female	N	Specific Learning Disability	209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Alexandria High	09	White	Female	N	Specific Learning Disability	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Female	N	Specific Learning Disability	212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent

Alexandria High	09	White	Female	N	Specific Learning Disability	100-Minor Bus Citation	Student Conference	Options Offered
Alexandria High	09	White	Female	N	Specific Learning Disability	202-Rebelliousness	In-School Detention	Call To Parent
Alexandria High	09	White	Female	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	09	White	Female	N	Specific Learning Disability	100-Minor Bus Citation	Removed From Bus	Call To Parent
Alexandria High	09	White	Female	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Alexandria High	09	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria High	09	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria High	09	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Alexandria High	09	White	Male	N		211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	10	Black/African American	Female	N	Gifted	317-Fighting	In-School Detention	Call To Parent
Alexandria High	10	Black/African American	Male	N	Intellectual Disability	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	10	Black/African American	Male	N	Determined Ineligible	209-Bullying/Intimidation	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	10	Black/African American	Male	N	Determined Ineligible	Information Only	Student Conference	Student Conference
Alexandria High	10	Black/African American	Male	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	10	Black/African American	Female	N	Specific Learning Disability	100-Minor Bus Citation	Removed From Bus	Letter To Parent
Alexandria High	10	Black/African American	Female	N	Specific Learning Disability	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	10	Black/African American	Male	N		201-Failure To Complete Discipline	SIR 7 Corporal Punishment	Call To Parent

Alexandria High	10	Black/African American	Male	N	Specific Learning Disability	412-Forced Sexual Act	SIR 2 Alternative Placement	Principal/Parent Con
Alexandria High	10	Black/African American	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Alexandria High	10	Black/African American	Female	N	Gifted	305-Consensual Sexual Act	SIR 2 Alternative Placement	Parent Conference
Alexandria High	10	Native Hawaiian or Other Pacific Islander	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Alexandria High	10	Native Hawaiian or Other Pacific Islander	Male	N		316C-Tobacco, Use	SIR 1 Suspended/Out of School	Call To Parent of School
Alexandria High	10	Native Hawaiian or Other Pacific Islander	Male	N		Information Only		
Alexandria High	10	White	Male	N	Gifted	206-Unauthorized Use Of Radio, Etc.	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	10	White	Male	N	Other Health Impairment	309-Profanity With Personnel	SIR 6 Alternative Placement (Spec Ed)	Susp Pend Hearing
Alexandria High	10	White	Male	N	Other Health Impairment	316A-Tobacco, Possession	SIR 6 Alternative Placement (Spec Ed)	Call To Parent
Alexandria High	10	White	Male	N	Other Health Impairment	316A-Tobacco, Possession	SIR 1 Suspended/Out of School	Call To Parent of School
Alexandria High	10	White	Male	N	Other Health Impairment	214L-Rude, Disrespectful Behavior NS	Other List In Note	Call To Parent
Alexandria High	10	White	Male	N	Other Health Impairment	202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent of School
Alexandria High	10	White	Male	N	Other Health Impairment	316A-Tobacco, Possession	In-School Detention	Call To Parent
Alexandria High	10	White	Male	N	Other Health Impairment	208-Excessive Distraction Of Other	SIR 1 Suspended/Out of School	Call To Parent of School

Alexandria High	10	White	Male	N	Other Health Impairment	316C-Tobacco, Use	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	10	White	Male	N	Other Health Impairment	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	10	White	Female	N		401C-Drug Use	SIR 2 Alternative Placement	Call To Parent
Alexandria High	10	White	Male	N	Emotional Disability	307-Unwelcome Intimate Touching	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	10	White	Male	N	Emotional Disability	100L-Minor Bus Citation NS	Warning	Letter To Parent
Alexandria High	10	White	Female	N	Intellectual Disability	211L-Profanity / Vulgarity NS	Extra Work Assignment	Call To Parent
Alexandria High	10	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	10	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	Letter To Parent
Alexandria High	10	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	Removed From Bus	Principal/Parent Con
Alexandria High	10	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	Student Conference
Alexandria High	10	White	Male	N	Gifted	316A-Tobacco, Possession	In-School Detention	Call To Parent
Alexandria High	10	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	10	White	Male	N	Gifted	316C-Tobacco, Use	In-School Detention	Call To Parent
Alexandria High	10	White	Female	N		211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	10	White	Female	N	Gifted	00DRL-1st/2nd Dress Code Violation NS	Parent Contact	Call To Parent
Alexandria High	10	White	Female	N		Information Only	Student Conference	Student Conference
Alexandria High	10	White	Female	N		214-Rude, Disrespectful Behavior	Removed From Bus	Options Offered

Alexandria High	10	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	10	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	10	White	Male	N	Determined Ineligible	Information Only	Student Conference	Student Conference
Alexandria High	10	White	Male	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	10	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	10	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	Removed From Bus	Call To Parent
Alexandria High	10	White	Male	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	10	White	Female	N	Specific Learning Disability	Information Only	Student Conference	Principal/Parent Con
Alexandria High	10	White	Female	N		215-Inappropriate Display Of Affection	In-School Detention	Call To Parent
Alexandria High	10	White	Female	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	10	White	Male	N	Other Health Impairment	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Alexandria High	10	White	Female	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	10	White	Male	N	Emotional Disability	309-Profanity With Personnel	In-School Detention	Call To Parent
Alexandria High	10	White	Male	N	Emotional Disability	408F-Deadly Knife, Use	SIR 2 Alternative Placement	Parent Conference
Alexandria High	10	White	Male	N		316C-Tobacco, Use	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	10	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	10	White	Male	N		223L-Violate AUP/Internet Policy NS	Warning	Principal/Parent Con
Alexandria High	10	White	Male	N		201-Failure To Complete Discipline	SIR 1 Suspended/Out of School	Principal/Parent Con

Alexandria High	10	White	Male	N		202-Rebelliousness	SIR 1 Suspended/Out of School	Principal/Parent Con
Alexandria High	10	White	Male	N		Information Only		
Alexandria High	11	American Indian/Alaskan Native	Female	N		223-Violate AUP/Internet Policy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	American Indian/Alaskan Native	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	Black/African American	Male	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	11	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Alexandria High	11	Black/African American	Male	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	Black/African American	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Alexandria High	11	Black/African American	Female	N		211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	11	Black/African American	Female	N		00DR-1st/2nd Dress Code Violation	Warning	Options Offered
Alexandria High	11	Black/African American	Female	N		324-Other Major Violation	In-School Detention	Call To Parent
Alexandria High	11	Black/African American	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Alexandria High	11	Black/African American	Female	N	Determined Ineligible	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Alexandria High	11	Black/African American	Female	N	Determined Ineligible	317-Fighting	In-School Detention	Call To Parent
Alexandria High	11	Black/African American	Female	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Alexandria High	11	Black/African American	Male	N		201-Failure To Complete Discipline	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	Black/African American	Male	N		101BL-Refusal To Follow Rules NS	Warning	Student Conference
Alexandria High	11	Black/African American	Male	N		Information Only	Student Conference	Student Conference

Alexandria High	11	Black/African American	Male	N		201-Failure To Complete Discipline	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	Black/African American	Male	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	11	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	Black/African American	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Alexandria High	11	Black/African American	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	11	Black/African American	Female	N	Gifted	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	Black/African American	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	11	Black/African American	Male	N		316C-Tobacco, Use	In-School Detention	Call To Parent
Alexandria High	11	Black/African American	Male	N		320-Gang Related Writings	SIR 1 Suspended/Out of School	Parent Conference
Alexandria High	11	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	Extra Work Assignment	Call To Parent
Alexandria High	11	Native Hawaiian or Other Pacific Islander	Female	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	11	White	Male	N		101BL-Refusal To Follow Rules NS	Warning	Student Conference
Alexandria High	11	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Male	N		316A-Tobacco, Possession	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	11	White	Female	N		324-Other Major Violation	In-School Detention	Call To Parent
Alexandria High	11	White	Female	N		211-Profanity / Vulgarity	In-School Detention	Call To Parent
Alexandria High	11	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Alexandria High	11	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	Options Offered

Alexandria High	11	White	Female	N		222-2nd or Subsequent Dress Code	In-School Detention	Call To Parent
Alexandria High	11	White	Female	N		401A-Drug Possession	SIR 2 Alternative Placement	Call To Parent
Alexandria High	11	White	Female	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Letter To Parent
Alexandria High	11	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	11	White	Male	N		309-Profanity With Personnel	In-School Detention	Call To Parent
Alexandria High	11	White	Female	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Female	N		324-Other Major Violation	In-School Detention	Call To Parent
Alexandria High	11	White	Female	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Alexandria High	11	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Male	N		212-False Info/Forgery/Dishonest v	In-School Detention	Call To Parent
Alexandria High	11	White	Male	N	Determined Ineligible	212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Male	N	Determined Ineligible	Information Only	Warning	Student Conference
Alexandria High	11	White	Female	N		220-5th or Subsequent Tardy	In-School Detention	Call To Parent
Alexandria High	11	White	Male	N	Speech or Language Impairment	Information Only	Student Conference	Student Conference
Alexandria High	11	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Alexandria High	11	White	Male	N		324-Other Major Violation	SIR 1 Suspended/Out of School	Call To Parent

Alexandria High	11	White	Male	N		324-Other Major Violation	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	11	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Male	N		202L-Rebelliousness	Removed From Bus	Options Offered
Alexandria High	11	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Alexandria High	11	White	Male	N		213-Possession of Matches, Lighter	Removed From Bus	Call To Parent
Alexandria High	11	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Alexandria High	11	White	Male	N		100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	11	White	Male	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Student Conference
Alexandria High	11	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Female	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Female	N		Information Only	Student Conference	Student Conference
Alexandria High	11	White	Male	N	Determined Ineligible	102L-Other Minor Violation NS	Warning	Call To Parent
Alexandria High	11	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	11	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent

Alexandria High	11	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Alexandria High	11	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	11	White	Female	N	Gifted	223L-Violate AUP/Internet Policy NS	In-School Detention	
Alexandria High	11	White	Male	N		316C-Tobacco, Use	In-School Detention	Call To Parent
Alexandria High	11	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	11	White	Male	N	Determined Ineligible	402C-Alcohol Use	SIR 2 Alternative Placement	Call To Parent
Alexandria High	12	Black/African American	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	12	Black/African American	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	Black/African American	Male	N	Specific Learning Disability	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	Black/African American	Male	N	Specific Learning Disability	102L-Other Minor Violation NS	In-School Detention	Call To Parent
Alexandria High	12	Black/African American	Male	N	Specific Learning Disability	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	Black/African American	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	Black/African American	Male	N	Specific Learning Disability	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	Black/African American	Male	N	Specific Learning Disability	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	Black/African American	Male	N	Specific Learning Disability	321-Threat To Cause Serious Harm	SIR 1 Suspended/Out of School	Principal/Parent Con
Alexandria High	12	Black/African American	Male	N	Intellectual Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent

Alexandria High	12	White	Male	N		102L-Other Minor Violation NS	Warning	Call To Parent
Alexandria High	12	White	Female	N	Gifted	220L-5th or Subsequent Tardy NS	Extra Work Assignment	Student Conference
Alexandria High	12	White	Male	N	Determined Ineligible	316A-Tobacco, Possession	In-School Detention	Call To Parent
Alexandria High	12	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N	Speech or Language Impairment	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Female	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Female	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	Options Offered
Alexandria High	12	White	Female	N		402C-Alcohol Use	SIR 2 Alternative Placement	Call To Parent
Alexandria High	12	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Student Conference
Alexandria High	12	White	Male	N	Speech or Language Impairment	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Alexandria High	12	White	Male	N		101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		220L-5th or Subsequent Tardy NS	Extra Work Assignment	Student Conference
Alexandria High	12	White	Male	N	Intellectual Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent

Alexandria High	12	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Parent Conference
Alexandria High	12	White	Female	N		Information Only	Warning	Student Conference
Alexandria High	12	White	Female	N		211-Profanity / Vulgarity	Removed From Bus	Student Conference
Alexandria High	12	White	Male	N		Information Only	Student Conference	Student Conference
Alexandria High	12	White	Male	N		220L-5th or Subsequent Tardy NS	Extra Work Assignment	Student Conference
Alexandria High	12	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Student Conference
Alexandria High	12	White	Female	N		402C-Alcohol Use	SIR 2 Alternative Placement	Call To Parent
Alexandria High	12	White	Male	N		201L-Failure To Complete Discipline NS	In-School Detention	Call To Parent
Alexandria High	12	White	Male	N	Gifted	223-Violate AUP/Internet Policy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N	Gifted	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Alexandria High	12	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent

Alexandria High	12	White	Male	N	309-Profanity With Personnel	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	00	Black/African American	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	Black/African American	Male	N	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	Black/African American	Male	N	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	00	Black/African American	Male	N	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	Black/African American	Male	N	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	Black/African American	Male	N	100L-Minor Bus Citation NS	In-School Detention	
Ohatchee Elementary School	00	White	Male	N	102L-Other Minor Violation NS	Warning	
Ohatchee Elementary School	00	White	Male	N	101B-Refusal To Follow Rules	In-School Detention	Call To Parent
Ohatchee Elementary School	00	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Male	N	100-Minor Bus Citation	Removed From Bus	Call To Parent
Ohatchee Elementary School	00	White	Male	N	100-Minor Bus Citation	Removed From Bus	Call To Parent
Ohatchee Elementary School	00	White	Male	N	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Male	N	100L-Minor Bus Citation NS	Parent Contact	

Ohatchee Elementary School	00	White	Male	N		102L-Other Minor Violation NS	Time Out	Call To Parent
Ohatchee Elementary School	00	White	Male	N		101B-Refusal To Follow Rules	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	00	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Female	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Female	N		101B-Refusal To Follow Rules	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	00	White	Male	N	Autism	100L-Minor Bus Citation NS	In-School Detention	
Ohatchee Elementary School	00	White	Male	N	Autism	100L-Minor Bus Citation NS	Student Conference	
Ohatchee Elementary School	00	White	Male	N	Autism	100-Minor Bus Citation	In-School Detention	Letter To Parent
Ohatchee Elementary School	00	White	Male	N	Autism	100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	00	White	Male	N	Autism	Information Only	Time Out	Call To Parent
Ohatchee Elementary School	00	White	Male	N	Autism	100L-Minor Bus Citation NS	Time Out	

Ohatchee Elementary School	00	White	Female	N		100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	00	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	00	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	00	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	00	White	Female	N		100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	00	White	Female	N		101BL-Refusal To Follow Rules NS	Time Out	Call To Parent
Ohatchee Elementary School	00	White	Female	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Female	N		Information Only	Time Out	Call To Parent
Ohatchee Elementary School	00	White	Female	N		100L-Minor Bus Citation NS	Time Out	Call To Parent
Ohatchee Elementary School	00	White	Female	N		100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	00	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent

Ohatchee Elementary School	00	White	Female	N	Specific Learning Disability	102L-Other Minor Violation NS	Time Out	
Ohatchee Elementary School	00	White	Female	N	Specific Learning Disability	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Female	N	Specific Learning Disability	100L-Minor Bus Citation NS	Parent Contact	Letter To Parent
Ohatchee Elementary School	00	White	Female	N	Specific Learning Disability	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Female	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Female	N	Specific Learning Disability	100-Minor Bus Citation	Time Out	
Ohatchee Elementary School	00	White	Male	N		211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	00	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	00	White	Female	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	Multi Race - Two or More Races	Female	N		100L-Minor Bus Citation NS	Time Out	Letter To Parent
Ohatchee Elementary School	01	Multi Race - Two or More Races	Female	N		100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	01	Multi Race - Two or More Races	Female	N		100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	01	Multi Race - Two or More Races	Female	N		100L-Minor Bus Citation NS	In-School Detention	

Ohatchee Elementary School	01	Multi Race - Two or More Races	Female	N	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	Multi Race - Two or More Races	Female	N	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	Multi Race - Two or More Races	Male	Y	100L-Minor Bus Citation NS	In-School Detention	
Ohatchee Elementary School	01	Multi Race - Two or More Races	Male	Y	100-Minor Bus Citation	In-School Detention	Call To Parent
Ohatchee Elementary School	01	Multi Race - Two or More Races	Male	Y	100-Minor Bus Citation	SIR 7 Corporal Punishment	Parent Conference
Ohatchee Elementary School	01	Multi Race - Two or More Races	Male	Y	100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	01	Multi Race - Two or More Races	Male	Y	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	01	Multi Race - Two or More Races	Male	Y	Information Only	Time Out	
Ohatchee Elementary School	01	Multi Race - Two or More Races	Male	Y	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	01	White	Female	N	100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	01	White	Female	N	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	01	White	Female	N	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Female	N	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	01	White	Female	N	100L-Minor Bus Citation NS	Student Conference	Letter To Parent

Ohatchee Elementary School	01	White	Male	N	Speech or Language Impairment	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Speech or Language Impairment	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N		100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	In-School Detention	
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	In-School Detention	
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100-Minor Bus Citation	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100-Minor Bus Citation	Removed From Bus	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100-Minor Bus Citation	Time Out	
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Time Out	

Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	In-School Detention	
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Speech or Language Impairment	Information Only	Time Out	
Ohatchee Elementary School	01	White	Male	N	Speech or Language Impairment	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Speech or Language Impairment	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Speech or Language Impairment	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Speech or Language Impairment	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Speech or Language Impairment	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Warning	

Ohatchee Elementary School	01	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	Information Only	Warning	
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	Determined Ineligible	Information Only	Time Out	
Ohatchee Elementary School	01	White	Male	N		101BL-Refusal To Follow Rules NS	In-School Detention	Call To Parent
Ohatchee Elementary School	01	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N		101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent

Ohatchee Elementary School	01	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	202-Rebelliousness	SIR 7 Corporal Punishment	
Ohatchee Elementary School	01	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	202-Rebelliousness	SIR 7 Corporal Punishment	
Ohatchee Elementary School	01	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	01	White	Male	N	224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Call To Parent

Ohatchee Elementary School	01	White	Male	N	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	Information Only	Time Out	
Ohatchee Elementary School	01	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	102-Other Minor Violation	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	01	White	Male	N	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Male	N	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent

Ohatchee Elementary School	01	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	01	White	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	01	White	Male	N	Speech or Language Impairment	101BL-Refusal To Follow Rules NS	Time Out	
Ohatchee Elementary School	02	White	Female	N		Information Only	Time Out	
Ohatchee Elementary School	02	White	Female	N		Information Only	Time Out	
Ohatchee Elementary School	02	White	Male	N	Gifted	100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	02	White	Male	N	Determined Ineligible	102L-Other Minor Violation NS	Warning	
Ohatchee Elementary School	02	White	Male	N		100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	02	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Male	N		100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	02	White	Male	N		100L-Minor Bus Citation NS	Time Out	Letter To Parent
Ohatchee Elementary School	02	White	Female	N		Information Only		Call To Parent
Ohatchee Elementary School	02	White	Female	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent

Ohatchee Elementary School	02	White	Male	N	Speech or Language Impairment	206L-Unauthorized Use Of Radio, Etc. NS	Warning	Letter To Parent
Ohatchee Elementary School	02	White	Male	N	Speech or Language Impairment	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Male	N	Speech or Language Impairment	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	02	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	02	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	02	White	Male	N	Speech or Language Impairment	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Female	N		100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	02	White	Male	N		224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	02	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	Call To Parent
Ohatchee Elementary School	02	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent

Ohatchee Elementary School	02	White	Male	N		209-Bullying/Intimidation	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	02	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	02	White	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Ohatchee Elementary School	02	White	Male	N		100L-Minor Bus Citation NS	Time Out	Call To Parent
Ohatchee Elementary School	02	White	Male	N		224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	02	White	Male	N	Gifted	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	02	White	Male	N	Gifted	102-Other Minor Violation	SIR 7 Corporal Punishment	Parent Conference
Ohatchee Elementary School	02	White	Male	N	Speech or Language Impairment	102-Other Minor Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Male	N	Speech or Language Impairment	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Female	N		100L-Minor Bus Citation NS	Student Conference	
Ohatchee Elementary School	02	White	Male	N	Development Delay	100L-Minor Bus Citation NS	Parent Contact	Letter To Parent
Ohatchee Elementary School	02	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	Call To Parent
Ohatchee Elementary School	02	White	Female	N		101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Female	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent

Ohatchee Elementary School	02	White	Female	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Male	N		102L-Other Minor Violation NS	Warning	
Ohatchee Elementary School	02	White	Male	N		101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Male	N		Information Only		Call To Parent
Ohatchee Elementary School	02	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	02	White	Male	N	Determined Ineligible	101BL-Refusal To Follow Rules NS	Warning	
Ohatchee Elementary School	03	Multi Race - Two or More Races	Female	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	03	White	Male	N	Gifted	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent

Ohatchee Elementary School	03	White	Male	N	Gifted	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	03	White	Male	N	Gifted	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	03	White	Male	N	Gifted	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	100L-Minor Bus Citation NS	Parent Contact	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	100-Minor Bus Citation	Removed From Bus	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Female	N	Specific Learning Disability	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent

Ohatchee Elementary School	03	White	Female	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	03	White	Male	N	Speech or Language Impairment	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Parent Contact	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	03	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Ohatchee Elementary School	03	White	Male	N		202L-Rebelliousness	Parent Contact	Call To Parent
Ohatchee Elementary School	03	White	Male	N		Information Only	Time Out	
Ohatchee Elementary School	03	White	Male	N		214L-Rude, Disrespectful Behavior NS	Parent Contact	Call To Parent
Ohatchee Elementary School	03	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent

Ohatchee Elementary School	03	White	Male	N	209L-Bullying/Intimidation NS	Parent Contact	
Ohatchee Elementary School	03	White	Male	N	Information Only	In-School Detention	
Ohatchee Elementary School	03	White	Male	N	201-Failure To Complete Discipline	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	101DL-Refusal To Follow Directions NS	Other List In Note	
Ohatchee Elementary School	03	White	Male	N	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	202-Rebelliousness	Saturday School	
Ohatchee Elementary School	03	White	Male	N	202-Rebelliousness	Saturday School	Call To Parent
Ohatchee Elementary School	03	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	101DL-Refusal To Follow Directions NS	In-School Detention	Call To Parent
Ohatchee Elementary School	03	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Information Only	In-School Detention	Call To Parent
Ohatchee Elementary School	03	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Female	N	100L-Minor Bus Citation NS	Parent Contact	

Ohatchee Elementary School	03	White	Female	N		203-Stealing/Possess@\$10 Or Less	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N		100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	03	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N		102L-Other Minor Violation NS	In-School Detention	Call To Parent
Ohatchee Elementary School	03	White	Male	N		102L-Other Minor Violation NS	Parent Contact	Call To Parent
Ohatchee Elementary School	03	White	Male	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Female	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Female	N		210-Scuffle	Saturday School	Call To Parent
Ohatchee Elementary School	03	White	Female	N		224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N	Gifted	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Letter To Parent

Ohatchee Elementary School	03	White	Male	N	Gifted	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Female	N		100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	03	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	Call To Parent
Ohatchee Elementary School	03	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	03	White	Male	N		101DL-Refusal To Follow Directions NS	In-School Detention	
Ohatchee Elementary School	03	White	Male	N		101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N		100L-Minor Bus Citation NS	In-School Detention	
Ohatchee Elementary School	03	White	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Female	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N		Information Only	Warning	
Ohatchee Elementary School	03	White	Male	N		102L-Other Minor Violation NS	Parent Contact	Call To Parent
Ohatchee Elementary School	03	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	

Ohatchee Elementary School	03	White	Male	N		101BL-Refusal To Follow Rules NS	Warning	Letter To Parent
Ohatchee Elementary School	03	White	Male	N		100L-Minor Bus Citation NS	In-School Detention	
Ohatchee Elementary School	03	White	Male	N		100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	03	White	Male	N		Information Only	Student Conference	Call To Parent
Ohatchee Elementary School	03	White	Male	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	03	White	Male	N		206L-Unauthorized Use Of Radio, Etc. NS	Warning	Letter To Parent
Ohatchee Elementary School	03	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	Black/African American	Male	N	Speech or Language Impairment	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	Black/African American	Male	N	Speech or Language Impairment	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	Other Health Impairment	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	04	White	Male	N		224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	04	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N		224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Parent Conference

Ohatchee Elementary School	04	White	Male	N	Gifted	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	04	White	Male	N	Gifted	Information Only	Warning	
Ohatchee Elementary School	04	White	Male	N		206L-Unauthorized Use Of Radio, Etc. NS	Parent Contact	Letter To Parent
Ohatchee Elementary School	04	White	Male	N		Information Only	Student Conference	
Ohatchee Elementary School	04	White	Male	N	Speech or Language Impairment	212-False Info/Forgery/Dishonest v	Saturday School	Call To Parent
Ohatchee Elementary School	04	White	Male	N	Other Health Impairment	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	Other Health Impairment	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	Other Health Impairment	101DL-Refusal To Follow Directions NS	In-School Detention	
Ohatchee Elementary School	04	White	Male	N	Other Health Impairment	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	Other Health Impairment	202-Rebelliousness	Saturday School	Call To Parent
Ohatchee Elementary School	04	White	Male	N	Other Health Impairment	100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	04	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	04	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Letter To Parent

Ohatchee Elementary School	04	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	04	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	04	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	04	White	Male	N	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	100L-Minor Bus Citation NS	In-School Detention	
Ohatchee Elementary School	04	White	Male	N	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	100L-Minor Bus Citation NS	In-School Detention	Call To Parent
Ohatchee Elementary School	04	White	Male	N	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent

Ohatchee Elementary School	04	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N		100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	04	White	Male	N		100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	04	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N		100L-Minor Bus Citation NS	Time Out	Call To Parent
Ohatchee Elementary School	04	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Ohatchee Elementary School	04	White	Female	N	Gifted	100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	04	White	Male	N	Determined Ineligible	102-Other Minor Violation	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	04	White	Male	N	Determined Ineligible	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N		102L-Other Minor Violation NS	In-School Detention	

Ohatchee Elementary School	04	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	Parent Conference
Ohatchee Elementary School	04	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	04	White	Male	N		100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	05	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	Black/African American	Male	N		102L-Other Minor Violation NS	In-School Detention	
Ohatchee Elementary School	05	Black/African American	Male	N		100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	05	Multi Race - Two or More Races	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Parent Contact	Student Conference
Ohatchee Elementary School	05	Multi Race - Two or More Races	Male	N	Determined Ineligible	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N	Speech or Language Impairment	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N		100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	05	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N		Information Only	Time Out	

Ohatchee Elementary School	05	White	Male	N		100L-Minor Bus Citation NS	Time Out	
Ohatchee Elementary School	05	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N		100L-Minor Bus Citation NS	In-School Detention	Letter To Parent
Ohatchee Elementary School	05	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N		100L-Minor Bus Citation NS	In-School Detention	
Ohatchee Elementary School	05	White	Male	N	Gifted	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	05	White	Male	N	Gifted	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	05	White	Male	N	Gifted	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	05	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	05	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	05	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	05	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	Removed From Bus	Call To Parent

Ohatchee Elementary School	05	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	05	White	Female	N		210-Scuffle	SIR 7 Corporal Punishment	Parent Conference
Ohatchee Elementary School	05	White	Female	N		100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	05	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N		100-Minor Bus Citation	Time Out	Call To Parent
Ohatchee Elementary School	05	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N		100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	05	White	Male	N		Information Only	Warning	Call To Parent
Ohatchee Elementary School	05	White	Male	N		Information Only	Warning	
Ohatchee Elementary School	05	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N		301-Stealing/Possess Stolen > \$10	SIR 1 Suspended/Out of School	Parent Conference
Ohatchee Elementary School	05	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Ohatchee Elementary School	05	White	Male	N		100L-Minor Bus Citation NS	In-School Detention	
Ohatchee Elementary School	05	White	Male	N	Gifted	100L-Minor Bus Citation NS	Warning	

Ohatchee Elementary School	05	White	Male	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Ohatchee Elementary School	05	White	Male	N	Gifted	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N	Gifted	100L-Minor Bus Citation NS	In-School Detention	Call To Parent
Ohatchee Elementary School	05	White	Male	N	Gifted	Information Only	Warning	Call To Parent
Ohatchee Elementary School	05	White	Male	N	Other Health Impairment	203-Stealing/Possess@\$10 Or Less	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N	Other Health Impairment	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N	Other Health Impairment	Information Only	Time Out	
Ohatchee Elementary School	05	White	Male	N	Other Health Impairment	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N	Other Health Impairment	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	05	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Female	N		224-Other Intermediate Violation	In-School Detention	Call To Parent
Ohatchee Elementary School	05	White	Male	N		Information Only	Warning	Call To Parent
Ohatchee Elementary School	05	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N		100L-Minor Bus Citation NS	Warning	

Ohatchee Elementary School	05	White	Female	N	Other Health Impairment	207L-Unauthorized Absence/Skipping NS	Parent Contact	Call To Parent
Ohatchee Elementary School	05	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	05	White	Male	N		101B-Refusal To Follow Rules	In-School Detention	Call To Parent
Ohatchee Elementary School	05	White	Male	N		100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	06	Black/African American	Female	N	Determined Ineligible	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	Multi Race - Two or More Races	Male	N		210-Scuffle	Saturday School	Call To Parent
Ohatchee Elementary School	06	Multi Race - Two or More Races	Male	N	Emotional Disability	102L-Other Minor Violation NS	Student Conference	
Ohatchee Elementary School	06	White	Male	N		224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	06	White	Male	N		206L-Unauthorized Use Of Radio, Etc. NS	Warning	
Ohatchee Elementary School	06	White	Male	N	Autism	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	06	White	Male	N	Autism	Information Only	Student Conference	Call To Parent
Ohatchee Elementary School	06	White	Male	N		Information Only	In-School Detention	
Ohatchee Elementary School	06	White	Female	N	Determined Ineligible	102L-Other Minor Violation NS	Time Out	Call To Parent

Ohatchee Elementary School	06	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Female	N		214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
Ohatchee Elementary School	06	White	Female	N		102L-Other Minor Violation NS	Time Out	Call To Parent
Ohatchee Elementary School	06	White	Female	N	Specific Learning Disability	00DRL-1st/2nd Dress Code Violation NS	Warning	
Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	101D-Refusal To Follow Directions	In-School Detention	
Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Male	N		100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	06	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	06	White	Male	N		Information Only	Student Conference	
Ohatchee Elementary School	06	White	Male	N	Other Health Impairment	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Male	N	Other Health Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Male	N	Other Health Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Female	N	Speech or Language Impairment	102L-Other Minor Violation NS	In-School Detention	
Ohatchee Elementary School	06	White	Female	N	Speech or Language Impairment	206L-Unauthorized Use Of Radio, Etc. NS	Parent Contact	Letter To Parent

Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Female	N		206L-Unauthorized Use Of Radio, Etc. NS	Warning	
Ohatchee Elementary School	06	White	Male	N	Speech or Language Impairment	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Male	N		210-Scuffle	Other List In Note	Call To Parent
Ohatchee Elementary School	06	White	Male	N		206L-Unauthorized Use Of Radio, Etc. NS	Warning	Letter To Parent
Ohatchee Elementary School	06	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	317-Fighting	SIR 1 Suspended/Out of School	
Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	206L-Unauthorized Use Of Radio, Etc. NS	Warning	Call To Parent
Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	Information Only	Parent Contact	Call To Parent
Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	Information Only	Parent Contact	
Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	Information Only	In-School Detention	
Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	Information Only	Time Out	

Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	102L-Other Minor Violation NS	Warning	
Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Ohatchee Elementary School	06	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Ohatchee Elementary School	06	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Parent Conference
Ohatchee Elementary School	06	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	06	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	Letter To Parent
Ohatchee Elementary School	06	White	Male	N		100L-Minor Bus Citation NS	In-School Detention	
Ohatchee Elementary School	06	White	Male	N		101B-Refusal To Follow Rules	In-School Detention	Call To Parent
Ohatchee Elementary School	06	White	Male	N	Gifted	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Male	N		102L-Other Minor Violation NS	Student Conference	
Ohatchee Elementary School	06	White	Female	N	Determined Ineligible	Information Only	Student Conference	Parent Conference
Ohatchee Elementary School	06	White	Male	N	Other Health Impairment	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Letter To Parent
Ohatchee Elementary School	06	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	Letter To Parent

Ohatchee Elementary School	06	White	Female	N		00DR-1st/2nd Dress Code Violation	In-School Detention	Letter To Parent
Ohatchee Elementary School	06	White	Female	N		206L-Unauthorized Use Of Radio, Etc. NS	Warning	
Ohatchee Elementary School	06	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Male	N	Speech or Language Impairment	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Male	N	Specific Learning Disability	206L-Unauthorized Use Of Radio, Etc. NS	Warning	Letter To Parent
Ohatchee Elementary School	06	White	Male	N	Specific Learning Disability	206L-Unauthorized Use Of Radio, Etc. NS	In-School Detention	Parent Conference
Ohatchee Elementary School	06	White	Male	N	Specific Learning Disability	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Call To Parent
Ohatchee Elementary School	06	White	Female	N		102-Other Minor Violation	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Male	N		210-Scuffle	SIR 1 Suspended/Out of School	Call To Parent
Ohatchee Elementary School	06	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	Call To Parent
Ohatchee Elementary School	06	White	Male	N		Information Only	Warning	
Ohatchee Elementary School	06	White	Male	N		100L-Minor Bus Citation NS	Warning	

Ohatchee Elementary School	06	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Ohatchee Elementary School	06	White	Male	N		100L-Minor Bus Citation NS	Parent Contact	
Ohatchee Elementary School	06	White	Male	N		Information Only	Student Conference	
Ohatchee Elementary School	99	White	Male	N		102-Other Minor Violation	SIR 1 Suspended/Out of School	Parent Conference
Ohatchee High School	07	Black/African American	Male	N	Other Health Impairment	301-Stealing/Possess Stolen > \$10	SIR 6 Alternative Placement (Spec Ed)	
Ohatchee High School	07	Black/African American	Male	N	Other Health Impairment	301-Stealing/Possess Stolen > \$10	SIR 1 Suspended/Out of School	
Ohatchee High School	07	Black/African American	Male	N	Other Health Impairment	301-Stealing/Possess Stolen > \$10	In-School Detention	
Ohatchee High School	07	Black/African American	Male	N	Other Health Impairment	211-Profanity / Vulgarity	In-School Detention	
Ohatchee High School	07	Black/African American	Male	N	Other Health Impairment	209-Bullying/Intimidation	SIR 1 Suspended/Out of School	
Ohatchee High School	07	Black/African American	Male	N	Other Health Impairment	210-Scuffle	In-School Detention	
Ohatchee High School	07	White	Female	N		316A-Tobacco, Possession	SIR 1 Suspended/Out of School	
Ohatchee High School	07	White	Female	N		100-Minor Bus Citation	In-School Detention	
Ohatchee High School	07	White	Female	N		210-Scuffle	In-School Detention	
Ohatchee High School	07	White	Male	N		316C-Tobacco, Use	SIR 1 Suspended/Out of School	
Ohatchee High School	07	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	

Ohatchee High School	07	White	Male	N		208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	07	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	07	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	07	White	Female	N		209-Bullying/Intimidation	In-School Detention
Ohatchee High School	07	White	Female	N		212-False Info/Forgery/Dishonest v	In-School Detention
Ohatchee High School	07	White	Male	N	Speech or Language Impairment	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	07	White	Male	N	Speech or Language Impairment	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	07	White	Male	N	Specific Learning Disability	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	07	White	Male	N	Specific Learning Disability	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	07	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	In-School Detention
Ohatchee High School	07	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	07	White	Male	N	Specific Learning Disability	210-Scuffle	In-School Detention
Ohatchee High School	07	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School
Ohatchee High School	07	White	Male	N		224-Other Intermediate Violation	In-School Detention
Ohatchee High School	07	White	Female	N		202-Rebelliousness	In-School Detention
Ohatchee High School	07	White	Male	N	Gifted	210-Scuffle	In-School Detention
Ohatchee High School	07	White	Male	N	Gifted	210-Scuffle	In-School Detention

Ohatchee High School	07	White	Male	N	Specific Learning Disability	224-Other Intermediate Violation	SIR 7 Corporal Punishment
Ohatchee High School	07	White	Female	N	Gifted	209-Bullying/Intimidation	SIR 7 Corporal Punishment
Ohatchee High School	07	White	Male	Y	Speech or Language Impairment	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	07	White	Male	Y	Speech or Language Impairment	210-Scuffle	In-School Detention
Ohatchee High School	07	White	Female	Y		208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	08	White	Male	N	Gifted	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment
Ohatchee High School	08	White	Male	N	Determined Ineligible	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	08	White	Male	N	Speech or Language Impairment	316A-Tobacco, Possession	SIR 1 Suspended/Out of School
Ohatchee High School	08	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	08	White	Male	N		324-Other Major Violation	SIR 1 Suspended/Out of School
Ohatchee High School	08	White	Male	N		316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	08	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment
Ohatchee High School	08	White	Male	N		208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	08	White	Male	N	Determined Ineligible	100-Minor Bus Citation	In-School Detention
Ohatchee High School	08	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School
Ohatchee High School	08	White	Male	N	Gifted	210-Scuffle	In-School Detention
Ohatchee High School	08	White	Male	N		210-Scuffle	In-School Detention

Ohatchee High School	08	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School
Ohatchee High School	08	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	In-School Detention
Ohatchee High School	08	White	Female	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	08	White	Male	N	Gifted	210-Scuffle	In-School Detention
Ohatchee High School	08	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention
Ohatchee High School	08	White	Male	N	Gifted	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	08	White	Male	N	Gifted	209-Bullying/Intimidation	In-School Detention
Ohatchee High School	08	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention
Ohatchee High School	08	White	Male	N	Gifted	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	08	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School
Ohatchee High School	08	White	Male	N	Gifted	215-Inappropriate Display Of Affection	In-School Detention
Ohatchee High School	08	White	Male	N	Other Health Impairment	211-Profanity / Vulgarity	SIR 7 Corporal Punishment
Ohatchee High School	08	White	Male	N	Other Health Impairment	211-Profanity / Vulgarity	In-School Detention
Ohatchee High School	08	White	Male	N	Other Health Impairment	214-Rude, Disrespectful Behavior	In-School Detention
Ohatchee High School	08	White	Male	N	Other Health Impairment	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	08	White	Male	N	Other Health Impairment	211-Profanity / Vulgarity	In-School Detention
Ohatchee High School	08	White	Male	N	Other Health Impairment	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School

Ohatchee High School	08	White	Male	N	Other Health Impairment	209-Bullying/Intimidation	SIR 1 Suspended/Out of School
Ohatchee High School	08	White	Male	N	Other Health Impairment	211-Profanity / Vulgarity	In-School Detention
Ohatchee High School	08	White	Male	N	Other Health Impairment	224-Other Intermediate Violation	In-School Detention
Ohatchee High School	08	White	Male	N	Other Health Impairment	311-Threat To School Personnel	SIR 2 Alternative Placement
Ohatchee High School	08	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School
Ohatchee High School	08	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment
Ohatchee High School	08	White	Male	N		208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	08	White	Male	N		210-Scuffle	In-School Detention
Ohatchee High School	08	White	Male	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment
Ohatchee High School	08	White	Male	N	Determined Ineligible	209-Bullying/Intimidation	In-School Detention
Ohatchee High School	08	White	Male	N	Determined Ineligible	317-Fighting	SIR 1 Suspended/Out of School
Ohatchee High School	08	White	Male	N	Determined Ineligible	210-Scuffle	In-School Detention
Ohatchee High School	08	White	Male	N		224-Other Intermediate Violation	In-School Detention
Ohatchee High School	09	Black/African American	Male	N	Determined Ineligible	210-Scuffle	In-School Detention
Ohatchee High School	09	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Female	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment

Ohatchee High School	09	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Male	N		208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	09	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Male	N		316A-Tobacco, Possession	In-School Detention
Ohatchee High School	09	White	Male	N		100-Minor Bus Citation	In-School Detention
Ohatchee High School	09	White	Male	N	Determined Ineligible	316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Male	N		100-Minor Bus Citation	In-School Detention
Ohatchee High School	09	White	Male	N		316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention
Ohatchee High School	09	White	Male	N		208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	09	White	Male	N		201L-Failure To Complete Discipline NS	In-School Detention
Ohatchee High School	09	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Male	N		316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Male	N		210-Scuffle	In-School Detention
Ohatchee High School	09	White	Male	N		224-Other Intermediate Violation	In-School Detention
Ohatchee High School	09	White	Male	N	Specific Learning Disability	309-Profanity With Personnel	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Male	N	Specific Learning Disability	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	09	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention

Ohatchee High School	09	White	Male	N	Specific Learning Disability	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	09	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention
Ohatchee High School	09	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Female	N		317-Fighting	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Female	N	Other Health Impairment	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	09	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Male	N	Specific Learning Disability	316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Male	N		316A-Tobacco, Possession	In-School Detention
Ohatchee High School	09	White	Male	N		100-Minor Bus Citation	In-School Detention
Ohatchee High School	09	White	Female	N	Determined Ineligible	100-Minor Bus Citation	In-School Detention
Ohatchee High School	09	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Male	N	Other Health Impairment	208-Excessive Distraction Of Other	In-School Detention

Ohatchee High School	09	White	Male	N	Other Health Impairment	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	09	White	Male	N	Other Health Impairment	303-Vandalism / < \$200	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Female	N	Gifted	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	09	White	Female	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention
Ohatchee High School	09	White	Male	N		210-Scuffle	In-School Detention
Ohatchee High School	09	White	Male	N		309-Profanity With Personnel	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Male	N		316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment
Ohatchee High School	09	White	Male	N		309-Profanity With Personnel	In-School Detention
Ohatchee High School	09	White	Male	N		316A-Tobacco, Possession	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment
Ohatchee High School	09	White	Male	N	Other Health Impairment	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	09	White	Male	N		316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Female	N		309-Profanity With Personnel	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Female	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment
Ohatchee High School	09	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention

Ohatchee High School	09	White	Male	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment
Ohatchee High School	09	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Male	N		210-Scuffle	In-School Detention
Ohatchee High School	09	White	Female	N		214-Rude, Disrespectful Behavior	In-School Detention
Ohatchee High School	09	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Male	N	Determined Ineligible	220-5th or Subsequent Tardy	In-School Detention
Ohatchee High School	09	White	Male	N	Determined Ineligible	316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Male	N	Determined Ineligible	316C-Tobacco, Use	In-School Detention
Ohatchee High School	09	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	09	White	Male	N		211-Profanity / Vulgarity	In-School Detention
Ohatchee High School	09	White	Male	N		309-Profanity With Personnel	SIR 1 Suspended/Out of School
Ohatchee High School	09	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention
Ohatchee High School	09	White	Male	N	Speech or Language Impairment	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	09	White	Male	N	Speech or Language Impairment	101-Refusal To Bring Paper, Pencil	In-School Detention
Ohatchee High School	09	White	Male	N	Speech or Language Impairment	316A-Tobacco, Possession	In-School Detention

Ohatchee High School	09	White	Male	N	Gifted	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	Black/African American	Female	N	Specific Learning Disability	102-Other Minor Violation	In-School Detention
Ohatchee High School	10	Black/African American	Female	N	Specific Learning Disability	100-Minor Bus Citation	In-School Detention
Ohatchee High School	10	Black/African American	Female	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	Black/African American	Female	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	Black/African American	Female	N	Specific Learning Disability	215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment
Ohatchee High School	10	Black/African American	Male	N	Other Health Impairment	208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	10	Black/African American	Male	N	Other Health Impairment	402A-Alcohol Possession	Pending Hearing
Ohatchee High School	10	Black/African American	Male	N	Other Health Impairment	210-Scuffle	In-School Detention
Ohatchee High School	10	Black/African American	Male	N	Other Health Impairment	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment
Ohatchee High School	10	Black/African American	Male	N	Other Health Impairment	209-Bullying/Intimidation	In-School Detention
Ohatchee High School	10	White	Female	N		102-Other Minor Violation	In-School Detention
Ohatchee High School	10	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Female	N	Gifted	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Female	N	Gifted	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment
Ohatchee High School	10	White	Female	N	Gifted	220-5th or Subsequent Tardy	In-School Detention

Ohatchee High School	10	White	Female	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Female	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Female	N		307-Unwelcome Intimate Touching	In-School Detention
Ohatchee High School	10	White	Female	N		214-Rude, Disrespectful Behavior	In-School Detention
Ohatchee High School	10	White	Female	N		214-Rude, Disrespectful Behavior	In-School Detention
Ohatchee High School	10	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Male	N		224-Other Intermediate Violation	In-School Detention
Ohatchee High School	10	White	Male	N		100-Minor Bus Citation	In-School Detention
Ohatchee High School	10	White	Male	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment
Ohatchee High School	10	White	Male	N		323-Pornography	In-School Detention
Ohatchee High School	10	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment
Ohatchee High School	10	White	Male	N		210-Scuffle	In-School Detention
Ohatchee High School	10	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	In-School Detention
Ohatchee High School	10	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	In-School Detention
Ohatchee High School	10	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Male	N	Other Health Impairment	316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	10	White	Male	N	Other Health Impairment	211-Profanity / Vulgarity	In-School Detention

Ohatchee High School	10	White	Male	N	Other Health Impairment	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Male	N	Speech or Language Impairment	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment
Ohatchee High School	10	White	Female	N	Gifted	317-Fighting	SIR 1 Suspended/Out of School
Ohatchee High School	10	White	Male	N		211-Profanity / Vulgarity	In-School Detention
Ohatchee High School	10	White	Male	N	Gifted	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Female	N	Gifted	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Female	N	Gifted	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	10	White	Female	N	Gifted	211-Profanity / Vulgarity	In-School Detention
Ohatchee High School	10	White	Female	N	Gifted	309-Profanity With Personnel	SIR 1 Suspended/Out of School
Ohatchee High School	10	White	Female	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment
Ohatchee High School	10	White	Female	N		211-Profanity / Vulgarity	In-School Detention
Ohatchee High School	10	White	Male	N		316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	10	White	Male	N		210-Scuffle	In-School Detention
Ohatchee High School	10	White	Male	N		100-Minor Bus Citation	In-School Detention
Ohatchee High School	10	White	Male	N		210-Scuffle	In-School Detention
Ohatchee High School	10	White	Male	N		401A-Drug Possession	SIR 2 Alternative Placement

Ohatchee High School	10	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention
Ohatchee High School	11	Black/African American	Male	N		102-Other Minor Violation	SIR 7 Corporal Punishment
Ohatchee High School	11	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School
Ohatchee High School	11	White	Male	N		211-Profanity / Vulgarity	In-School Detention
Ohatchee High School	11	White	Male	N		401A-Drug Possession	SIR 2 Alternative Placement
Ohatchee High School	11	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	11	White	Female	N		306B-Student Disorder / Inciting	SIR 1 Suspended/Out of School
Ohatchee High School	11	White	Male	N	Speech or Language Impairment	100-Minor Bus Citation	Removed From Bus
Ohatchee High School	11	White	Male	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	11	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	In-School Detention
Ohatchee High School	11	White	Male	N	Speech or Language Impairment	309-Profanity With Personnel	SIR 1 Suspended/Out of School
Ohatchee High School	11	White	Male	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	11	White	Male	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	11	White	Male	N	Speech or Language Impairment	210-Scuffle	In-School Detention
Ohatchee High School	11	White	Male	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	In-School Detention

Ohatchee High School	11	White	Male	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	SIR 1 Suspended/Out of School
Ohatchee High School	11	White	Female	N	Specific Learning Disability	212-False Info/Forgery/Dishonesty	In-School Detention
Ohatchee High School	11	White	Female	N	Specific Learning Disability	101D-Refusal To Follow Directions	In-School Detention
Ohatchee High School	11	White	Female	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment
Ohatchee High School	11	White	Female	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	11	White	Female	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	11	White	Female	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	11	White	Female	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	11	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	11	White	Male	N		303-Vandalism / < \$200	In-School Detention
Ohatchee High School	11	White	Male	N		224-Other Intermediate Violation	In-School Detention
Ohatchee High School	11	White	Female	N		100-Minor Bus Citation	SIR 7 Corporal Punishment
Ohatchee High School	11	White	Female	N		100-Minor Bus Citation	SIR 7 Corporal Punishment
Ohatchee High School	11	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	11	White	Male	N	Specific Learning Disability	210-Scuffle	In-School Detention
Ohatchee High School	11	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	11	White	Male	N		316C-Tobacco, Use	SIR 1 Suspended/Out of School

Ohatchee High School	11	White	Male	N		210-Scuffle	In-School Detention
Ohatchee High School	11	White	Male	N		208-Excessive Distraction Of Other	In-School Detention
Ohatchee High School	11	White	Male	N		324-Other Major Violation	SIR 1 Suspended/Out of School
Ohatchee High School	11	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention
Ohatchee High School	11	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	11	White	Male	N	Determined Ineligible	210-Scuffle	In-School Detention
Ohatchee High School	12	Black/African American	Male	N	Determined Ineligible	316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	12	Black/African American	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N		220-5th or Subsequent Tardy	In-School Detention
Ohatchee High School	12	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N	Determined Ineligible	316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	12	White	Male	N	Determined Ineligible	309-Profanity With Personnel	SIR 1 Suspended/Out of School
Ohatchee High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N		220-5th or Subsequent Tardy	In-School Detention
Ohatchee High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention

Ohatchee High School	12	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School
Ohatchee High School	12	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 1 Suspended/Out of School
Ohatchee High School	12	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N	Specific Learning Disability	203-Stealing/Possess@\$10 Or Less	In-School Detention
Ohatchee High School	12	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment
Ohatchee High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 1 Suspended/Out of School
Ohatchee High School	12	White	Female	N	Other Health Impairment	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Female	N	Other Health Impairment	316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Female	N		316C-Tobacco, Use	SIR 1 Suspended/Out of School
Ohatchee High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention

Ohatchee High School	12	White	Male	N		303-Vandalism / < \$200	In-School Detention
Ohatchee High School	12	White	Female	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School
Ohatchee High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N		211-Profanity / Vulgarity	In-School Detention
Ohatchee High School	12	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment
Ohatchee High School	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment
Ohatchee High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School
Ohatchee High School	12	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment
Ohatchee High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N	Other Health Impairment	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N	Other Health Impairment	207-Unauthorized Absence/Skipping	In-School Detention
Ohatchee High School	12	White	Male	N	Other Health Impairment	207-Unauthorized Absence/Skipping	In-School Detention

Ohatchee High School	12	White	Male	N	Other Health Impairment	207-Unauthorized Absence/Skipping	In-School Detention	
Ohatchee High School	12	White	Male	N	Other Health Impairment	207-Unauthorized Absence/Skipping	In-School Detention	
Ohatchee High School	12	White	Male	N	Other Health Impairment	207-Unauthorized Absence/Skipping	SIR 1 Suspended/Out of School	
Ohatchee High School	12	White	Male	N	Other Health Impairment	316C-Tobacco, Use	SIR 1 Suspended/Out of School	
Ohatchee High School	12	White	Male	N	Specific Learning Disability	316C-Tobacco, Use	SIR 1 Suspended/Out of School	
Ohatchee High School	12	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention	
Ohatchee High School	12	White	Male	N		316C-Tobacco, Use	SIR 1 Suspended/Out of School	
Ohatchee High School	12	White	Male	N		220-5th or Subsequent Tardy	In-School Detention	
Ohatchee High School	12	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention	
Ohatchee High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	
Ohatchee High School	12	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	
Pleasant Valley Elem School	00	White	Male	N	Development Delay	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	00	White	Male	N	Development Delay	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	00	White	Male	N	Development Delay	Information Only	Parent Contact	Call To Parent
Pleasant Valley Elem School	00	White	Male	N	Development Delay	Information Only	Parent Contact	
Pleasant Valley Elem School	00	White	Female	N	Specific Learning Disability	Information Only	Parent Contact	Call To Parent

Pleasant Valley Elem School	00	White	Female	N	Specific Learning Disability	Information Only	Parent Contact	Call To Parent
Pleasant Valley Elem School	00	White	Female	N	Specific Learning Disability	Information Only	Parent Contact	Call To Parent
Pleasant Valley Elem School	00	White	Female	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	00	White	Female	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	00	White	Female	N	Specific Learning Disability	100-Minor Bus Citation	Removed From Bus	Call To Parent
Pleasant Valley Elem School	00	White	Female	N	Specific Learning Disability	101B-Refusal To Follow Rules	Time Out	
Pleasant Valley Elem School	00	White	Female	N	Specific Learning Disability	301-Stealing/Possess Stolen > \$10	Removed From Bus	Call To Parent
Pleasant Valley Elem School	00	White	Male	N		311-Threat To School Personnel	After School Detention	
Pleasant Valley Elem School	00	White	Male	N		214-Rude, Disrespectful Behavior	Removed From Bus	
Pleasant Valley Elem School	00	White	Male	N		Information Only	Parent Contact	
Pleasant Valley Elem School	00	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	00	White	Male	N		101B-Refusal To Follow Rules	Time Out	Call To Parent
Pleasant Valley Elem School	00	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	00	White	Male	N		214-Rude, Disrespectful Behavior	Time Out	
Pleasant Valley Elem School	00	White	Female	N		101D-Refusal To Follow Directions	Parent Contact	Call To Parent
Pleasant Valley Elem School	00	White	Male	N	Speech or Language Impairment	211-Profanity / Vulgarity	Time Out	
Pleasant Valley Elem School	00	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent

Pleasant Valley Elem School	00	White	Male	N		Information Only	Parent Contact	
Pleasant Valley Elem School	00	White	Male	N		Information Only	Parent Contact	
Pleasant Valley Elem School	00	White	Male	N		101B-Refusal To Follow Rules	Time Out	
Pleasant Valley Elem School	00	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	00	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	01	White	Female	N		102-Other Minor Violation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	01	White	Female	N		Information Only	Parent Contact	
Pleasant Valley Elem School	01	White	Female	N		Information Only	Parent Contact	
Pleasant Valley Elem School	01	White	Female	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	01	White	Female	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	01	White	Female	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	01	White	Female	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	01	White	Female	N		203-Stealing/Possess@\$10 Or Less	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	01	White	Male	N		101B-Refusal To Follow Rules	Student Conference	
Pleasant Valley Elem School	01	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	01	White	Male	N		Information Only	Parent Contact	Letter To Parent
Pleasant Valley Elem School	01	White	Female	N	Determined Ineligible	212-False Info/Forgery/Dishonest y	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	01	White	Female	N	Determined Ineligible	Information Only	Parent Contact	Call To Parent
Pleasant Valley Elem School	01	White	Female	N	Determined Ineligible	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	01	White	Female	N	Determined Ineligible	101D-Refusal To Follow Directions	After School Detention	

Pleasant Valley Elem School	01	White	Male	N		Information Only	Student Conference	
Pleasant Valley Elem School	01	White	Female	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	01	White	Female	N	Determined Ineligible	Information Only	Parent Contact	
Pleasant Valley Elem School	01	White	Male	N		Information Only	Parent Contact	Call To Parent
Pleasant Valley Elem School	01	White	Female	N		100-Minor Bus Citation	Removed From Bus	
Pleasant Valley Elem School	01	White	Male	N		Information Only	Parent Contact	
Pleasant Valley Elem School	01	White	Male	N		100-Minor Bus Citation	Removed From Bus	
Pleasant Valley Elem School	02	Black/African American	Female	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	02	Black/African American	Female	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	02	Multi Race - Two or More Races	Male	N		100-Minor Bus Citation	Removed From Bus	
Pleasant Valley Elem School	02	Multi Race - Two or More Races	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	02	White	Male	N	Gifted	Information Only	Student Conference	Call To Parent
Pleasant Valley Elem School	02	White	Male	N	Gifted	Information Only	Parent Contact	Call To Parent
Pleasant Valley Elem School	02	White	Male	N	Gifted	Information Only	Parent Contact	
Pleasant Valley Elem School	02	White	Male	N	Gifted	Information Only	Other List In Note	
Pleasant Valley Elem School	02	White	Male	N	Determined Ineligible	101B-Refusal To Follow Rules	Parent Contact	Call To Parent
Pleasant Valley Elem School	02	White	Female	N		211-Profanity / Vulgarity	Removed From Bus	
Pleasant Valley Elem School	02	White	Male	N		100-Minor Bus Citation	Parent Contact	Call To Parent
Pleasant Valley Elem School	02	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	

Pleasant Valley Elem School	02	White	Male	N	Speech or Language Impairment	212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	02	White	Male	N	Speech or Language Impairment	101B-Refusal To Follow Rules	Time Out	
Pleasant Valley Elem School	02	White	Male	N	Speech or Language Impairment	212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	02	White	Male	N	Speech or Language Impairment	Information Only	Student Conference	Letter To Parent
Pleasant Valley Elem School	02	White	Male	N	Speech or Language Impairment	Information Only	Student Conference	Letter To Parent
Pleasant Valley Elem School	02	White	Male	N	Speech or Language Impairment	Information Only	Student Conference	Letter To Parent
Pleasant Valley Elem School	02	White	Male	N	Speech or Language Impairment	Information Only	Student Conference	Letter To Parent
Pleasant Valley Elem School	02	White	Male	N	Speech or Language Impairment	Information Only	Parent Contact	Call To Parent
Pleasant Valley Elem School	02	White	Male	N	Speech or Language Impairment	Information Only	Parent Contact	Letter To Parent
Pleasant Valley Elem School	02	White	Male	N	Speech or Language Impairment	Information Only	Student Conference	
Pleasant Valley Elem School	02	White	Male	N	Speech or Language Impairment	224-Other Intermediate Violation	In-School Detention	Call To Parent
Pleasant Valley Elem School	02	White	Male	N	Speech or Language Impairment	Information Only	Parent Contact	Letter To Parent
Pleasant Valley Elem School	02	White	Male	N	Speech or Language Impairment	Information Only	Parent Contact	Letter To Parent
Pleasant Valley Elem School	02	White	Male	N	Determined Ineligible	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	02	White	Female	N	Gifted	Information Only		

Pleasant Valley Elem School	03	White	Male	N		202-Rebelliousness	In-School Detention	
Pleasant Valley Elem School	03	White	Male	N	Specific Learning Disability	301-Stealing/Possess Stolen > \$10	Saturday School	Call To Parent
Pleasant Valley Elem School	03	White	Male	N	Speech or Language Impairment	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	03	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	03	White	Male	N		102-Other Minor Violation	Parent Contact	
Pleasant Valley Elem School	03	White	Male	N		Information Only	Student Conference	Call To Parent
Pleasant Valley Elem School	03	White	Male	N		Information Only	Parent Contact	
Pleasant Valley Elem School	03	White	Male	N		100-Minor Bus Citation		
Pleasant Valley Elem School	03	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Parent Contact	Parent Conference
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Student Conference	Letter To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Student Conference	Letter To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Time Out	Letter To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	207-Unauthorized Absence/Skipping	In-School Detention	Principal/Parent Con
Pleasant Valley Elem School	03	White	Female	N	Gifted	Information Only	Parent Contact	
Pleasant Valley Elem School	03	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	03	White	Male	N	Gifted	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	03	White	Male	N	Speech or Language Impairment	212-False Info/Forgery/Dishonest	SIR 7 Corporal Punishment	Call To Parent

Pleasant Valley Elem School	03	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Time Out	Letter To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Student Conference	Letter To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Time Out	Letter To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Parent Contact	Letter To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Time Out	Letter To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Student Conference	Letter To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Extra Work Assignment	Letter To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Parent Contact	Letter To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Parent Contact	Letter To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	Information Only	Parent Contact	Call To Parent
Pleasant Valley Elem School	03	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	
Pleasant Valley Elem School	03	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	03	White	Male	N	Gifted	321-Threat To Cause Serious Harm	SIR 1 Suspended/Out of School	
Pleasant Valley Elem School	04	Multi Race - Two or More Races	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Parent Conference
Pleasant Valley Elem School	04	Multi Race - Two or More Races	Male	N		Information Only	Parent Contact	Parent Conference
Pleasant Valley Elem School	04	Multi Race - Two or More Races	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Pleasant Valley Elem School	04	Multi Race - Two or More Races	Male	N		Information Only	Other List In Note	
Pleasant Valley Elem School	04	White	Female	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Parent Conference

Pleasant Valley Elem School	04	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	
Pleasant Valley Elem School	04	White	Male	N	Gifted	Information Only	Parent Contact	
Pleasant Valley Elem School	04	White	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	04	White	Male	N	Gifted	202-Rebelliousness	In-School Detention	
Pleasant Valley Elem School	04	White	Male	N	Determined Ineligible	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	04	White	Male	N		211-Profanity / Vulgarity		Call To Parent
Pleasant Valley Elem School	04	White	Male	N		101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley Elem School	04	White	Male	N		212-False Info/Forgery/Dishonest v	In-School Detention	Call To Parent
Pleasant Valley Elem School	04	White	Male	N	Speech or Language Impairment	Information Only	Other List In Note	
Pleasant Valley Elem School	04	White	Male	N	Speech or Language Impairment	212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	04	White	Male	N	Speech or Language Impairment	Information Only	Parent Contact	Parent Conference
Pleasant Valley Elem School	04	White	Male	N	Gifted	301-Stealing/Possess Stolen > \$10	Saturday School	Letter To Parent
Pleasant Valley Elem School	04	White	Male	N	Speech or Language Impairment	212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	04	White	Male	N		Information Only	Parent Contact	Call To Parent
Pleasant Valley Elem School	04	White	Male	N		Information Only	Parent Contact	
Pleasant Valley Elem School	04	White	Male	N	Gifted	Information Only	Parent Contact	
Pleasant Valley Elem School	04	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Pleasant Valley Elem School	04	White	Male	N		214-Rude, Disrespectful Behavior	After School Detention	Options Offered

Pleasant Valley Elem School	05	Black/African American	Male	N	Specific Learning Disability	415-Gang Activity	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley Elem School	05	Black/African American	Male	N	Specific Learning Disability	Information Only	Parent Contact	Call To Parent
Pleasant Valley Elem School	05	White	Male	N		415-Gang Activity	SIR 2 Alternative Placement	Parent Conference
Pleasant Valley Elem School	05	White	Male	N		Information Only	Parent Contact	
Pleasant Valley Elem School	05	White	Male	N		Information Only	Parent Contact	
Pleasant Valley Elem School	05	White	Male	N		101B-Refusal To Follow Rules	Parent Contact	
Pleasant Valley Elem School	05	White	Male	N		209-Bullying/Intimidation	After School Detention	
Pleasant Valley Elem School	05	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	
Pleasant Valley Elem School	05	White	Male	N		306B-Student Disorder / Inciting	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley Elem School	05	White	Male	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	05	White	Male	N		201-Failure To Complete Discipline	Saturday School	
Pleasant Valley Elem School	05	White	Male	N		306B-Student Disorder / Inciting	SIR 1 Suspended/Out of School	Parent Conference
Pleasant Valley Elem School	05	White	Male	N	Speech or Language Impairment	317-Fighting	SIR 1 Suspended/Out of School	Letter To Parent
Pleasant Valley Elem School	05	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	05	White	Female	N	Specific Learning Disability	Information Only		Call To Parent
Pleasant Valley Elem School	05	White	Female	N	Specific Learning Disability	Information Only	Parent Contact	Call To Parent
Pleasant Valley Elem School	05	White	Female	N	Specific Learning Disability	Information Only	Student Conference	Letter To Parent

Pleasant Valley Elem School	05	White	Female	N		Information Only	Parent Contact	Refer Guid Counselor
Pleasant Valley Elem School	05	White	Male	N	Gifted	209-Bullying/Intimidation	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	05	White	Male	N	Gifted	202-Rebelliousness	Saturday School	Call To Parent
Pleasant Valley Elem School	05	White	Male	N		306B-Student Disorder / Inciting	SIR 1 Suspended/Out of School	Call To Parent of School
Pleasant Valley Elem School	05	White	Male	N	Other Health Impairment	211-Profanity / Vulgarity	After School Detention	Call To Parent
Pleasant Valley Elem School	05	White	Male	N	Other Health Impairment	311-Threat To School Personnel	SIR 1 Suspended/Out of School	Call To Parent of School
Pleasant Valley Elem School	05	White	Male	N		Information Only	Parent Contact	Call To Parent
Pleasant Valley Elem School	05	White	Male	N	Autism	Information Only	Parent Contact	Parent Conference
Pleasant Valley Elem School	05	White	Female	N	Determined Ineligible	214-Rude, Disrespectful Behavior	After School Detention	Call To Parent
Pleasant Valley Elem School	05	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	After School Detention	
Pleasant Valley Elem School	05	White	Male	N	Determined Ineligible	306B-Student Disorder / Inciting	SIR 1 Suspended/Out of School	Parent Conference
Pleasant Valley Elem School	05	White	Male	N	Determined Ineligible	Information Only	Parent Contact	Parent Conference
Pleasant Valley Elem School	05	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Pleasant Valley Elem School	05	White	Female	N		101B-Refusal To Follow Rules	In-School Detention	
Pleasant Valley Elem School	05	White	Female	N		Information Only	Parent Contact	
Pleasant Valley Elem School	05	White	Male	N	Determined Ineligible	Information Only	Parent Contact	
Pleasant Valley Elem School	05	White	Male	N	Determined Ineligible	Information Only	Parent Contact	
Pleasant Valley Elem School	05	White	Male	N	Determined Ineligible	Information Only	Parent Contact	
Pleasant Valley Elem School	05	White	Male	N	Determined Ineligible	415-Gang Activity	SIR 2 Alternative Placement	Call To Parent

Pleasant Valley Elem School	05	White	Male	N	Determined Ineligible	210-Scuffle	SIR 7 Corporal Punishment	
Pleasant Valley Elem School	05	White	Male	N	Gifted	Information Only	Student Conference	Student Conference
Pleasant Valley Elem School	06	Multi Race - Two or More Races	Male	N		202-Rebelliousness	Removed From Bus	Call To Parent
Pleasant Valley Elem School	06	Multi Race - Two or More Races	Male	N		214-Rude, Disrespectful Behavior	Removed From Bus	
Pleasant Valley Elem School	06	Multi Race - Two or More Races	Male	N		214-Rude, Disrespectful Behavior	Removed From Bus	
Pleasant Valley Elem School	06	Multi Race - Two or More Races	Male	N		Information Only	Student Conference	Parent Conference
Pleasant Valley Elem School	06	Multi Race - Two or More Races	Male	N		Information Only	Parent Contact	Parent Conference
Pleasant Valley Elem School	06	White	Male	N		224-Other Intermediate Violation	In-School Detention	Call To Parent
Pleasant Valley Elem School	06	White	Male	N	Specific Learning Disability	314-Sexual Harassment	In-School Detention	Letter To Parent
Pleasant Valley Elem School	06	White	Female	N		Information Only	Parent Contact	Call To Parent
Pleasant Valley Elem School	06	White	Male	N		306B-Student Disorder / Inciting	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley Elem School	06	White	Male	N	Other Health Impairment	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Parent Conference
Pleasant Valley Elem School	06	White	Male	N	Speech or Language Impairment	202-Rebelliousness	In-School Detention	
Pleasant Valley Elem School	06	White	Female	N	Speech or Language Impairment	Information Only	Student Conference	Parent Conference
Pleasant Valley Elem School	06	White	Male	N	Specific Learning Disability	201-Failure To Complete Discipline	After School Detention	Call To Parent
Pleasant Valley Elem School	06	White	Male	N		Information Only	Student Conference	

Pleasant Valley Elem School	06	White	Male	N	Gifted	224-Other Intermediate Violation	In-School Detention	Call To Parent
Pleasant Valley Elem School	06	White	Male	N	Gifted	314-Sexual Harassment	In-School Detention	Call To Parent
Pleasant Valley Elem School	06	White	Female	N		Information Only	Parent Contact	
Pleasant Valley Elem School	06	White	Male	N		306B-Student Disorder / Inciting	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	07	Black/African American	Male	N		Information Only	Student Conference	Call To Parent
Pleasant Valley High School	07	Multi Race - Two or More Races	Male	Y	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
Pleasant Valley High School	07	Multi Race - Two or More Races	Male	Y	Specific Learning Disability	311-Threat To School Personnel	In-School Detention	Call To Parent
Pleasant Valley High School	07	Multi Race - Two or More Races	Male	Y	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	Multi Race - Two or More Races	Male	Y	Specific Learning Disability	208L-Excessive Distraction of Other NS	In-School Detention	Letter To Parent
Pleasant Valley High School	07	Multi Race - Two or More Races	Male	Y	Specific Learning Disability	224L-Other Intermediate Violation NS	In-School Detention	Letter To Parent
Pleasant Valley High School	07	White	Female	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Male	Y		102L-Other Minor Violation NS	Warning	
Pleasant Valley High School	07	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	07	White	Female	N		224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Male	N	Gifted	Information Only	Student Conference	Call To Parent
Pleasant Valley High School	07	White	Female	N	Determined Ineligible	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	07	White	Female	N	Determined Ineligible	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Letter To Parent

Pleasant Valley High School	07	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	07	White	Male	N		102L-Other Minor Violation NS	Student Conference	Call To Parent
Pleasant Valley High School	07	White	Male	N		102L-Other Minor Violation NS	Student Conference	Call To Parent
Pleasant Valley High School	07	White	Male	N		102L-Other Minor Violation NS	Student Conference	Call To Parent
Pleasant Valley High School	07	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	101D-Refusal To Follow Directions	Parent Contact	
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	00DRL-1st/2nd Dress Code Violation NS	Warning	
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	408D-Deadly Knife, Possession	SIR 2 Alternative Placement	Call To Parent
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Call To Parent
Pleasant Valley High School	07	White	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Female	N		301-Stealing/Possess Stolen > \$10	SIR 1 Suspended/Out of School	Parent Conference
Pleasant Valley High School	07	White	Female	N		218L-Violation of Medication Policy NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Parent Conference
Pleasant Valley High School	07	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Options Offered
Pleasant Valley High School	07	White	Female	N		316A-Tobacco, Possession	SIR 1 Suspended/Out of School	Call To Parent

Pleasant Valley High School	07	White	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Male	N		100L-Minor Bus Citation NS	Student Conference	
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Parent Conference
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Parent Conference
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	210L-Scuffle NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	101DL-Refusal To Follow Directions NS	Parent Contact	Call To Parent
Pleasant Valley High School	07	White	Male	N	Gifted	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	07	White	Male	N		210L-Scuffle NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Male	N		102L-Other Minor Violation NS	Student Conference	Call To Parent
Pleasant Valley High School	07	White	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent

Pleasant Valley High School	07	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Pleasant Valley High School	07	White	Female	N	Other Health Impairment	321-Threat To Cause Serious Harm	SIR 2 Alternative Placement	Parent Conference
Pleasant Valley High School	07	White	Female	N	Other Health Impairment	215L-Inappropriate Display Of Affection NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Female	N	Other Health Impairment	207-Unauthorized Absence/Skipping	Warning	Call To Parent
Pleasant Valley High School	07	White	Female	N	Other Health Impairment	100L-Minor Bus Citation NS	Warning	Letter To Parent
Pleasant Valley High School	07	White	Female	N	Other Health Impairment	301-Stealing/Possess Stolen > \$10	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	07	White	Female	N	Other Health Impairment	209L- Bullying/Intimidation NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Female	N	Other Health Impairment	319-Assault & Battery on Student	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Female	N	Other Health Impairment	Information Only	Student Conference	Student Conference
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	317-Fighting	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	209L- Bullying/Intimidation NS	In-School Detention	Parent Conference
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	209- Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	317-Fighting	SIR 1 Suspended/Out of School	Parent Conference

Pleasant Valley High School	07	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	07	White	Male	N	Specific Learning Disability	210L-Scuffle NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Male	N	Speech or Language Impairment	210L-Scuffle NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Male	N	Speech or Language Impairment	209L-Bullying/Intimidation NS	In-School Detention	Letter To Parent
Pleasant Valley High School	07	White	Female	Y	Gifted	207-Unauthorized Absence/Skipping	Warning	Call To Parent
Pleasant Valley High School	07	White	Male	N		207L-Unauthorized Absence/Skipping NS	Extra Work Assignment	Call To Parent
Pleasant Valley High School	07	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	07	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Male	N		220L-5th or Subsequent Tardy NS	Warning	Letter To Parent
Pleasant Valley High School	07	White	Female	N		224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Pleasant Valley High School	07	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Autism	202L-Rebelliousness	In-School Detention	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Autism	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Autism	209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Autism	309-Profanity With Personnel	SIR 2 Alternative Placement	Parent Conference
Pleasant Valley High School	08	Black/African American	Male	N	Autism	309-Profanity With Personnel	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Autism	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent

Pleasant Valley High School	08	Black/African American	Male	N	Autism	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Autism	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Autism	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Autism	102L-Other Minor Violation NS	Other List In Note	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Autism	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Autism	209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Autism	324-Other Major Violation	In-School Detention	Parent Conference
Pleasant Valley High School	08	Black/African American	Male	N	Autism	301-Stealing/Possess Stolen > \$10	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Specific Learning Disability	101BL-Refusal To Follow Rules NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	Black/African American	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	Black/African American	Female	N	Gifted	212L-False Info/Forgery/Dishonest v NS	In-School Detention	Parent Conference
Pleasant Valley High School	08	White	Male	N	Intellectual Disability	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent

Pleasant Valley High School	08	White	Male	N	Intellectual Disability	Information Only	Student Conference	Call To Parent
Pleasant Valley High School	08	White	Male	N	Intellectual Disability	211L-Profanity / Vulgarity NS	Student Conference	
Pleasant Valley High School	08	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Male	N		209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N		102L-Other Minor Violation NS	Warning	Call To Parent
Pleasant Valley High School	08	White	Male	N		316C-Tobacco, Use	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	08	White	Male	N		316C-Tobacco, Use	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N		307-Unwelcome Intimate Touching	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Autism	408A-Deadly Weapon, Possession	SIR 2 Alternative Placement	Call To Parent
Pleasant Valley High School	08	White	Female	N		102L-Other Minor Violation NS	In-School Detention	Parent Conference
Pleasant Valley High School	08	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
Pleasant Valley High School	08	White	Female	N	Gifted	00DRL-1st/2nd Dress Code Violation NS	Warning	Call To Parent
Pleasant Valley High School	08	White	Male	N		215L-Inappropriate Display Of Affection NS	In-School Detention	Options Offered
Pleasant Valley High School	08	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Options Offered
Pleasant Valley High School	08	White	Male	N		309-Profanity With Personnel	SIR 1 Suspended/Out of School	Call To Parent

Pleasant Valley High School	08	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Male	N		207-Unauthorized Absence/Skipping	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	08	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
Pleasant Valley High School	08	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Male	N		202L-Rebelliousness	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Pleasant Valley High School	08	White	Male	N	Emotional Disability	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Speech or Language Impairment	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Speech or Language Impairment	316C-Tobacco, Use	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Speech or Language Impairment	316C-Tobacco, Use	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Speech or Language Impairment	408A-Deadly Weapon, Possession	SIR 2 Alternative Placement	Call To Parent
Pleasant Valley High School	08	White	Male	N	Speech or Language Impairment	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Call To Parent
Pleasant Valley High School	08	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent

Pleasant Valley High School	08	White	Male	N	Determined Ineligible	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Male	N	Determined Ineligible	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Determined Ineligible	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Male	N		102L-Other Minor Violation NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
Pleasant Valley High School	08	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Female	N		207-Unauthorized Absence/Skipping	Warning	Call To Parent
Pleasant Valley High School	08	White	Male	N		316C-Tobacco, Use	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N		210L-Scuffle NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Pleasant Valley High School	08	White	Female	N		212L-False Info/Forgery/Dishonest v NS	In-School Detention	Parent Conference
Pleasant Valley High School	08	White	Male	N	Specific Learning Disability	224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	08	White	Male	N	Specific Learning Disability	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent

Pleasant Valley High School	08	White	Male	N	Specific Learning Disability	403-Arson	SIR 2 Alternative Placement	Call To Parent
Pleasant Valley High School	08	White	Male	N	Specific Learning Disability	224-Other Intermediate Violation	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Specific Learning Disability	324-Other Major Violation	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Specific Learning Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Gifted	210L-Scuffle NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Gifted	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Determined Ineligible	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	08	White	Male	N	Determined Ineligible	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Male	N	Autism	102L-Other Minor Violation NS	Parent Contact	Call To Parent
Pleasant Valley High School	08	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
Pleasant Valley High School	08	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Pleasant Valley High School	08	White	Female	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Pleasant Valley High School	09	Black/African American	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	Black/African American	Male	N		102L-Other Minor Violation NS	Warning	Letter To Parent
Pleasant Valley High School	09	Black/African American	Male	N	Intellectual Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent

Pleasant Valley High School	09	Black/African American	Male	N	Intellectual Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	Black/African American	Male	N	Intellectual Disability	100L-Minor Bus Citation NS	Student Conference	Call To Parent
Pleasant Valley High School	09	Multi Race - Two or More Races	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	Removed From Bus	Call To Parent
Pleasant Valley High School	09	Multi Race - Two or More Races	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent of School
Pleasant Valley High School	09	White	Male	N	Specific Learning Disability	102-Other Minor Violation	Warning	Call To Parent
Pleasant Valley High School	09	White	Male	N	Specific Learning Disability	224L-Other Intermediate Violation NS	In-School Detention	Parent Conference
Pleasant Valley High School	09	White	Male	N	Specific Learning Disability	316C-Tobacco, Use	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Pleasant Valley High School	09	White	Male	N		102-Other Minor Violation	Warning	Call To Parent
Pleasant Valley High School	09	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	09	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	09	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	09	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	Call To Parent
Pleasant Valley High School	09	White	Male	N	Determined Ineligible	316C-Tobacco, Use	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	09	White	Male	N	Determined Ineligible	209L-Bullying/Intimidation NS	In-School Detention	Letter To Parent
Pleasant Valley High School	09	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	
Pleasant Valley High School	09	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent

Pleasant Valley High School	09	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Female	N		209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Female	N		316C-Tobacco, Use	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Options Offered
Pleasant Valley High School	09	White	Female	N	Gifted	00DRL-1st/2nd Dress Code Violation NS	Other List In Note	
Pleasant Valley High School	09	White	Female	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	Parent Conference
Pleasant Valley High School	09	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	09	White	Female	N	Specific Learning Disability	218-Violation of Medication Policy	SIR 1 Suspended/Out of School	Parent Conference
Pleasant Valley High School	09	White	Female	N	Visual Impairment	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Male	N	Specific Learning Disability	210L-Scuffle NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Male	N	Specific Learning Disability	309-Profanity With Personnel	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Female	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Female	N	Determined Ineligible	215L-Inappropriate Display Of Affection NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Male	N		102L-Other Minor Violation NS	Warning	Letter To Parent
Pleasant Valley High School	09	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	09	White	Male	N		202L-Rebelliousness	Extra Work Assignment	Call To Parent
Pleasant Valley High School	09	White	Male	N		202L-Rebelliousness	In-School Detention	Letter To Parent

Pleasant Valley High School	09	White	Female	N	Specific Learning Disability	102L-Other Minor Violation NS	Warning	Parent Conference
Pleasant Valley High School	09	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Student Conference	
Pleasant Valley High School	09	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	09	White	Male	N	Gifted	208-Excessive Distraction Of Other	SIR 1 Suspended/Out of School	Call To Parent of School
Pleasant Valley High School	09	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent of School
Pleasant Valley High School	09	White	Male	N	Specific Learning Disability	317-Fighting	In-School Detention	Parent Conference
Pleasant Valley High School	09	White	Male	N		309-Profanity With Personnel	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Male	N		102L-Other Minor Violation NS	Parent Contact	Call To Parent
Pleasant Valley High School	09	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference
Pleasant Valley High School	09	White	Male	N	Gifted	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Male	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	09	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	09	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	09	White	Male	N	Gifted	102L-Other Minor Violation NS	Warning	Call To Parent
Pleasant Valley High School	09	White	Female	N		00DR-1st/2nd Dress Code Violation	Warning	
Pleasant Valley High School	09	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Male	N		215L-Inappropriate Display Of Affection NS	In-School Detention	Options Offered

Pleasant Valley High School	09	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Pleasant Valley High School	09	White	Female	N	Gifted	215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	09	White	Male	N		215L-Inappropriate Display Of Affection NS		Call To Parent
Pleasant Valley High School	09	White	Female	N		220L-5th or Subsequent Tardy NS	Warning	Letter To Parent
Pleasant Valley High School	10	Black/African American	Male	N	Emotional Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Pleasant Valley High School	10	Black/African American	Male	N	Emotional Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Pleasant Valley High School	10	Black/African American	Male	N	Emotional Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Pleasant Valley High School	10	Black/African American	Male	N	Emotional Disability	202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	10	Black/African American	Male	N	Emotional Disability	210L-Scuffle NS	In-School Detention	Parent Conference
Pleasant Valley High School	10	Black/African American	Male	N	Emotional Disability	202L-Rebelliousness	Extra Work Assignment	Call To Parent
Pleasant Valley High School	10	Black/African American	Male	N	Emotional Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	10	Black/African American	Male	N	Emotional Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	10	Multi Race - Two or More Races	Female	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	10	Multi Race - Two or More Races	Male	N	Emotional Disability	413-Indecent Exposure	SIR 2 Alternative Placement	Call To Parent
Pleasant Valley High School	10	White	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Pleasant Valley High School	10	White	Female	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	10	White	Male	N	Gifted	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
Pleasant Valley High School	10	White	Male	N	Speech or Language Impairment	207L-Unauthorized Absence/Skipping NS	In-School Detention	Parent Conference

Pleasant Valley High School	10	White	Male	N	Speech or Language Impairment	207L-Unauthorized Absence/Skipping NS	In-School Detention	Parent Conference
Pleasant Valley High School	10	White	Male	N	Speech or Language Impairment	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	10	White	Male	N	Determined Ineligible	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Options Offered
Pleasant Valley High School	10	White	Female	N	Determined Ineligible	00DRL-1st/2nd Dress Code Violation NS	Warning	Call To Parent
Pleasant Valley High School	10	White	Male	N	Gifted	209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Pleasant Valley High School	10	White	Male	N	Gifted	316A-Tobacco, Possession	In-School Detention	Call To Parent
Pleasant Valley High School	10	White	Male	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Pleasant Valley High School	10	White	Male	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
Pleasant Valley High School	10	White	Male	N	Gifted	102L-Other Minor Violation NS	Warning	Call To Parent
Pleasant Valley High School	10	White	Male	N	Specific Learning Disability	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	10	White	Female	N		102L-Other Minor Violation NS	Warning	Letter To Parent
Pleasant Valley High School	10	White	Female	N	Gifted	00DRL-1st/2nd Dress Code Violation NS	Warning	Call To Parent
Pleasant Valley High School	10	White	Female	N	Gifted	00DRL-1st/2nd Dress Code Violation NS	Student Conference	Call To Parent
Pleasant Valley High School	10	White	Female	N	Determined Ineligible	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	10	White	Male	N	Gifted	102L-Other Minor Violation NS	Warning	Call To Parent
Pleasant Valley High School	10	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	10	White	Male	N		224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Pleasant Valley High School	10	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Options Offered

Pleasant Valley High School	10	White	Male	N	Other Health Impairment	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	10	White	Male	N	Gifted	207L-Unauthorized Absence/Skipping NS	Saturday School	Call To Parent
Pleasant Valley High School	10	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
Pleasant Valley High School	11	White	Female	N	Specific Learning Disability	00DRL-1st/2nd Dress Code Violation NS	Warning	
Pleasant Valley High School	11	White	Male	N	Specific Learning Disability	215L-Inappropriate Display Of Affection NS	Parent Contact	Call To Parent
Pleasant Valley High School	11	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	11	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	11	White	Male	N	Specific Learning Disability	224L-Other Intermediate Violation NS	In-School Detention	Letter To Parent
Pleasant Valley High School	11	White	Male	N	Specific Learning Disability	210L-Scuffle NS	In-School Detention	Call To Parent
Pleasant Valley High School	11	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	11	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	11	White	Male	N		102-Other Minor Violation	Warning	Call To Parent
Pleasant Valley High School	11	White	Female	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	11	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Pleasant Valley High School	11	White	Female	N	Other Health Impairment	00DRL-1st/2nd Dress Code Violation NS	Warning	Call To Parent
Pleasant Valley High School	11	White	Female	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent

Pleasant Valley High School	11	White	Male	N		102-Other Minor Violation	Warning	
Pleasant Valley High School	11	White	Male	N		224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	11	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Letter To Parent
Pleasant Valley High School	11	White	Male	N		101DL-Refusal To Follow Directions NS	Time Out	Student Conference
Pleasant Valley High School	11	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	11	White	Female	N	Determined Ineligible	221L-4th or Subsequent Minor Violation NS	Warning	Letter To Parent
Pleasant Valley High School	11	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
Pleasant Valley High School	11	White	Male	N		316A-Tobacco, Possession	In-School Detention	Call To Parent
Pleasant Valley High School	11	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	11	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Parent Conference
Pleasant Valley High School	11	White	Male	N		207-Unauthorized Absence/Skipping	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	11	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	In-School Detention	Options Offered
Pleasant Valley High School	11	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	11	White	Female	N		102-Other Minor Violation	Warning	
Pleasant Valley High School	11	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Letter To Parent
Pleasant Valley High School	11	White	Male	N		207L-Unauthorized Absence/Skipping NS	Saturday School	Call To Parent
Pleasant Valley High School	11	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Options Offered
Pleasant Valley High School	11	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	11	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
Pleasant Valley High School	11	White	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent

Pleasant Valley High School	11	White	Male	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	12	White	Female	N	Gifted	00DRL-1st/2nd Dress Code Violation NS	Warning	
Pleasant Valley High School	12	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Options Offered
Pleasant Valley High School	12	White	Male	N		316C-Tobacco, Use	In-School Detention	Letter To Parent
Pleasant Valley High School	12	White	Male	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	401A-Drug Possession	SIR 2 Alternative Placement	Call To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
Pleasant Valley High School	12	White	Female	N	Gifted	102L-Other Minor Violation NS	Warning	
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	210L-Scuffle NS	In-School Detention	Call To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent

Pleasant Valley High School	12	White	Female	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	12	White	Female	N		324-Other Major Violation	In-School Detention	Call To Parent
Pleasant Valley High School	12	White	Female	N		224L-Other Intermediate Violation NS	In-School Detention	Letter To Parent
Pleasant Valley High School	12	White	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
Pleasant Valley High School	12	White	Female	N		309-Profanity With Personnel	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	12	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	12	White	Male	N		401C-Drug Use	SIR 2 Alternative Placement	Call To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Parent Conference
Pleasant Valley High School	12	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
Pleasant Valley High School	12	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Pleasant Valley High School	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Parent Conference
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Options Offered
Pleasant Valley High School	12	White	Male	N		102L-Other Minor Violation NS	Warning	Letter To Parent
Pleasant Valley High School	12	White	Male	N	Gifted	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent

Pleasant Valley High School	12	White	Male	N		220L-5th or Subsequent Tardy NS	Warning	Letter To Parent
Pleasant Valley High School	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Options Offered
Pleasant Valley High School	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 1 Suspended/Out of School	Call To Parent
Pleasant Valley High School	12	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
Pleasant Valley High School	12	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Pleasant Valley High School	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent
Pleasant Valley High School	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent
Pleasant Valley High School	12	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	12	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Letter To Parent
Pleasant Valley High School	12	White	Female	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Options Offered
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Pleasant Valley High School	12	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Pleasant Valley High School	12	White	Male	N		210L-Scuffle NS	In-School Detention	Letter To Parent
Pleasant Valley High School	12	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Options Offered
Pleasant Valley High School	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Pleasant Valley High School	12	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Options Offered
Pleasant Valley High School	12	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	
Pleasant Valley High School	12	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	

Saks Elementary School	00	Black/African American	Male	N		210L-Scuffle NS	In-School Detention	
Saks Elementary School	00	Black/African American	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	00	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	00	Black/African American	Male	N		Information Only		
Saks Elementary School	00	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	00	Black/African American	Male	N	Specific Learning Disability	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	00	Black/African American	Male	N	Specific Learning Disability	100-Minor Bus Citation	Parent Contact	Call To Parent
Saks Elementary School	00	Black/African American	Male	N	Specific Learning Disability	100-Minor Bus Citation	Parent Contact	Call To Parent
Saks Elementary School	00	Black/African American	Male	N	Specific Learning Disability	100-Minor Bus Citation	Parent Contact	Parent Conference
Saks Elementary School	00	Black/African American	Male	N		Information Only	Parent Contact	Call To Parent
Saks Elementary School	00	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	00	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	00	Black/African American	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	00	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent

Saks Elementary School	00	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	00	Black/African American	Male	N		202-Rebelliousness	Parent Contact	Call To Parent
Saks Elementary School	00	Black/African American	Male	N		100-Minor Bus Citation	Parent Contact	Letter To Parent
Saks Elementary School	00	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	00	Multi Race - Two or More Races	Male	N		Information Only	Parent Contact	Call To Parent
Saks Elementary School	00	White	Male	N		Information Only		
Saks Elementary School	00	White	Male	N		Information Only	Parent Contact	Call To Parent
Saks Elementary School	00	White	Male	N		203-Stealing/Possess@\$10 Or Less	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	00	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	
Saks Elementary School	00	White	Male	N	Development Delay	100-Minor Bus Citation	In-School Detention	Letter To Parent
Saks Elementary School	00	White	Male	N	Development Delay	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	00	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	00	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	00	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent

Saks Elementary School	00	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	00	White	Male	N		100-Minor Bus Citation	Parent Contact	Letter To Parent
Saks Elementary School	00	White	Male	N		100-Minor Bus Citation	Removed From Bus	Letter To Parent
Saks Elementary School	00	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	00	White	Male	N		210-Scuffle	In-School Detention	Call To Parent
Saks Elementary School	00	White	Male	N		214-Rude, Disrespectful Behavior	Parent Contact	Call To Parent
Saks Elementary School	00	White	Female	N		Information Only	Parent Contact	
Saks Elementary School	00	White	Male	Y		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	00	White	Male	Y		224-Other Intermediate Violation	In-School Detention	Call To Parent
Saks Elementary School	00	White	Male	Y		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	00	White	Male	N	Speech or Language Impairment	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	01	Black/African American	Male	N		202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	01	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	01	Black/African American	Male	N		210-Scuffle	In-School Detention	Call To Parent

Saks Elementary School	01	Black/African American	Male	N		202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	01	Black/African American	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	01	Black/African American	Male	N	Determined Ineligible	210-Scuffle	In-School Detention	Call To Parent
Saks Elementary School	01	Black/African American	Male	N		210L-Scuffle NS	In-School Detention	
Saks Elementary School	01	Black/African American	Female	N		100-Minor Bus Citation	Other List In Note	Letter To Parent
Saks Elementary School	01	Black/African American	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	01	Black/African American	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	01	Black/African American	Male	N	Determined Ineligible	Information Only		
Saks Elementary School	01	Black/African American	Male	N	Determined Ineligible	210-Scuffle	In-School Detention	Call To Parent
Saks Elementary School	01	Black/African American	Male	N	Determined Ineligible	210-Scuffle	In-School Detention	Call To Parent
Saks Elementary School	01	Multi Race - Two or More Races	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	01	Multi Race - Two or More Races	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	01	Multi Race - Two or More Races	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	01	Multi Race - Two or More Races	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent

Saks Elementary School	01	Multi Race - Two or More Races	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	01	White	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	01	White	Male	N		100-Minor Bus Citation	Parent Contact	Letter To Parent
Saks Elementary School	01	White	Male	N		100-Minor Bus Citation	Removed From Bus	Letter To Parent
Saks Elementary School	01	White	Male	N		210-Scuffle	In-School Detention	Call To Parent
Saks Elementary School	01	White	Male	N	Autism	Information Only		
Saks Elementary School	01	White	Male	N	Autism	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	01	White	Male	N	Speech or Language Impairment	100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	01	White	Male	N	Speech or Language Impairment	202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	01	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	
Saks Elementary School	01	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	01	White	Male	N		Information Only	Other List In Note	Call To Parent
Saks Elementary School	01	White	Male	N		202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	01	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent

Saks Elementary School	01	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	01	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	01	White	Male	N		100-Minor Bus Citation	Parent Contact	Letter To Parent
Saks Elementary School	01	White	Female	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	
Saks Elementary School	01	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	01	White	Male	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	01	White	Female	N		100-Minor Bus Citation	Other List In Note	Letter To Parent
Saks Elementary School	01	White	Male	N		202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	01	White	Male	N	Emotional Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Black/African American	Male	Y		202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	02	Black/African American	Male	Y		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Black/African American	Male	Y		214-Rude, Disrespectful Behavior	Parent Contact	Call To Parent
Saks Elementary School	02	Black/African American	Male	Y		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	02	Black/African American	Male	Y		224-Other Intermediate Violation	SIR 7 Corporal Punishment	

Saks Elementary School	02	Black/African American	Male	Y		214L-Rude, Disrespectful Behavior NS	In-School Detention	
Saks Elementary School	02	Black/African American	Male	Y		Information Only	Other List In Note	Letter To Parent
Saks Elementary School	02	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Black/African American	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Black/African American	Male	N		100-Minor Bus Citation	Parent Contact	Letter To Parent
Saks Elementary School	02	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Black/African American	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	02	Black/African American	Male	N		210-Scuffle	In-School Detention	Call To Parent
Saks Elementary School	02	Black/African American	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Black/African American	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	02	Black/African American	Male	N	Other Health Impairment	214L-Rude, Disrespectful Behavior NS	In-School Detention	
Saks Elementary School	02	Black/African American	Male	N	Other Health Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Black/African American	Male	N	Gifted	202L-Rebelliousness	In-School Detention	

Saks Elementary School	02	Black/African American	Male	N	Gifted	Information Only	Other List In Note	
Saks Elementary School	02	Black/African American	Male	N	Gifted	202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	02	Black/African American	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Black/African American	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	
Saks Elementary School	02	Black/African American	Male	N	Gifted	202L-Rebelliousness	In-School Detention	
Saks Elementary School	02	Black/African American	Male	N	Gifted	214-Rude, Disrespectful Behavior	Parent Contact	Call To Parent
Saks Elementary School	02	Black/African American	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Black/African American	Male	N	Gifted	214-Rude, Disrespectful Behavior	Parent Contact	Call To Parent
Saks Elementary School	02	Black/African American	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	
Saks Elementary School	02	Black/African American	Male	N	Gifted	214L-Rude, Disrespectful Behavior NS	In-School Detention	
Saks Elementary School	02	Black/African American	Male	N	Gifted	Information Only	Time Out	
Saks Elementary School	02	Black/African American	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Black/African American	Male	N	Determined Ineligible	202L-Rebelliousness	In-School Detention	
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	100-Minor Bus Citation	Parent Contact	Letter To Parent

Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	100-Minor Bus Citation	Removed From Bus	Letter To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Gifted	100-Minor Bus Citation	Parent Contact	Call To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	Y		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	Y		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	301-Stealing/Possess Stolen > \$10	In-School Detention	Call To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	211-Profanity / Vulgarity	Other List In Note	Call To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	100-Minor Bus Citation	Removed From Bus	Call To Parent

Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	100-Minor Bus Citation	Other List In Note	Letter To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	100-Minor Bus Citation	In-School Detention	Letter To Parent
Saks Elementary School	02	Multi Race - Two or More Races	Male	N	Speech or Language Impairment	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	White	Male	N		214-Rude, Disrespectful Behavior	Parent Contact	Call To Parent
Saks Elementary School	02	White	Female	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	02	White	Male	N	Autism	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	White	Male	N	Autism	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	White	Male	N		214-Rude, Disrespectful Behavior	Parent Contact	Parent Conference
Saks Elementary School	02	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	02	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	White	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	02	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	White	Male	N		224-Other Intermediate Violation	Saturday School	Call To Parent

Saks Elementary School	02	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	White	Male	N	Speech or Language Impairment	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	02	White	Male	N		202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	03	Black/African American	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Saks Elementary School	03	Black/African American	Male	N		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Saks Elementary School	03	Black/African American	Male	N		Information Only	Student Conference	
Saks Elementary School	03	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	03	Black/African American	Male	N	Determined Ineligible	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	
Saks Elementary School	03	Black/African American	Male	N	Determined Ineligible	100-Minor Bus Citation	Other List In Note	Letter To Parent
Saks Elementary School	03	Black/African American	Female	N		210-Scuffle	SIR 7 Corporal Punishment	
Saks Elementary School	03	White	Male	N	Gifted	100-Minor Bus Citation	Other List In Note	Letter To Parent
Saks Elementary School	03	White	Male	N		201-Failure To Complete Discipline	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	03	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Saks Elementary School	03	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent

Saks Elementary School	03	White	Male	N		100-Minor Bus Citation	Other List In Note	Letter To Parent
Saks Elementary School	03	White	Male	N	Gifted	202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	03	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	03	White	Male	N	Gifted	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Saks Elementary School	03	White	Male	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	03	White	Male	N	Gifted	100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	03	White	Male	N	Gifted	100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	03	White	Male	N	Gifted	201-Failure To Complete Discipline	In-School Detention	Call To Parent
Saks Elementary School	03	White	Male	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	
Saks Elementary School	03	White	Female	N	Other Health Impairment	215-Inappropriate Display Of Affection	In-School Detention	Call To Parent
Saks Elementary School	03	White	Female	N		100-Minor Bus Citation	Warning	Letter To Parent
Saks Elementary School	03	White	Female	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	03	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	03	White	Male	N		321-Threat To Cause Serious Harm	In-School Detention	Call To Parent

Saks Elementary School	03	White	Male	N		201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Saks Elementary School	03	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	03	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Saks Elementary School	03	White	Male	N	Intellectual Disability	214-Rude, Disrespectful Behavior	Other List In Note	Call To Parent
Saks Elementary School	03	White	Male	N	Other Health Impairment	224-Other Intermediate Violation	SIR 7 Corporal Punishment	
Saks Elementary School	03	White	Male	N		321-Threat To Cause Serious Harm	In-School Detention	Call To Parent
Saks Elementary School	03	White	Female	Y	Specific Learning Disability	Information Only	Parent Contact	Call To Parent
Saks Elementary School	03	White	Male	N	Determined Ineligible	201-Failure To Complete Discipline	In-School Detention	Call To Parent
Saks Elementary School	03	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	03	White	Male	N		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Saks Elementary School	03	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	03	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Saks Elementary School	04	Black/African American	Female	N		209L-Bullying/Intimidation NS	In-School Detention	
Saks Elementary School	04	Black/African American	Female	N		100-Minor Bus Citation	Parent Contact	Letter To Parent

Saks Elementary School	04	Black/African American	Male	N	Other Health Impairment	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	04	Black/African American	Male	N	Other Health Impairment	202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	04	Black/African American	Male	N	Other Health Impairment	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	04	Black/African American	Male	N	Other Health Impairment	Information Only		
Saks Elementary School	04	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	04	Black/African American	Male	N		201-Failure To Complete Discipline	Other List In Note	Call To Parent
Saks Elementary School	04	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	04	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	04	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	04	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Saks Elementary School	04	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	04	Black/African American	Male	N	Speech or Language Impairment	Information Only		
Saks Elementary School	04	Black/African American	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	04	Black/African American	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	

Saks Elementary School	04	Black/African American	Male	N		211-Profanity / Vulgarity	Parent Contact	Call To Parent
Saks Elementary School	04	Black/African American	Male	N		Information Only	Time Out	
Saks Elementary School	04	Black/African American	Male	N	Emotional Disability	224L-Other Intermediate Violation NS	In-School Detention	
Saks Elementary School	04	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	04	Black/African American	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	
Saks Elementary School	04	Black/African American	Male	N		Information Only	Warning	
Saks Elementary School	04	Black/African American	Male	N		Information Only	Time Out	
Saks Elementary School	04	Black/African American	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	04	Black/African American	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	04	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Elementary School	04	Black/African American	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	04	Black/African American	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	04	Black/African American	Male	N	Gifted	303-Vandalism / < \$200	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	04	White	Male	N	Emotional Disability	224-Other Intermediate Violation	In-School Detention	

Saks Elementary School	04	White	Male	N	Emotional Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	04	White	Male	N	Emotional Disability	211-Profanity / Vulgarity	Other List In Note	Call To Parent
Saks Elementary School	04	White	Male	N	Emotional Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Saks Elementary School	04	White	Male	N	Emotional Disability	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Saks Elementary School	04	White	Male	N	Emotional Disability	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	04	White	Male	N	Emotional Disability	224-Other Intermediate Violation	In-School Detention	Call To Parent
Saks Elementary School	04	White	Male	N	Gifted	224-Other Intermediate Violation	In-School Detention	Call To Parent
Saks Elementary School	04	White	Male	N	Gifted	321-Threat To Cause Serious Harm	In-School Detention	
Saks Elementary School	04	White	Female	N	Speech or Language Impairment	100-Minor Bus Citation	Parent Contact	Letter To Parent
Saks Elementary School	04	White	Male	N		202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	04	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	04	White	Male	N		202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	04	White	Male	N		202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	04	White	Male	N		Information Only		

Saks Elementary School	04	White	Male	N		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Saks Elementary School	04	White	Male	N		203-Stealing/Possess@\$10 Or Less	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	04	White	Male	N		202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	04	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	04	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks Elementary School	04	White	Male	N		202-Rebelliousness	In-School Detention	Call To Parent
Saks Elementary School	04	White	Male	N		201-Failure To Complete Discipline	In-School Detention	Call To Parent
Saks Elementary School	04	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Elementary School	04	White	Male	N	Specific Learning Disability	Information Only	Parent Contact	Call To Parent
Saks Elementary School	04	White	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks Elementary School	04	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Saks High	08	Black/African American	Male	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	08	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	08	Black/African American	Male	N		202L-Rebelliousness	Other List In Note	Letter To Parent
Saks High	08	Black/African American	Male	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	08	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent

Saks High	08	Black/African American	Male	N		00DRL-1st/2nd Dress Code Violation NS	Warning	Call To Parent
Saks High	08	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	08	Black/African American	Male	N	Other Health Impairment	00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	08	Black/African American	Male	N	Other Health Impairment	222L-2nd or Subsequent Dress Code NS	In-School Detention	Letter To Parent
Saks High	08	Black/African American	Male	N	Other Health Impairment	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks High	08	Black/African American	Male	N	Other Health Impairment	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N	Other Health Impairment	101CL-Whispering, Talking, Etc. NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N		224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N		100L-Minor Bus Citation NS	Parent Contact	Letter To Parent
Saks High	08	Black/African American	Male	N		306B-Student Disorder / Inciting	SIR 1 Suspended/Out of School	Parent Conference
Saks High	08	Black/African American	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Letter To Parent
Saks High	08	Black/African American	Male	N		102L-Other Minor Violation NS	After School Detention	Letter To Parent
Saks High	08	Black/African American	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
Saks High	08	Black/African American	Male	N		215L-Inappropriate Display Of Affection NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent

Saks High	08	Black/African American	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Saks High	08	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Saks High	08	Black/African American	Male	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N	Gifted	102L-Other Minor Violation NS	After School Detention	Call To Parent
Saks High	08	Black/African American	Male	N	Gifted	223L-Violate AUP/Internet Policy NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N	Gifted	223L-Violate AUP/Internet Policy NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N	Gifted	214L-Rude, Disrespectful Behavior NS	Saturday School	Call To Parent
Saks High	08	Black/African American	Male	N	Gifted	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N	Gifted	224L-Other Intermediate Violation NS	In-School Detention	Letter To Parent
Saks High	08	Black/African American	Male	N	Gifted	416A-Other Severe / Miscellaneous	SIR 2 Alternative Placement	Call To Parent
Saks High	08	Black/African American	Male	N		100L-Minor Bus Citation NS	Warning	Letter To Parent
Saks High	08	Black/African American	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Saks High	08	Black/African American	Male	N		00DR-1st/2nd Dress Code Violation	SIR 7 Corporal Punishment	Letter To Parent
Saks High	08	Black/African American	Male	N		307-Unwelcome Intimate Touching	SIR 1 Suspended/Out of School	Parent Conference

Saks High	08	Black/African American	Male	N		209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N	Speech or Language Impairment	210L-Scuffle NS	In-School Detention	Letter To Parent
Saks High	08	Black/African American	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N	Specific Learning Disability	223L-Violate AUP/Internet Policy NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Male	N	Gifted	210L-Scuffle NS	In-School Detention	Call To Parent
Saks High	08	Black/African American	Female	N	Intellectual Disability	100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Saks High	08	Black/African American	Male	N		307-Unwelcome Intimate Touching	SIR 1 Suspended/Out of School	Call To Parent
Saks High	08	Multi Race - Two or More Races	Female	N	Determined Ineligible	202L-Rebelliousness	In-School Detention	Call To Parent
Saks High	08	White	Male	N		223L-Violate AUP/Internet Policy NS	In-School Detention	Call To Parent
Saks High	08	White	Male	N	Emotional Disability	324-Other Major Violation	SIR 6 Alternative Placement (Spec Ed)	Call To Parent
Saks High	08	White	Male	N	Emotional Disability	100-Minor Bus Citation	SIR 1 Suspended/Out of School	Parent Conference
Saks High	08	White	Male	N	Emotional Disability	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Saks High	08	White	Male	N	Emotional Disability	100-Minor Bus Citation	Removed From Bus	Call To Parent
Saks High	08	White	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
Saks High	08	White	Male	N	Emotional Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent

Saks High	08	White	Male	N	Emotional Disability	Information Only	Student Conference	Call To Parent
Saks High	08	White	Male	N	Emotional Disability	202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Saks High	08	White	Male	N	Emotional Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks High	08	White	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
Saks High	08	White	Male	N	Emotional Disability	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	08	White	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Saks High	08	White	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Saks High	08	White	Male	N	Emotional Disability	202-Rebelliousness	SIR 1 Suspended/Out of School	Letter To Parent
Saks High	08	White	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Saks High	08	White	Male	N	Emotional Disability	202L-Rebelliousness	Saturday School	Call To Parent
Saks High	08	White	Male	N	Emotional Disability	224-Other Intermediate Violation	In-School Detention	Call To Parent
Saks High	08	White	Male	N	Emotional Disability	100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Saks High	08	White	Male	N	Emotional Disability	211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
Saks High	08	White	Male	N	Emotional Disability	211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
Saks High	08	White	Female	N	Determined Ineligible	201L-Failure To Complete Discipline NS	Extra Work Assignment	Letter To Parent
Saks High	08	White	Female	N	Determined Ineligible	211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
Saks High	08	White	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	Letter To Parent
Saks High	08	White	Female	N	Emotional Disability	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent

Saks High	08	White	Female	N	Emotional Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	08	White	Female	N	Emotional Disability	102L-Other Minor Violation NS	After School Detention	Parent Conference
Saks High	08	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Saks High	08	White	Male	N	Determined Ineligible	416A-Other Severe / Miscellaneous	SIR 2 Alternative Placement	Call To Parent
Saks High	08	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Parent Contact	Call To Parent
Saks High	08	White	Female	N		102L-Other Minor Violation NS	After School Detention	Call To Parent
Saks High	08	White	Male	N		201L-Failure To Complete Discipline NS	Extra Work Assignment	Letter To Parent
Saks High	08	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	08	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	08	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	08	White	Male	N		210L-Scuffle NS	In-School Detention	Call To Parent
Saks High	08	White	Female	N	Gifted	215L-Inappropriate Display Of Affection NS	In-School Detention	Letter To Parent
Saks High	08	White	Female	N	Gifted	212L-False Info/Forgery/Dishonest y NS	In-School Detention	Letter To Parent
Saks High	08	White	Male	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	08	White	Male	N	Autism	210L-Scuffle NS	In-School Detention	Call To Parent
Saks High	08	White	Male	N	Autism	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	08	White	Male	N	Autism	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	08	White	Male	N	Autism	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	08	White	Male	N	Autism	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent

Saks High	08	White	Male	N	Autism	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	08	White	Male	N	Autism	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	08	White	Male	N	Autism	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	08	White	Male	N	Autism	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent of School
Saks High	08	White	Male	N	Emotional Disability	224L-Other Intermediate Violation NS	In-School Detention	Letter To Parent
Saks High	08	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Saks High	08	White	Male	N		201L-Failure To Complete Discipline NS	Extra Work Assignment	Call To Parent
Saks High	08	White	Male	N		317-Fighting	In-School Detention	Call To Parent
Saks High	08	White	Male	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	08	White	Male	N	Gifted	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Saks High	08	White	Male	N	Gifted	212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
Saks High	08	White	Male	N	Gifted	224L-Other Intermediate Violation NS	In-School Detention	Letter To Parent
Saks High	08	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Call To Parent of School
Saks High	08	White	Male	N	Gifted	211-Profanity / Vulgarity	SIR 2 Alternative Placement	Call To Parent
Saks High	08	White	Male	N	Specific Learning Disability	209L- Bullying/Intimidation NS	In-School Detention	Call To Parent
Saks High	08	White	Female	N		222L-2nd or Subsequent Dress Code NS	In-School Detention	Letter To Parent

Saks High	08	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	08	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	08	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	08	White	Female	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Parent Conference
Saks High	08	White	Female	N	Gifted	102L-Other Minor Violation NS	After School Detention	Call To Parent
Saks High	08	White	Female	N	Gifted	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Saks High	08	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Saks High	08	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	08	White	Female	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Saks High	08	White	Male	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	202L-Rebelliousness	Saturday School	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	323-Pornography	SIR 1 Suspended/Out of School	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	102L-Other Minor Violation NS	After School Detention	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	309-Profanity With Personnel	In-School Detention	Call To Parent

Saks High	09	Black/African American	Male	N	Determined Ineligible	202L-Rebelliousness	Saturday School	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	201L-Failure To Complete Discipline NS	In-School Detention	Letter To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	Letter To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	201L-Failure To Complete Discipline NS	In-School Detention	Letter To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	202L-Rebelliousness	In-School Detention	Call To Parent
Saks High	09	Black/African American	Male	N	Determined Ineligible	215-Inappropriate Display Of Affection	SIR 1 Suspended/Out of School	Call To Parent
Saks High	09	Black/African American	Male	N		102L-Other Minor Violation NS	After School Detention	Letter To Parent
Saks High	09	Black/African American	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Saks High	09	Black/African American	Male	N		212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
Saks High	09	Black/African American	Male	N		212L-False Info/Forgery/Dishonest v NS	In-School Detention	Letter To Parent
Saks High	09	Black/African American	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	09	Black/African American	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	09	Black/African American	Female	N		100L-Minor Bus Citation NS	Parent Contact	Letter To Parent

Saks High	09	Black/African American	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Saks High	09	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
Saks High	09	Black/African American	Male	N		212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
Saks High	09	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	09	Black/African American	Male	N		323-Pornography	SIR 1 Suspended/Out of School	Call To Parent
Saks High	09	Black/African American	Male	N	Gifted	210L-Scuffle NS	In-School Detention	Call To Parent
Saks High	09	Black/African American	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Saks High	09	Black/African American	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	09	Black/African American	Male	N		321-Threat To Cause Serious Harm	SIR 1 Suspended/Out of School	Call To Parent
Saks High	09	Black/African American	Male	Y	Gifted	223L-Violate AUP/Internet Policy NS	In-School Detention	Letter To Parent
Saks High	09	Black/African American	Female	N	Determined Ineligible	211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
Saks High	09	Black/African American	Female	N	Determined Ineligible	317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Saks High	09	Black/African American	Female	N	Determined Ineligible	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
Saks High	09	Black/African American	Female	N	Determined Ineligible	317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Saks High	09	Black/African American	Female	N	Determined Ineligible	Information Only	Parent Contact	Call To Parent
Saks High	09	Black/African American	Female	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent

Saks High	09	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Parent Contact	Call To Parent
Saks High	09	White	Male	N	Specific Learning Disability	00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	09	White	Male	N	Specific Learning Disability	222L-2nd or Subsequent Dress Code NS	In-School Detention	Letter To Parent
Saks High	09	White	Male	N	Specific Learning Disability	324-Other Major Violation	In-School Detention	Call To Parent
Saks High	09	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	09	White	Male	N	Gifted	212L-False Info/Forgery/Dishonest v NS	In-School Detention	Letter To Parent
Saks High	09	White	Male	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	09	White	Male	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	09	White	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Saks High	09	White	Female	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	09	White	Female	N	Gifted	209L-Bullying/Intimidation NS	In-School Detention	Letter To Parent
Saks High	09	White	Female	N	Gifted	317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Saks High	09	White	Male	N		201L-Failure To Complete Discipline NS	In-School Detention	Letter To Parent
Saks High	09	White	Male	N	Intellectual Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Saks High	09	White	Male	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	09	White	Male	N	Emotional Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent

Saks High	09	White	Male	N	Emotional Disability	224L-Other Intermediate Violation NS	In-School Detention	Letter To Parent
Saks High	09	White	Male	N	Emotional Disability	100L-Minor Bus Citation NS	In-School Detention	Call To Parent
Saks High	09	White	Male	N	Emotional Disability	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Saks High	09	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	09	White	Male	N		201L-Failure To Complete Discipline NS	Extra Work Assignment	Letter To Parent
Saks High	09	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	09	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Saks High	10	Black/African American	Male	N	Gifted	100L-Minor Bus Citation NS	Warning	Call To Parent
Saks High	10	Black/African American	Male	N		210L-Scuffle NS	In-School Detention	Letter To Parent
Saks High	10	Black/African American	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Saks High	10	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	10	Black/African American	Male	N	Other Health Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks High	10	Black/African American	Male	N	Other Health Impairment	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Saks High	10	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	10	Black/African American	Male	N	Determined Ineligible	00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	10	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	10	Black/African American	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High	10	Black/African American	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
Saks High	10	Black/African American	Male	N	Gifted	317-Fighting	In-School Detention	Call To Parent

Saks High	10	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	10	Black/African American	Female	N	Gifted	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	10	Black/African American	Female	N	Determined Ineligible	102L-Other Minor Violation NS	After School Detention	Call To Parent
Saks High	10	Multi Race - Two or More Races	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	10	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	10	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	10	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Saks High	10	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Saks High	10	White	Female	N	Gifted	220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	10	White	Female	Y		100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Saks High	10	White	Female	N		102L-Other Minor Violation NS	Extra Work Assignment	Letter To Parent
Saks High	10	White	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High	10	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	10	White	Male	N		201L-Failure To Complete Discipline NS	Extra Work Assignment	Call To Parent
Saks High	10	White	Male	N		201L-Failure To Complete Discipline NS	Extra Work Assignment	Call To Parent
Saks High	10	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	10	White	Female	N		102L-Other Minor Violation NS	After School Detention	Parent Conference

Saks High	10	White	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
Saks High	10	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	10	White	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
Saks High	10	White	Male	N	Other Health Impairment	219L-Violation Check-Out/Check-In NS	In-School Detention	Letter To Parent
Saks High	10	White	Male	N		102L-Other Minor Violation NS	After School Detention	Call To Parent
Saks High	10	White	Male	N		224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Saks High	10	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Saks High	10	White	Male	N	Specific Learning Disability	219L-Violation Check-Out/Check-In NS	In-School Detention	Letter To Parent
Saks High	10	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	10	White	Male	N	Gifted	210L-Scuffle NS	In-School Detention	Call To Parent
Saks High	10	White	Male	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Saks High	10	White	Male	N	Gifted	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Saks High	10	White	Male	N	Gifted	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
Saks High	10	White	Female	N		100L-Minor Bus Citation NS	Extra Work Assignment	Letter To Parent
Saks High	10	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	11	Black/African American	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent

Saks High	11	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Saks High	11	Black/African American	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
Saks High	11	Black/African American	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent
Saks High	11	Black/African American	Male	N	Determined Ineligible	101DL-Refusal To Follow Directions NS	After School Detention	Letter To Parent
Saks High	11	Black/African American	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
Saks High	11	Black/African American	Male	N	Determined Ineligible	219L-Violation Check-Out/Check-In NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Male	N	Determined Ineligible	208L-Excessive Distraction of Other NS	In-School Detention	Letter To Parent
Saks High	11	Black/African American	Male	N	Determined Ineligible	311-Threat To School Personnel	SIR 1 Suspended/Out of School	Letter To Parent
Saks High	11	Black/African American	Male	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Saks High	11	Black/African American	Female	N		100L-Minor Bus Citation NS	Warning	Call To Parent
Saks High	11	Black/African American	Female	N		210L-Scuffle NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Male	Y		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	11	Black/African American	Male	Y		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	11	Black/African American	Male	Y		202L-Rebelliousness	In-School Detention	Letter To Parent
Saks High	11	Black/African American	Female	N	Determined Ineligible	210L-Scuffle NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Female	N	Determined Ineligible	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Female	N		202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent

Saks High	11	Black/African American	Female	N		202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Saks High	11	Black/African American	Male	N	Determined Ineligible	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Saks High	11	Black/African American	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Male	N		212L-False Info/Forgery/Dishonest y NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Female	N	Gifted	220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	11	Black/African American	Female	N	Gifted	220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	11	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Saks High	11	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Male	N		219L-Violation Check-Out/Check-In NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Male	N		101DL-Refusal To Follow Directions NS	After School Detention	Call To Parent
Saks High	11	Black/African American	Male	N		201L-Failure To Complete Discipline NS	In-School Detention	Letter To Parent

Saks High	11	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	11	Black/African American	Female	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
Saks High	11	Black/African American	Male	N	Emotional Disability	311-Threat To School Personnel	SIR 6 Alternative Placement (Spec Fd)	Call To Parent
Saks High	11	Black/African American	Male	N	Emotional Disability	219L-Violation Check-Out/Check-In NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Male	N	Emotional Disability	202-Rebelliousness	SIR 1 Suspended/Out of School	Letter To Parent of School
Saks High	11	Black/African American	Male	N	Emotional Disability	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	11	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	11	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Male	N		321-Threat To Cause Serious Harm	SIR 1 Suspended/Out of School	Call To Parent of School
Saks High	11	Black/African American	Male	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	11	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	Black/African American	Male	N		306B-Student Disorder / Inciting	SIR 1 Suspended/Out of School	Parent Conference
Saks High	11	Black/African American	Male	N		202L-Rebelliousness	In-School Detention	Call To Parent
Saks High	11	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	11	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	11	Black/African American	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	11	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	11	Multi Race - Two or More Races	Male	Y		100L-Minor Bus Citation NS	In-School Detention	Call To Parent

Saks High	11	Multi Race - Two or More Races	Male	Y		100L-Minor Bus Citation NS	Warning	Letter To Parent
Saks High	11	Multi Race - Two or More Races	Male	Y		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	11	Multi Race - Two or More Races	Male	Y		100L-Minor Bus Citation NS	Parent Contact	Call To Parent
Saks High	11	White	Female	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	11	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	11	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	11	White	Female	N	Gifted	220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	11	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	11	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	Saturday School	Call To Parent
Saks High	11	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N	Determined Ineligible	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N	Gifted	207L-Unauthorized Absence/Skipping NS	Saturday School	Call To Parent
Saks High	11	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent

Saks High	11	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N	Speech or Language Impairment	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N	Speech or Language Impairment	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Saks High	11	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	11	White	Female	N	Gifted	209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Saks High	11	White	Female	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High	11	White	Female	N	Gifted	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	11	White	Female	N	Gifted	219L-Violation Check-Out/Check-In NS	In-School Detention	Call To Parent
Saks High	11	White	Female	N	Gifted	207L-Unauthorized Absence/Skipping NS	Saturday School	Call To Parent
Saks High	11	White	Female	N	Gifted	212L-False Info/Forgery/Dishonest y NS	In-School Detention	Call To Parent
Saks High	11	White	Female	N	Gifted	202L-Rebelliousness	In-School Detention	Call To Parent
Saks High	11	White	Female	N	Gifted	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	White	Female	N	Gifted	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	White	Female	N	Gifted	309-Profanity With Personnel	In-School Detention	Parent Conference
Saks High	11	White	Female	N	Gifted	202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent of School
Saks High	11	White	Female	N	Gifted	214L-Rude, Disrespectful Behavior NS	Saturday School	Call To Parent
Saks High	11	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent

Saks High		11	White	Female	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
Saks High		11	White	Female	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
Saks High		11	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High		11	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High		11	White	Female	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High		11	White	Female	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High		11	White	Female	N	Specific Learning Disability	319-Assault & Battery on Student	In-School Detention	Call To Parent
Saks High		11	White	Male	N		100L-Minor Bus Citation NS	Warning	Letter To Parent
Saks High		11	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High		11	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High		11	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High		11	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High		11	White	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Saks High		11	White	Male	N	Specific Learning Disability	309-Profanity With Personnel	SIR 1 Suspended/Out of School	Call To Parent
Saks High		11	White	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	Saturday School	Call To Parent
Saks High		11	White	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent

Saks High	11	White	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
Saks High	11	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks High	11	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	11	White	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N	Specific Learning Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Saks High	11	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Saks High	11	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	11	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Saks High	11	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	11	White	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Saks High	11	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	12	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	12	Black/African American	Female	N	Gifted	220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent

Saks High	12	Black/African American	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	12	Black/African American	Male	N	Specific Learning Disability	00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	12	Black/African American	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High	12	Black/African American	Male	N	Specific Learning Disability	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Saks High	12	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	12	Black/African American	Female	N		101DL-Refusal To Follow Directions NS	After School Detention	Letter To Parent
Saks High	12	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Black/African American	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	12	Black/African American	Female	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Saks High	12	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Black/African American	Female	N		102L-Other Minor Violation NS	After School Detention	Call To Parent
Saks High	12	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Black/African American	Male	N	Gifted	314-Sexual Harassment	In-School Detention	Parent Conference
Saks High	12	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	12	Black/African American	Male	N		202L-Rebelliousness	In-School Detention	Letter To Parent
Saks High	12	Black/African American	Male	N		212L-False Info/Forgery/Dishonest v NS	In-School Detention	Letter To Parent

Saks High	12	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	12	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	12	Black/African American	Male	N	Determined Ineligible	212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
Saks High	12	Multi Race - Two or More Races	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	12	Multi Race - Two or More Races	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Multi Race - Two or More Races	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Multi Race - Two or More Races	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
Saks High	12	Multi Race - Two or More Races	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Multi Race - Two or More Races	Female	N		219L-Violation Check-Out/Check-In NS	In-School Detention	Letter To Parent
Saks High	12	Multi Race - Two or More Races	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Not Specified	Male	Y	Specific Learning Disability	220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Not Specified	Male	Y	Specific Learning Disability	220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	Not Specified	Male	Y	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Saks High	12	Not Specified	Female	Y		00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	12	Not Specified	Male	Y		00DRL-1st/2nd Dress Code Violation NS	Warning	

Saks High	12	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	12	White	Female	N		102L-Other Minor Violation NS	After School Detention	Call To Parent
Saks High	12	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	12	White	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	12	White	Male	Y		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	White	Male	Y		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	White	Male	Y		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Saks High	12	White	Male	Y		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	White	Male	Y		324-Other Major Violation	SIR 2 Alternative Placement	Call To Parent
Saks High	12	White	Male	Y		309-Profanity With Personnel	SIR 1 Suspended/Out of School	Parent Conference
Saks High	12	White	Male	N		219L-Violation Check- Out/Check-In NS	In-School Detention	Letter To Parent
Saks High	12	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Letter To Parent
Saks High	12	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	White	Male	N		219L-Violation Check- Out/Check-In NS	In-School Detention	Letter To Parent
Saks High	12	White	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Saks High	12	White	Male	N	Emotional Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Saks High	12	White	Male	N	Emotional Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Saks High	12	White	Male	N	Emotional Disability	00DRL-1st/2nd Dress Code Violation NS	Warning	
Saks High	12	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent

Saks High	12	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
Saks High	12	White	Male	N		219L-Violation Check- Out/Check-In NS	In-School Detention	Letter To Parent
Saks High	12	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	12	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks High	12	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Saks Middle School	05	Black/African American	Female	N		203- Stealing/Possess@\$10 Or Less	In-School Detention	Letter To Parent
Saks Middle School	05	Black/African American	Male	N	Speech or Language Impairment	210-Scuffle	In-School Detention	Call To Parent
Saks Middle School	05	Black/African American	Male	N		Information Only	Student Conference	
Saks Middle School	05	Black/African American	Male	N		100-Minor Bus Citation	In-School Detention	Call To Parent
Saks Middle School	05	Black/African American	Male	N	Specific Learning Disability	100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	05	Black/African American	Male	N	Specific Learning Disability	100-Minor Bus Citation	Warning	
Saks Middle School	05	Black/African American	Male	N		Information Only	Student Conference	
Saks Middle School	05	Black/African American	Male	N	Gifted	100-Minor Bus Citation	Removed From Bus	Letter To Parent
Saks Middle School	05	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	05	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	05	Black/African American	Male	N	Gifted	201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Saks Middle School	05	Black/African American	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Saks Middle School	05	Black/African American	Female	N		100-Minor Bus Citation	Warning	
Saks Middle School	05	Black/African American	Female	N		Information Only	Student Conference	

Saks Middle School	05	Black/African American	Male	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	05	Black/African American	Male	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	05	Black/African American	Female	N		Information Only	Student Conference	
Saks Middle School	05	Black/African American	Female	N		Information Only	Student Conference	
Saks Middle School	05	Black/African American	Female	N		100-Minor Bus Citation	Warning	
Saks Middle School	05	Black/African American	Female	N		100-Minor Bus Citation	Warning	
Saks Middle School	05	Black/African American	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Saks Middle School	05	Black/African American	Female	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Saks Middle School	05	Black/African American	Female	N		211-Profanity / Vulgarity	In-School Detention	Call To Parent
Saks Middle School	05	Black/African American	Female	N		Information Only	Student Conference	
Saks Middle School	05	Black/African American	Male	N	Other Health Impairment	Information Only	Student Conference	
Saks Middle School	05	Black/African American	Male	N	Other Health Impairment	207-Unauthorized Absence/Skipping	In-School Detention	
Saks Middle School	05	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	05	Black/African American	Male	N	Gifted	210-Scuffle	In-School Detention	Call To Parent
Saks Middle School	05	Black/African American	Female	N	Autism	Information Only	Student Conference	
Saks Middle School	05	Black/African American	Male	N	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	05	Black/African American	Male	N	Specific Learning Disability	201-Failure To Complete Discipline	In-School Detention	Call To Parent
Saks Middle School	05	Black/African American	Male	N		Information Only	Student Conference	
Saks Middle School	05	Black/African American	Male	N		Information Only	Student Conference	

Saks Middle School	05	Black/African American	Male	N	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	05	Black/African American	Male	N	Specific Learning Disability	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Parent Conference
Saks Middle School	05	Black/African American	Male	N	Specific Learning Disability	210-Scuffle	In-School Detention	Call To Parent
Saks Middle School	05	Black/African American	Male	N	Specific Learning Disability	210-Scuffle	In-School Detention	Call To Parent
Saks Middle School	05	Black/African American	Male	N	Specific Learning Disability	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent
Saks Middle School	05	Black/African American	Male	N	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	05	Black/African American	Female	N		Information Only	Student Conference	
Saks Middle School	05	Black/African American	Female	N		100-Minor Bus Citation	Warning	
Saks Middle School	05	Multi Race - Two or More Races	Male	N		Information Only	Student Conference	
Saks Middle School	05	Multi Race - Two or More Races	Male	N		Information Only	Student Conference	
Saks Middle School	05	Multi Race - Two or More Races	Male	N		102-Other Minor Violation	Student Conference	Refer Guid Counselor
Saks Middle School	05	Multi Race - Two or More Races	Male	N		Information Only	Student Conference	
Saks Middle School	05	Multi Race - Two or More Races	Male	N		100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	05	Multi Race - Two or More Races	Male	N		Information Only	Student Conference	
Saks Middle School	05	White	Female	N		Information Only	Student Conference	

Saks Middle School	05	White	Male	N		Information Only	Student Conference	
Saks Middle School	05	White	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	05	White	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	05	White	Male	N	Gifted	201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Saks Middle School	05	White	Male	N	Gifted	201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Saks Middle School	05	White	Male	N	Gifted	210-Scuffle	In-School Detention	Call To Parent
Saks Middle School	05	White	Male	N		100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	05	White	Male	N		102-Other Minor Violation	Warning	
Saks Middle School	05	White	Male	N		Information Only	Student Conference	
Saks Middle School	05	White	Male	N		210-Scuffle	In-School Detention	Call To Parent
Saks Middle School	05	White	Male	Y	Gifted	Information Only	Student Conference	
Saks Middle School	05	White	Male	Y	Gifted	Information Only	Student Conference	
Saks Middle School	05	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Saks Middle School	05	White	Male	N	Specific Learning Disability	210-Scuffle	In-School Detention	Letter To Parent
Saks Middle School	05	White	Female	N	Gifted	Information Only	Student Conference	
Saks Middle School	05	White	Female	N		Information Only	Student Conference	
Saks Middle School	05	White	Female	N		Information Only	Student Conference	
Saks Middle School	05	White	Female	N	Specific Learning Disability	301-Stealing/Possess Stolen > \$10	In-School Detention	Parent Conference
Saks Middle School	05	White	Female	N	Specific Learning Disability	210-Scuffle	In-School Detention	Call To Parent

Saks Middle School	05	White	Female	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Middle School	05	White	Male	Y	Autism	319-Assault & Battery on Student	In-School Detention	Call To Parent
Saks Middle School	05	White	Male	N		Information Only	Student Conference	
Saks Middle School	05	White	Male	N		210-Scuffle	In-School Detention	Letter To Parent
Saks Middle School	05	White	Male	N		Information Only	Student Conference	
Saks Middle School	05	White	Male	N		Information Only	Student Conference	
Saks Middle School	05	White	Male	N		Information Only	Student Conference	
Saks Middle School	05	White	Male	N		Information Only	Student Conference	
Saks Middle School	05	White	Male	N		Information Only	Student Conference	
Saks Middle School	05	White	Male	N	Gifted	100-Minor Bus Citation	Warning	
Saks Middle School	05	White	Male	N		100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	05	White	Male	N	Gifted	100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	05	White	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	05	White	Male	N	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	05	White	Male	N	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	05	White	Male	N	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N		Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N		100-Minor Bus Citation	Warning	Letter To Parent

Saks Middle School	06	Black/African American	Male	N		Information Only	Student Conference
Saks Middle School	06	Black/African American	Male	N		Information Only	Student Conference
Saks Middle School	06	Black/African American	Male	N		Information Only	Student Conference
Saks Middle School	06	Black/African American	Male	N		Information Only	Student Conference
Saks Middle School	06	Black/African American	Male	N		Information Only	Student Conference
Saks Middle School	06	Black/African American	Male	N	Gifted	Information Only	Student Conference
Saks Middle School	06	Black/African American	Male	N	Gifted	Information Only	Student Conference
Saks Middle School	06	Black/African American	Male	N	Gifted	Information Only	Student Conference
Saks Middle School	06	Black/African American	Female	N		Information Only	Student Conference
Saks Middle School	06	Black/African American	Female	N		Information Only	Student Conference
Saks Middle School	06	Black/African American	Female	N		100-Minor Bus Citation	Warning
Saks Middle School	06	Black/African American	Male	N	Other Health Impairment	100-Minor Bus Citation	Removed From Bus Letter To Parent
Saks Middle School	06	Black/African American	Male	N	Other Health Impairment	210-Scuffle	In-School Detention Call To Parent
Saks Middle School	06	Black/African American	Male	N	Other Health Impairment	Information Only	Student Conference
Saks Middle School	06	Black/African American	Male	N	Other Health Impairment	Information Only	Student Conference
Saks Middle School	06	Black/African American	Male	N	Other Health Impairment	Information Only	Student Conference
Saks Middle School	06	Black/African American	Male	N	Gifted	Information Only	Student Conference
Saks Middle School	06	Black/African American	Male	N	Gifted	Information Only	Student Conference
Saks Middle School	06	Black/African American	Male	N	Gifted	Information Only	Student Conference

Saks Middle School	06	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N	Speech or Language Impairment	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N	Speech or Language Impairment	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N	Speech or Language Impairment	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N	Speech or Language Impairment	209-Bullying/Intimidation	Student Conference	Refer Guid Counselor
Saks Middle School	06	Black/African American	Male	N	Gifted	201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Saks Middle School	06	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Saks Middle School	06	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Saks Middle School	06	Black/African American	Male	N		210-Scuffle	In-School Detention	Call To Parent
Saks Middle School	06	Black/African American	Male	N		Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N		Information Only	Student Conference	
Saks Middle School	06	Black/African American	Female	N		209-Bullying/Intimidation	In-School Detention	Parent Conference
Saks Middle School	06	Black/African American	Female	N		210-Scuffle	In-School Detention	Letter To Parent

Saks Middle School	06	Black/African American	Male	N	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Female	N		100-Minor Bus Citation	Warning	
Saks Middle School	06	Black/African American	Female	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Saks Middle School	06	Black/African American	Female	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Saks Middle School	06	Black/African American	Male	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N		Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N		Information Only	Student Conference	
Saks Middle School	06	Black/African American	Male	N		Information Only	Student Conference	
Saks Middle School	06	Multi Race - Two or More Races	Female	N	Other Health Impairment	203-Stealing/Possess@\$10 Or Less	In-School Detention	Call To Parent
Saks Middle School	06	Multi Race - Two or More Races	Male	N		Information Only	Student Conference	
Saks Middle School	06	White	Female	Y		210-Scuffle	In-School Detention	Letter To Parent
Saks Middle School	06	White	Male	N		Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Autism	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Autism	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Autism	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Autism	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Middle School	06	White	Male	N	Autism	Information Only	Student Conference	

Saks Middle School	06	White	Male	N	Autism	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Determined Ineligible	100-Minor Bus Citation	Removed From Bus	Letter To Parent
Saks Middle School	06	White	Male	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Determined Ineligible	100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	06	White	Male	N	Determined Ineligible	100-Minor Bus Citation	Removed From Bus	Letter To Parent
Saks Middle School	06	White	Male	N		Information Only	Student Conference	
Saks Middle School	06	White	Male	N		Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Other Health Impairment	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Middle School	06	White	Male	N	Other Health Impairment	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Middle School	06	White	Male	N	Other Health Impairment	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Other Health Impairment	210-Scuffle	In-School Detention	Call To Parent
Saks Middle School	06	White	Male	N	Other Health Impairment	Information Only	Student Conference	
Saks Middle School	06	White	Male	N		Information Only	Student Conference	
Saks Middle School	06	White	Male	Y	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	06	White	Male	Y	Specific Learning Disability	100-Minor Bus Citation	Warning	
Saks Middle School	06	White	Male	Y	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	06	White	Male	Y	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent

Saks Middle School	06	White	Female	N		Information Only	Student Conference	
Saks Middle School	06	White	Female	N		Information Only	Student Conference	
Saks Middle School	06	White	Female	N		Information Only	Student Conference	
Saks Middle School	06	White	Female	N		Information Only	Student Conference	
Saks Middle School	06	White	Female	N		Information Only	Student Conference	
Saks Middle School	06	White	Female	N		Information Only	Student Conference	
Saks Middle School	06	White	Female	N		Information Only	Student Conference	
Saks Middle School	06	White	Female	N		Information Only	Student Conference	
Saks Middle School	06	White	Male	N		Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Autism	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Speech or Language Impairment	100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	06	White	Male	N	Speech or Language Impairment	Information Only	Student Conference	
Saks Middle School	06	White	Female	N		Information Only	Student Conference	
Saks Middle School	06	White	Male	N		Information Only	Student Conference	
Saks Middle School	06	White	Male	N		210-Scuffle	In-School Detention	Call To Parent
Saks Middle School	06	White	Male	N		Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Determined Ineligible	100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	06	White	Male	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Determined Ineligible	Information Only	Student Conference	

Saks Middle School	06	White	Male	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Saks Middle School	06	White	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	06	White	Male	N		Information Only	Student Conference	
Saks Middle School	06	White	Male	N		210-Scuffle	In-School Detention	Letter To Parent
Saks Middle School	06	White	Male	N	Emotional Disability	311-Threat To School Personnel	SIR 1 Suspended/Out of School	Parent Conference
Saks Middle School	06	White	Male	N	Emotional Disability	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Emotional Disability	Information Only	Student Conference	
Saks Middle School	06	White	Male	N	Emotional Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Saks Middle School	07	Black/African American	Female	N		Information Only	Student Conference	
Saks Middle School	07	Black/African American	Female	N		Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N	Gifted	201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Saks Middle School	07	Black/African American	Male	N	Gifted	201-Failure To Complete Discipline	SIR 1 Suspended/Out of School	Parent Conference
Saks Middle School	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	

Saks Middle School	07	Black/African American	Male	N	Gifted	100-Minor Bus Citation	Warning	
Saks Middle School	07	Black/African American	Female	N		Information Only	Student Conference	
Saks Middle School	07	Black/African American	Female	N		Information Only	Student Conference	
Saks Middle School	07	Black/African American	Female	N		201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Saks Middle School	07	Black/African American	Male	N	Specific Learning Disability	201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Saks Middle School	07	Black/African American	Female	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	Y	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	Y	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	Y	Specific Learning Disability	100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Female	N		210-Scuffle	In-School Detention	Letter To Parent
Saks Middle School	07	Black/African American	Female	N		202-Rebelliousness	In-School Detention	Letter To Parent
Saks Middle School	07	Black/African American	Female	N		Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Saks Middle School	07	Black/African American	Male	N		100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	07	Black/African American	Female	N		Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N		Information Only	Student Conference	

Saks Middle School	07	Black/African American	Male	N		210-Scuffle	In-School Detention	Letter To Parent
Saks Middle School	07	Black/African American	Male	N		210-Scuffle	SIR 1 Suspended/Out of School	Call To Parent
Saks Middle School	07	Black/African American	Female	N		201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Saks Middle School	07	Black/African American	Female	N		100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	07	Black/African American	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Saks Middle School	07	Black/African American	Female	N		100-Minor Bus Citation	Removed From Bus	Letter To Parent
Saks Middle School	07	Black/African American	Female	N		Information Only	Student Conference	
Saks Middle School	07	Black/African American	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Saks Middle School	07	Black/African American	Female	N		Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	Multi Race - Two or More Races	Female	N	Gifted	100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	07	White	Female	N	Determined Ineligible	102-Other Minor Violation	Warning	
Saks Middle School	07	White	Female	N	Determined Ineligible	00DR-1st/2nd Dress Code Violation	In-School Detention	Call To Parent
Saks Middle School	07	White	Female	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	07	White	Female	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	07	White	Female	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Saks Middle School	07	White	Female	N		Information Only	Student Conference	

Saks Middle School	07	White	Female	N		Information Only	Student Conference	
Saks Middle School	07	White	Female	N		201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Saks Middle School	07	White	Female	N		102-Other Minor Violation	Warning	
Saks Middle School	07	White	Male	N		100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	07	White	Male	N		100-Minor Bus Citation	Removed From Bus	Letter To Parent
Saks Middle School	07	White	Male	N		100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	07	White	Male	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Saks Middle School	07	White	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	White	Female	N		Information Only	Student Conference	
Saks Middle School	07	White	Female	N		Information Only	Student Conference	
Saks Middle School	07	White	Female	N		102-Other Minor Violation	Warning	Letter To Parent
Saks Middle School	07	White	Male	N	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	07	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	Removed From Bus	Letter To Parent
Saks Middle School	07	White	Male	N	Determined Ineligible	319-Assault & Battery on Student	In-School Detention	Letter To Parent
Saks Middle School	07	White	Male	N	Determined Ineligible	210-Scuffle	In-School Detention	Call To Parent
Saks Middle School	07	White	Male	N	Determined Ineligible	316A-Tobacco, Possession	In-School Detention	Call To Parent
Saks Middle School	07	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Saks Middle School	07	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Saks Middle School	07	White	Male	N		Information Only	Student Conference	
Saks Middle School	07	White	Male	N		202-Rebelliousness	SIR 1 Suspended/Out of School	Letter To Parent

Saks Middle School	07	White	Male	N		Information Only	Student Conference	
Saks Middle School	07	White	Male	N		Information Only	Student Conference	
Saks Middle School	07	White	Male	N		Information Only	Student Conference	
Saks Middle School	07	White	Male	N		Information Only	Student Conference	
Saks Middle School	07	White	Female	N		Information Only	Student Conference	
Saks Middle School	07	White	Female	N		Information Only	Student Conference	
Saks Middle School	07	White	Male	N		Information Only	Student Conference	
Saks Middle School	07	White	Female	N		100-Minor Bus Citation	Warning	
Saks Middle School	07	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Saks Middle School	07	White	Male	N	Determined Ineligible	210-Scuffle	In-School Detention	Letter To Parent
Saks Middle School	07	White	Male	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	07	White	Male	N	Determined Ineligible	Information Only	Student Conference	Parent Conference
Saks Middle School	07	White	Male	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	07	White	Female	N		Information Only	Student Conference	
Saks Middle School	07	White	Female	N		Information Only	Student Conference	
Saks Middle School	07	White	Female	N		Information Only	Student Conference	
Saks Middle School	07	White	Female	N	Gifted	100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	07	White	Female	N	Gifted	100-Minor Bus Citation	Warning	
Saks Middle School	07	White	Female	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	White	Male	N	Gifted	Information Only	Student Conference	
Saks Middle School	07	White	Male	N	Specific Learning Disability	Information Only	Student Conference	

Saks Middle School	07	White	Male	N	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	07	White	Male	N	Specific Learning Disability	Information Only	Student Conference	
Saks Middle School	07	White	Female	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	07	White	Male	N	Emotional Disability	100-Minor Bus Citation	Warning	Parent Conference
Saks Middle School	07	White	Male	N	Emotional Disability	100-Minor Bus Citation	Removed From Bus	Letter To Parent
Saks Middle School	07	White	Male	N	Emotional Disability	209-Bullying/Intimidation	In-School Detention	Call To Parent
Saks Middle School	07	White	Male	N	Emotional Disability	Information Only	Student Conference	
Saks Middle School	07	White	Male	N	Determined Ineligible	100-Minor Bus Citation	Warning	
Saks Middle School	07	White	Male	N	Emotional Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Saks Middle School	07	White	Female	N		100-Minor Bus Citation	Warning	Letter To Parent
Saks Middle School	07	White	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Saks Middle School	07	White	Female	N		Information Only	Student Conference	
Saks Middle School	07	White	Female	N		00DR-1st/2nd Dress Code Violation	Student Conference	
Saks Middle School	07	White	Female	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Saks Middle School	07	White	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Saks Middle School	07	White	Male	Y	Gifted	Information Only	Student Conference	
Saks Middle School	07	White	Male	N	Autism	Information Only	Student Conference	
Saks Middle School	07	White	Male	N	Autism	210-Scuffle	In-School Detention	Call To Parent
Saks Middle School	07	White	Male	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	07	White	Male	N	Determined Ineligible	Information Only	Student Conference	

Saks Middle School	07	White	Male	N	Determined Ineligible	Information Only	Student Conference	
Saks Middle School	07	White	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Saks Middle School	07	White	Female	N		Information Only	Student Conference	
Saks Middle School	07	White	Female	N		Information Only	Student Conference	
Saks Middle School	08	White	Male	N	Gifted	100-Minor Bus Citation	Removed From Bus	Letter To Parent
Saks Middle School	08	White	Male	N	Gifted	211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	07	Asian	Male	N		210-Scuffle	In-School Detention	Letter To Parent
Walter Wellborn High School	07	Asian	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	07	Asian	Male	N		Information Only	Warning	Student Conference
Walter Wellborn High School	07	Asian	Male	N		Information Only	Student Conference	Student Conference
Walter Wellborn High School	07	Asian	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	07	Asian	Male	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	07	Asian	Male	N		203-Stealing/Possess@\$10 Or Less	In-School Detention	Letter To Parent
Walter Wellborn High School	07	Black/African American	Female	N		Information Only	Student Conference	Student Conference
Walter Wellborn High School	07	Black/African American	Male	N	Gifted	224L-Other Intermediate Violation NS	In-School Detention	Letter To Parent
Walter Wellborn High School	07	Black/African American	Female	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent

Walter Wellborn High School	07	Black/African American	Female	N	Gifted	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Walter Wellborn High School	07	Black/African American	Male	N		209-Bullying/Intimidation	In-School Detention	Call To Parent
Walter Wellborn High School	07	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Walter Wellborn High School	07	Black/African American	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	07	Black/African American	Female	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	07	Black/African American	Female	N		Information Only	Student Conference	Letter To Parent
Walter Wellborn High School	07	Black/African American	Female	N		Information Only	Student Conference	Student Conference
Walter Wellborn High School	07	Black/African American	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Walter Wellborn High School	07	Black/African American	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	07	Black/African American	Male	N	Specific Learning Disability	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	07	Black/African American	Male	N	Gifted	210-Scuffle	In-School Detention	Call To Parent
Walter Wellborn High School	07	Black/African American	Male	N	Gifted	210-Scuffle	In-School Detention	Letter To Parent
Walter Wellborn High School	07	Black/African American	Male	N	Gifted	202-Rebelliousness	In-School Detention	Call To Parent
Walter Wellborn High School	07	Black/African American	Male	N	Gifted	211-Profanity / Vulgarity	In-School Detention	Letter To Parent

Walter Wellborn High School	07	White	Male	N		Information Only	Student Conference	Student Conference
Walter Wellborn High School	07	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	07	White	Male	N		224-Other Intermediate Violation	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		100-Minor Bus Citation	Warning	
Walter Wellborn High School	07	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	
Walter Wellborn High School	07	White	Male	N		202-Rebelliousness	Warning	
Walter Wellborn High School	07	White	Male	N		214-Rude, Disrespectful Behavior	Warning	
Walter Wellborn High School	07	White	Male	N		100-Minor Bus Citation	Warning	
Walter Wellborn High School	07	White	Male	N		202-Rebelliousness	Warning	
Walter Wellborn High School	07	White	Male	N		224-Other Intermediate Violation	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N	Intellectual Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Walter Wellborn High School	07	White	Male	N	Intellectual Disability	201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N	Speech or Language Impairment	Information Only	Student Conference	Student Conference

Walter Wellborn High School	07	White	Male	N	Speech or Language Impairment	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		202L-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		220-5th or Subsequent Tardy	In-School Detention	Parent Conference
Walter Wellborn High School	07	White	Female	N		209-Bullying/Intimidation	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Female	N	Gifted	224-Other Intermediate Violation	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Female	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Student Conference
Walter Wellborn High School	07	White	Female	N		218-Violation of Medication Policy	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Female	N	Determined Ineligible	401C-Drug Use	SIR 2 Alternative Placement	Principal/Parent Con
Walter Wellborn High School	07	White	Female	N	Determined Ineligible	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	07	White	Female	N	Determined Ineligible	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	07	White	Male	N	Determined Ineligible	100-Minor Bus Citation	Extra Work Assignment	
Walter Wellborn High School	07	White	Male	N	Determined Ineligible	202-Rebelliousness	Other List In Note	
Walter Wellborn High School	07	White	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	07	White	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent

Walter Wellborn High School	07	White	Female	N		224-Other Intermediate Violation	In-School Detention	Principal/Parent Con
Walter Wellborn High School	07	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Walter Wellborn High School	07	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	07	White	Male	N		209-Bullying/Intimidation	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N	Determined Ineligible	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	07	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		224-Other Intermediate Violation	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	07	White	Female	N	Other Health Impairment	202-Rebelliousness	In-School Detention	Parent Conference

Walter Wellborn High School	07	White	Female	N	Other Health Impairment	201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Female	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Female	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Student Conference
Walter Wellborn High School	07	White	Female	N	Determined Ineligible	209-Bullying/Intimidation	Warning	
Walter Wellborn High School	07	White	Female	N	Determined Ineligible	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	07	White	Female	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Female	N	Determined Ineligible	209-Bullying/Intimidation	In-School Detention	
Walter Wellborn High School	07	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	07	White	Male	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		Information Only	Student Conference	Letter To Parent
Walter Wellborn High School	07	White	Male	N		202-Rebelliousness	In-School Detention	Call To Parent
Walter Wellborn High School	07	White	Male	N		206-Unauthorized Use Of Radio, Etc.	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent

Walter Wellborn High School	07	White	Male	N		209-Bullying/Intimidation	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		Information Only	Student Conference	Letter To Parent
Walter Wellborn High School	07	White	Male	N		202-Rebelliousness	In-School Detention	Call To Parent
Walter Wellborn High School	07	White	Male	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	07	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		210-Scuffle	In-School Detention	Call To Parent
Walter Wellborn High School	07	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		224-Other Intermediate Violation	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Female	N		321-Threat To Cause Serious Harm	In-School Detention	Call To Parent
Walter Wellborn High School	07	White	Male	N	Gifted	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Male	N		Information Only	Student Conference	Letter To Parent
Walter Wellborn High School	07	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent

Walter Wellborn High School	07	White	Female	N		210-Scuffle	In-School Detention	Call To Parent
Walter Wellborn High School	07	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Walter Wellborn High School	07	White	Female	N		215-Inappropriate Display Of Affection	In-School Detention	Call To Parent
Walter Wellborn High School	07	White	Male	Y	Determined Ineligible	Information Only	Warning	Call To Parent
Walter Wellborn High School	07	White	Male	Y	Determined Ineligible	201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Walter Wellborn High School	07	White	Female	N		210-Scuffle	In-School Detention	Call To Parent
Walter Wellborn High School	07	White	Male	N	Speech or Language Impairment	210-Scuffle	In-School Detention	Call To Parent
Walter Wellborn High School	08	Asian	Female	N		211-Profanity / Vulgarity	In-School Detention	Parent Conference
Walter Wellborn High School	08	Black/African American	Female	N		220-5th or Subsequent Tardy	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Male	N	Specific Learning Disability	201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Male	N	Specific Learning Disability	202-Rebelliousness	In-School Detention	Call To Parent
Walter Wellborn High School	08	Black/African American	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent

Walter Wellborn High School	08	Black/African American	Male	N	Specific Learning Disability	101-Refusal To Bring Paper, Pencil	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	
Walter Wellborn High School	08	Black/African American	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	08	Black/African American	Male	N	Specific Learning Disability	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	08	Black/African American	Male	N	Specific Learning Disability	224-Other Intermediate Violation	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Male	N	Specific Learning Disability	316C-Tobacco, Use	In-School Detention	Call To Parent
Walter Wellborn High School	08	Black/African American	Male	N	Intellectual Disability	201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Male	N	Intellectual Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent
Walter Wellborn High School	08	Black/African American	Female	N		210-Scuffle	In-School Detention	Call To Parent
Walter Wellborn High School	08	Black/African American	Female	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N		214-Rude, Disrespectful Behavior	Extra Work Assignment	
Walter Wellborn High School	08	Black/African American	Female	N		202-Rebelliousness	Warning	
Walter Wellborn High School	08	Black/African American	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent

Walter Wellborn High School	08	Black/African American	Female	N	208-Excessive Distraction Of Other	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N	208-Excessive Distraction Of Other	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N	Information Only	Student Conference	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N	220-5th or Subsequent Tardy	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N	220-5th or Subsequent Tardy	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent

Walter Wellborn High School	08	Black/African American	Female	N		Information Only	Student Conference	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N		Information Only	Student Conference	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	Black/African American	Male	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	Black/African American	Male	N	Specific Learning Disability	201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N		209-Bullying/Intimidation	Student Conference	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
Walter Wellborn High School	08	Black/African American	Female	N		Information Only	Student Conference	Student Conference
Walter Wellborn High School	08	White	Male	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		312-Object Resembling Firearm	In-School Detention	Parent Conference

Walter Wellborn High School	08	White	Male	N		210-Scuffle	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	Student Conference	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	201-Failure To Complete Discipline	In-School Detention	
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	Other List In Note	
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	212-False Info/Forgery/Dishonesty	Extra Work Assignment	
Walter Wellborn High School	08	White	Female	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	
Walter Wellborn High School	08	White	Female	N		214-Rude, Disrespectful Behavior	Warning	

Walter Wellborn High School	08	White	Female	N		214-Rude, Disrespectful Behavior	Warning	
Walter Wellborn High School	08	White	Female	N		214-Rude, Disrespectful Behavior	Extra Work Assignment	
Walter Wellborn High School	08	White	Female	N		214-Rude, Disrespectful Behavior	Extra Work Assignment	
Walter Wellborn High School	08	White	Female	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Male	N		Information Only	Other List In Note	Student Conference
Walter Wellborn High School	08	White	Male	N	Speech or Language Impairment	209-Bullying/Intimidation	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N	Gifted	214-Rude, Disrespectful Behavior	Extra Work Assignment	
Walter Wellborn High School	08	White	Female	N		220-5th or Subsequent Tardy	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Female	N	Determined Ineligible	211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N	Determined Ineligible	220-5th or Subsequent Tardy	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N	Determined Ineligible	202-Rebelliousness	In-School Detention	

Walter Wellborn High School	08	White	Female	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Call To Parent
Walter Wellborn High School	08	White	Female	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N	Other Health Impairment	211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	208-Excessive Distraction Of Other	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		210-Scuffle	In-School Detention	Call To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	210-Scuffle	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	Information Only	Extra Work Assignment	Letter To Parent

Walter Wellborn High School	08	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		208-Excessive Distraction Of Other	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	208-Excessive Distraction Of Other	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	316A-Tobacco, Possession	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	Information Only	Student Conference	Refer Guid Counselor
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity		Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent

Walter Wellborn High School	08	White	Male	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N		224-Other Intermediate Violation	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N		210-Scuffle	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Female	N		Information Only	Student Conference	Letter To Parent
Walter Wellborn High School	08	White	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Call To Parent
Walter Wellborn High School	08	White	Female	N	Gifted	211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N	Gifted	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	08	White	Female	N	Gifted	215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Female	N	Gifted	309-Profanity With Personnel	In-School Detention	Call To Parent

Walter Wellborn High School	08	White	Female	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Female	N		210-Scuffle	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N		219-Violation Check-Out/Check-In	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Speech or Language Impairment	Information Only	Before School Detention	Student Conference
Walter Wellborn High School	08	White	Male	N		209-Bullying/Intimidation	Student Conference	Refer Guid Counselor
Walter Wellborn High School	08	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent

Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		309-Profanity With Personnel	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		Information Only	Extra Work Assignment	Letter To Parent
Walter Wellborn High School	08	White	Male	N		208-Excessive Distraction Of Other	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		309-Profanity With Personnel	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		210-Scuffle	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	208-Excessive Distraction Of Other	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Gifted	Information Only	Student Conference	Student Conference
Walter Wellborn High School	08	White	Male	N	Gifted	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N	Speech or Language Impairment	Information Only	Student Conference	Call To Parent
Walter Wellborn High School	08	White	Female	N		319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent

Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Male	N		208-Excessive Distraction Of Other	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		210-Scuffle	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N	Gifted	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	215-Inappropriate Display Of Affection	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	210-Scuffle	In-School Detention	Call To Parent
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent

Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		101D-Refusal To Follow Directions	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Female	N		Information Only	Student Conference	Parent Conference

Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Options Offered
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Gifted	208-Excessive Distraction Of Other	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Gifted	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	08	White	Male	N	Gifted	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	08	White	Male	N	Gifted	312-Object Resembling Firearm	In-School Detention	Call To Parent
Walter Wellborn High School	09	American Indian/Alaskan Native	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent

Walter Wellborn High School	09	American Indian/Alaskan Native	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	09	American Indian/Alaskan Native	Male	N		316C-Tobacco, Use	In-School Detention	Call To Parent
Walter Wellborn High School	09	Black/African American	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	09	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Options Offered
Walter Wellborn High School	09	Black/African American	Male	N		101B-Refusal To Follow Rules	Student Conference	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	09	Black/African American	Female	N	Determined Ineligible	209-Bullying/Intimidation	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N		209-Bullying/Intimidation	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent

Walter Wellborn High School	09	Black/African American	Male	N		201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Female	N	Gifted	Information Only	Student Conference	Student Conference
Walter Wellborn High School	09	Black/African American	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N		206-Unauthorized Use Of Radio, Etc.	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Autism	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Autism	224-Other Intermediate Violation	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Autism	317-Fighting	In-School Detention	
Walter Wellborn High School	09	Black/African American	Male	N	Autism	220-5th or Subsequent Tardy	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Autism	210-Scuffle	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Determined Ineligible	101D-Refusal To Follow Directions	Student Conference	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Determined Ineligible	Information Only	Student Conference	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent

Walter Wellborn High School	09	Black/African American	Male	N	Determined Ineligible	210L-Scuffle NS	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Determined Ineligible	209-Bullying/Intimidation	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Determined Ineligible	202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Options Offered
Walter Wellborn High School	09	Black/African American	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Specific Learning Disability	224-Other Intermediate Violation	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Specific Learning Disability	224-Other Intermediate Violation	In-School Detention	Call To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	09	Black/African American	Male	N	Specific Learning Disability	210-Scuffle	In-School Detention	Call To Parent
Walter Wellborn High School	09	White	Female	N	Speech or Language Impairment	212-False Info/Forgery/Dishonesty	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Female	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	In-School Detention	

Walter Wellborn High School	09	White	Female	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Female	N	Speech or Language Impairment	Information Only	Student Conference	Letter To Parent
Walter Wellborn High School	09	White	Male	N	Determined Ineligible	215-Inappropriate Display Of Affection	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N		101B-Refusal To Follow Rules	Student Conference	Letter To Parent
Walter Wellborn High School	09	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Parent Conference
Walter Wellborn High School	09	White	Female	N		101D-Refusal To Follow Directions	Extra Work Assignment	
Walter Wellborn High School	09	White	Female	N		201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N		224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Walter Wellborn High School	09	White	Male	N		319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	09	White	Male	N		210-Scuffle	In-School Detention	Call To Parent

Walter Wellborn High School	09	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	09	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	09	White	Female	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N	Determined Ineligible	210-Scuffle	In-School Detention	Call To Parent
Walter Wellborn High School	09	White	Male	N	Gifted	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N	Gifted	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N	Other Health Impairment	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Female	N		311-Threat To School Personnel	In-School Detention	Call To Parent
Walter Wellborn High School	09	White	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N		206-Unauthorized Use Of Radio, Etc.	In-School Detention	Call To Parent
Walter Wellborn High School	09	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent

Walter Wellborn High School	09	White	Male	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N	Determined Ineligible	316A-Tobacco, Possession	In-School Detention	Call To Parent
Walter Wellborn High School	09	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N	Speech or Language Impairment	210-Scuffle	In-School Detention	Parent Conference
Walter Wellborn High School	09	White	Male	N	Speech or Language Impairment	224-Other Intermediate Violation	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N	Speech or Language Impairment	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N	Speech or Language Impairment	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	09	White	Male	N	Speech or Language Impairment	202-Rebelliousness	In-School Detention	Call To Parent
Walter Wellborn High School	09	White	Male	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	10	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	10	Black/African American	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent

Walter Wellborn High School	10	Black/African American	Male	N		214-Rude, Disrespectful Behavior	Warning	
Walter Wellborn High School	10	Black/African American	Male	N		Information Only	Student Conference	Student Conference
Walter Wellborn High School	10	Black/African American	Female	N		Information Only	Student Conference	Student Conference
Walter Wellborn High School	10	Black/African American	Male	N		210-Scuffle	In-School Detention	Letter To Parent
Walter Wellborn High School	10	Black/African American	Female	N		319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	10	White	Female	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	10	White	Female	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Female	N	Gifted	215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	10	White	Female	N	Gifted	215-Inappropriate Display Of Affection		Call To Parent
Walter Wellborn High School	10	White	Male	N	Speech or Language Impairment	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Male	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	10	White	Male	N	Speech or Language Impairment	316A-Tobacco, Possession	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Female	N	Gifted	209-Bullying/Intimidation	Warning	

Walter Wellborn High School	10	White	Female	N	Gifted	202-Rebelliousness	Warning	
Walter Wellborn High School	10	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Male	N	Speech or Language Impairment	101B-Refusal To Follow Rules	Extra Work Assignment	
Walter Wellborn High School	10	White	Male	N	Speech or Language Impairment	202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	10	White	Male	N	Other Health Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Walter Wellborn High School	10	White	Male	N	Speech or Language Impairment	316C-Tobacco, Use	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	10	White	Male	N		Information Only	Warning	Letter To Parent
Walter Wellborn High School	10	White	Male	N		202-Rebelliousness	Student Conference	Letter To Parent
Walter Wellborn High School	10	White	Female	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Walter Wellborn High School	10	White	Female	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Male	N		208-Excessive Distraction Of Other	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Male	N		202-Rebelliousness	Student Conference	Letter To Parent
Walter Wellborn High School	10	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Female	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent

Walter Wellborn High School	10	White	Female	N	Gifted	224-Other Intermediate Violation	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Female	N	Gifted	208-Excessive Distraction Of Other	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Male	N		210-Scuffle	In-School Detention	Parent Conference
Walter Wellborn High School	10	White	Female	N	Gifted	316C-Tobacco, Use	In-School Detention	Call To Parent
Walter Wellborn High School	10	White	Female	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	10	White	Female	N		208-Excessive Distraction Of Other	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Female	N		220-5th or Subsequent Tardy	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Female	N	Specific Learning Disability	222-2nd or Subsequent Dress Code	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Female	N	Other Health Impairment	Information Only	Student Conference	Student Conference
Walter Wellborn High School	10	White	Female	N	Other Health Impairment	Information Only	In-School Detention	Student Conference
Walter Wellborn High School	10	White	Female	N	Other Health Impairment	224-Other Intermediate Violation	Student Conference	Letter To Parent
Walter Wellborn High School	10	White	Male	N	Other Health Impairment	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	10	White	Male	N	Other Health Impairment	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	10	White	Male	N	Other Health Impairment	316A-Tobacco, Possession	In-School Detention	Call To Parent

Walter Wellborn High School	10	White	Male	N	Other Health Impairment	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Walter Wellborn High School	10	White	Male	N	Other Health Impairment	211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Male	N	Other Health Impairment	214-Rude, Disrespectful Behavior	In-School Detention	
Walter Wellborn High School	10	White	Female	N		224-Other Intermediate Violation	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Male	N	Determined Ineligible	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	10	White	Male	N	Determined Ineligible	201-Failure To Complete Discipline	In-School Detention	Call To Parent
Walter Wellborn High School	10	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Walter Wellborn High School	10	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Male	N	Gifted	202-Rebelliousness	Student Conference	Letter To Parent
Walter Wellborn High School	10	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	10	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Walter Wellborn High School	10	White	Female	N	Gifted	215-Inappropriate Display Of Affection	In-School Detention	Letter To Parent

Walter Wellborn High School	10	White	Female	N	Gifted	316C-Tobacco, Use	In-School Detention	Call To Parent
Walter Wellborn High School	11	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	11	Black/African American	Male	N		202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	11	Black/African American	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	11	Black/African American	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
Walter Wellborn High School	11	Black/African American	Male	N		202-Rebelliousness	In-School Detention	
Walter Wellborn High School	11	Black/African American	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	11	Black/African American	Male	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	11	Black/African American	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Walter Wellborn High School	11	Black/African American	Male	N	Determined Ineligible	208-Excessive Distraction Of Other	Student Conference	Letter To Parent
Walter Wellborn High School	11	Black/African American	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Walter Wellborn High School	11	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	11	Black/African American	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	11	Black/African American	Male	N	Specific Learning Disability	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	

Walter Wellborn High School	11	Black/African American	Male	N	Specific Learning Disability	317-Fighting	In-School Detention	Call To Parent
Walter Wellborn High School	11	Black/African American	Male	N		210-Scuffle	In-School Detention	Letter To Parent
Walter Wellborn High School	11	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	11	Black/African American	Male	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	11	Black/African American	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	11	Black/African American	Male	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	11	Black/African American	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
Walter Wellborn High School	11	White	Female	N	Determined Ineligible	212-False Info/Forgery/Dishonest v	In-School Detention	Letter To Parent
Walter Wellborn High School	11	White	Female	N		212-False Info/Forgery/Dishonest v	In-School Detention	Letter To Parent
Walter Wellborn High School	11	White	Female	N		212-False Info/Forgery/Dishonest v	In-School Detention	Call To Parent
Walter Wellborn High School	11	White	Female	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	11	White	Male	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	11	White	Female	N		210-Scuffle	In-School Detention	Call To Parent
Walter Wellborn High School	11	White	Female	N		Information Only	Student Conference	Student Conference

Walter Wellborn High School	11	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	11	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	11	White	Female	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	11	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	11	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	11	White	Male	N	Determined Ineligible	316A-Tobacco, Possession	In-School Detention	Call To Parent
Walter Wellborn High School	11	White	Female	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	11	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	11	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	11	White	Male	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Walter Wellborn High School	11	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	11	White	Male	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	11	White	Male	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	11	White	Male	N		210-Scuffle	In-School Detention	Letter To Parent

Walter Wellborn High School	11	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Walter Wellborn High School	11	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N	Determined Ineligible	101B-Refusal To Follow Rules	Other List In Note	
Walter Wellborn High School	12	Black/African American	Male	N	Determined Ineligible	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N	Determined Ineligible	208-Excessive Distraction Of Other	In-School Detention	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	Black/African American	Female	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	
Walter Wellborn High School	12	Black/African American	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	12	Black/African American	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	Black/African American	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N	Intellectual Disability	202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N	Specific Learning Disability	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N	Specific Learning Disability	220-5th or Subsequent Tardy	In-School Detention	Letter To Parent

Walter Wellborn High School	12	Black/African American	Male	N	Specific Learning Disability	201-Failure To Complete Discipline	SIR 7 Corporal Punishment	Options Offered
Walter Wellborn High School	12	Black/African American	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N	Specific Learning Disability	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Walter Wellborn High School	12	Black/African American	Male	N	Specific Learning Disability	317-Fighting	In-School Detention	Call To Parent
Walter Wellborn High School	12	Black/African American	Male	N		212-False Info/Forgery/Dishonest v	In-School Detention	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	12	Black/African American	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	Black/African American	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N		Information Only	Other List In Note	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N		212-False Info/Forgery/Dishonest v	In-School Detention	Letter To Parent
Walter Wellborn High School	12	Black/African American	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Options Offered
Walter Wellborn High School	12	Black/African American	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent

Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N		203-Stealing/Possess@\$10 Or Less	In-School Detention	Call To Parent
Walter Wellborn High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent
Walter Wellborn High School	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Walter Wellborn High School	12	White	Female	N	Gifted	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N		211-Profanity / Vulgarity	In-School Detention	Call To Parent
Walter Wellborn High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention	Call To Parent

Walter Wellborn High School	12	White	Female	N	Gifted	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N		Information Only		
Walter Wellborn High School	12	White	Male	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Options Offered
Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N		206-Unauthorized Use Of Radio, Etc.	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	12	White	Male	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N	Determined Ineligible	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent

Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N	Specific Learning Disability	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Parent Conference
Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N		219-Violation Check-Out/Check-In	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N	Gifted	207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N		202-Rebelliousness	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent
Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent

Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Male	N		201-Failure To Complete Discipline	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Walter Wellborn High School	12	White	Female	N		207-Unauthorized Absence/Skipping	In-School Detention	Letter To Parent
Weaver Elementary	00	Black/African American	Male	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	
Weaver Elementary	00	Black/African American	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	00	Black/African American	Male	N		224L-Other Intermediate Violation NS	Time Out	
Weaver Elementary	00	Black/African American	Male	N		202L-Rebelliousness	Time Out	
Weaver Elementary	00	Black/African American	Male	N		100L-Minor Bus Citation NS	Warning	Call To Parent
Weaver Elementary	00	Black/African American	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	00	Black/African American	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Weaver Elementary	00	Multi Race - Two or More Races	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	00	Multi Race - Two or More Races	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Weaver Elementary	00	Multi Race - Two or More Races	Male	N	Other Health Impairment	101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	
Weaver Elementary	00	Multi Race - Two or More Races	Male	N	Other Health Impairment	100L-Minor Bus Citation NS	Warning	Call To Parent
Weaver Elementary	00	Multi Race - Two or More Races	Male	N	Other Health Impairment	100L-Minor Bus Citation NS	Removed From Bus	

Weaver Elementary	00	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	00	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference
Weaver Elementary	00	White	Male	N		101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	
Weaver Elementary	00	White	Male	N		201-Failure To Complete Discipline	SIR 7 Corporal Punishment	
Weaver Elementary	00	White	Male	Y		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Weaver Elementary	00	White	Female	N	Development Delay	210L-Scuffle NS	Time Out	
Weaver Elementary	00	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Weaver Elementary	00	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	00	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Parent Conference
Weaver Elementary	00	White	Male	N		101BL-Refusal To Follow Rules NS	Extra Work Assignment	
Weaver Elementary	00	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Weaver Elementary	00	White	Male	N	Autism	100L-Minor Bus Citation NS	Warning	
Weaver Elementary	00	White	Male	N	Autism	210-Scuffle	SIR 7 Corporal Punishment	
Weaver Elementary	00	White	Male	N	Specific Learning Disability	203-Stealing/Possess@\$10 Or Less	Time Out	Call To Parent
Weaver Elementary	00	White	Male	N		210L-Scuffle NS	In-School Detention	
Weaver Elementary	00	White	Female	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver Elementary	00	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	00	White	Male	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	
Weaver Elementary	00	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	00	White	Male	N		210L-Scuffle NS	In-School Detention	
Weaver Elementary	00	White	Female	N	Development Delay	202-Rebelliousness	SIR 7 Corporal Punishment	

Weaver Elementary	00	White	Female	N	Development Delay	214L-Rude, Disrespectful Behavior NS	Time Out	
Weaver Elementary	01	Black/African American	Male	N	Other Health Impairment	202L-Rebelliousness	Time Out	
Weaver Elementary	01	Black/African American	Female	N	Other Health Impairment	209L-Bullying/Intimidation NS	In-School Detention	
Weaver Elementary	01	Black/African American	Male	N		202L-Rebelliousness	In-School Detention	
Weaver Elementary	01	Black/African American	Male	N	Speech or Language Impairment	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver Elementary	01	Multi Race - Two or More Races	Female	Y		102L-Other Minor Violation NS	Student Conference	
Weaver Elementary	01	Multi Race - Two or More Races	Male	Y	Specific Learning Disability	224-Other Intermediate Violation	SIR 1 Suspended/Out of School	
Weaver Elementary	01	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	In-School Detention	
Weaver Elementary	01	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	01	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	01	White	Female	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	
Weaver Elementary	01	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	01	White	Female	N		212L-False Info/Forgery/Dishonesty NS	Extra Work Assignment	
Weaver Elementary	01	White	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	
Weaver Elementary	01	White	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	
Weaver Elementary	01	White	Male	N		202L-Rebelliousness	In-School Detention	
Weaver Elementary	01	White	Female	N		210-Scuffle	SIR 7 Corporal Punishment	
Weaver Elementary	01	White	Female	N		100L-Minor Bus Citation NS	Warning	

Weaver Elementary	01	White	Female	N		212L-False Info/Forgery/Dishonest v NS	Extra Work Assignment	
Weaver Elementary	01	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	01	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	01	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	01	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	01	White	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	02	Black/African American	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Weaver Elementary	02	Black/African American	Male	N	Determined Ineligible	203-Stealing/Possess@\$10 Or Less	SIR 7 Corporal Punishment	
Weaver Elementary	02	Black/African American	Male	N		203L-Stealing/Possess@\$10 Or Less NS	In-School Detention	
Weaver Elementary	02	Black/African American	Female	N		203L-Stealing/Possess@\$10 Or Less NS	In-School Detention	
Weaver Elementary	02	Multi Race - Two or More Races	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	02	Multi Race - Two or More Races	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Weaver Elementary	02	Multi Race - Two or More Races	Male	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	In-School Detention	
Weaver Elementary	02	White	Male	N	Specific Learning Disability	101BL-Refusal To Follow Rules NS	In-School Detention	
Weaver Elementary	02	White	Male	N	Specific Learning Disability	210L-Scuffle NS	Time Out	
Weaver Elementary	02	White	Male	N	Specific Learning Disability	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent

Weaver Elementary	02	White	Male	N	Determined Ineligible	211L-Profanity / Vulgarity NS	Other List In Note	
Weaver Elementary	02	White	Male	N	Determined Ineligible	210L-Scuffle NS	In-School Detention	
Weaver Elementary	02	White	Male	N		100L-Minor Bus Citation NS	Warning	
Weaver Elementary	02	White	Male	N		101DL-Refusal To Follow Directions NS	In-School Detention	
Weaver Elementary	02	White	Male	N		210L-Scuffle NS	In-School Detention	
Weaver Elementary	02	White	Male	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	
Weaver Elementary	02	White	Female	Y		214L-Rude, Disrespectful Behavior NS	In-School Detention	
Weaver Elementary	02	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Weaver Elementary	02	White	Male	N		224-Other Intermediate Violation	In-School Detention	Call To Parent
Weaver Elementary	02	White	Male	N		100L-Minor Bus Citation NS	Student Conference	
Weaver Elementary	02	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Weaver Elementary	02	White	Male	N		100L-Minor Bus Citation NS	Warning	
Weaver Elementary	02	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	02	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Weaver Elementary	02	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	
Weaver Elementary	02	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Weaver Elementary	02	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	02	White	Male	N		100L-Minor Bus Citation NS	In-School Detention	
Weaver Elementary	02	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	02	White	Female	N		100L-Minor Bus Citation NS	Warning	
Weaver Elementary	02	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	

Weaver Elementary	03	Asian	Male	N		210L-Scuffle NS	In-School Detention	Call To Parent
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	311-Threat To School Personnel	SIR 1 Suspended/Out of School	Parent Conference
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	101DL-Refusal To Follow Directions NS	In-School Detention	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	202L-Rebelliousness	Student Conference	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	209L-Bullying/Intimidation NS	Extra Work Assignment	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	311-Threat To School Personnel	SIR 1 Suspended/Out of School	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	210L-Scuffle NS	Removed From Bus	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	101BL-Refusal To Follow Rules NS	Time Out	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	101DL-Refusal To Follow Directions NS	Student Conference	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	202L-Rebelliousness	In-School Detention	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	214L-Rude, Disrespectful Behavior NS	Time Out	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	221L-4th or Subsequent Minor Violation NS	Removed From Bus	

Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	202L-Rebelliousness	In-School Detention	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	100L-Minor Bus Citation NS	Warning	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	211L-Profanity / Vulgarity NS	In-School Detention	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	101BL-Refusal To Follow Rules NS	In-School Detention	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Weaver Elementary	03	Black/African American	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	Removed From Bus	
Weaver Elementary	03	Black/African American	Male	N		209L-Bullying/Intimidation NS	Student Conference	
Weaver Elementary	03	Black/African American	Male	N		101D-Refusal To Follow Directions	SIR 7 Corporal Punishment	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	101BL-Refusal To Follow Rules NS	In-School Detention	
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	100L-Minor Bus Citation NS	Removed From Bus	

Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	314-Sexual Harassment	SIR 1 Suspended/Out of School	Call To Parent
Weaver Elementary	03	Black/African American	Male	N	Other Health Impairment	100L-Minor Bus Citation NS	Warning	
Weaver Elementary	03	Multi Race - Two or More Races	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	
Weaver Elementary	03	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver Elementary	03	White	Male	N		101DL-Refusal To Follow Directions NS	In-School Detention	
Weaver Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	03	White	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	03	White	Male	N		409-Threat To Use Weapon	SIR 1 Suspended/Out of School	Call To Parent
Weaver Elementary	03	White	Female	N		212-False Info/Forgery/Dishonest y	SIR 1 Suspended/Out of School	
Weaver Elementary	03	White	Female	N		100L-Minor Bus Citation NS	Warning	
Weaver Elementary	03	White	Male	N		215-Inappropriate Display Of Affection	SIR 1 Suspended/Out of School	Call To Parent
Weaver Elementary	03	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
Weaver Elementary	03	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	
Weaver Elementary	03	White	Male	N		100L-Minor Bus Citation NS	Student Conference	
Weaver Elementary	04	Black/African American	Female	N		100L-Minor Bus Citation NS	Student Conference	

Weaver Elementary	04	Black/African American	Male	N	Specific Learning Disability	203L-Stealing/Possess@\$10 Or Less NS	In-School Detention
Weaver Elementary	04	Black/African American	Male	N	Specific Learning Disability	210L-Scuffle NS	In-School Detention
Weaver Elementary	04	Black/African American	Female	N	Determined Ineligible	209L-Bullying/Intimidation NS	Time Out
Weaver Elementary	04	Black/African American	Female	N		210L-Scuffle NS	In-School Detention
Weaver Elementary	04	Black/African American	Female	N		203-Stealing/Possess@\$10 Or Less	SIR 7 Corporal Punishment
Weaver Elementary	04	Black/African American	Female	N		210L-Scuffle NS	In-School Detention
Weaver Elementary	04	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus
Weaver Elementary	04	White	Male	N		101D-Refusal To Follow Directions	SIR 7 Corporal Punishment
Weaver Elementary	04	White	Male	N		210L-Scuffle NS	In-School Detention
Weaver Elementary	04	White	Male	N		101DL-Refusal To Follow Directions NS	In-School Detention
Weaver Elementary	04	White	Male	N		101DL-Refusal To Follow Directions NS	In-School Detention
Weaver Elementary	04	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment
Weaver Elementary	04	White	Male	N		100L-Minor Bus Citation NS	Student Conference
Weaver Elementary	04	White	Male	N		203L-Stealing/Possess@\$10 Or Less NS	In-School Detention
Weaver Elementary	04	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Student Conference
Weaver Elementary	04	White	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Removed From Bus
Weaver Elementary	04	White	Female	N		203L-Stealing/Possess@\$10 Or Less NS	Parent Contact
Weaver Elementary	04	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment

Weaver Elementary	04	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	04	White	Male	N		209L-Bullying/Intimidation NS	In-School Detention	
Weaver Elementary	04	White	Male	N		101BL-Refusal To Follow Rules NS	In-School Detention	
Weaver Elementary	04	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	
Weaver Elementary	04	White	Male	N		210L-Scuffle NS	In-School Detention	
Weaver Elementary	04	White	Male	N	Speech or Language Impairment	210L-Scuffle NS	In-School Detention	
Weaver Elementary	04	White	Male	N	Intellectual Disability	212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Weaver Elementary	04	White	Male	N	Gifted	210-Scuffle	SIR 7 Corporal Punishment	
Weaver Elementary	04	White	Male	N	Gifted	210-Scuffle	SIR 7 Corporal Punishment	
Weaver Elementary	04	White	Male	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	04	White	Male	N	Gifted	210-Scuffle	SIR 7 Corporal Punishment	
Weaver Elementary	04	White	Male	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	04	White	Male	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	04	White	Male	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	
Weaver Elementary	04	White	Male	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	04	White	Male	N		209L-Bullying/Intimidation NS	Student Conference	
Weaver Elementary	04	White	Male	N	Specific Learning Disability	209L-Bullying/Intimidation NS	In-School Detention	
Weaver Elementary	04	White	Female	N		210L-Scuffle NS	In-School Detention	
Weaver Elementary	04	White	Female	N		210L-Scuffle NS	In-School Detention	

Weaver Elementary	04	White	Male	N	Gifted	100L-Minor Bus Citation NS	Student Conference	
Weaver Elementary	04	White	Male	N	Visual Impairment	209L-Bullying/Intimidation NS	In-School Detention	
Weaver Elementary	04	White	Male	N	Determined Ineligible	210L-Scuffle NS	In-School Detention	
Weaver Elementary	04	White	Male	N	Gifted	210L-Scuffle NS	In-School Detention	
Weaver Elementary	04	White	Male	N	Gifted	101BL-Refusal To Follow Rules NS	In-School Detention	
Weaver Elementary	04	White	Male	N	Gifted	209L-Bullying/Intimidation NS	Student Conference	
Weaver Elementary	05	Black/African American	Male	N		214L-Rude, Disrespectful Behavior NS	Warning	
Weaver Elementary	05	Black/African American	Male	N		212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
Weaver Elementary	05	Black/African American	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Student Conference	
Weaver Elementary	05	Black/African American	Male	N	Other Health Impairment	409-Threat To Use Weapon	Pending Hearing	
Weaver Elementary	05	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	
Weaver Elementary	05	White	Male	N		209L-Bullying/Intimidation NS	In-School Detention	
Weaver Elementary	05	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Weaver Elementary	05	White	Male	N	Determined Ineligible	101DL-Refusal To Follow Directions NS	In-School Detention	
Weaver Elementary	05	White	Male	N		209L-Bullying/Intimidation NS	Parent Contact	
Weaver Elementary	05	White	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	
Weaver Elementary	05	White	Male	N		100L-Minor Bus Citation NS	Student Conference	
Weaver Elementary	06	Black/African American	Male	N		101BL-Refusal To Follow Rules NS	Time Out	

Weaver Elementary	06	Black/African American	Male	N		209L-Bullying/Intimidation NS	Student Conference
Weaver Elementary	06	Black/African American	Male	N		100L-Minor Bus Citation NS	Removed From Bus
Weaver Elementary	06	Multi Race - Two or More Races	Male	N		313-Harassment	SIR 1 Suspended/Out of School Call To Parent of School
Weaver Elementary	06	Multi Race - Two or More Races	Male	N		100L-Minor Bus Citation NS	Time Out
Weaver Elementary	06	White	Male	N		100L-Minor Bus Citation NS	Student Conference
Weaver Elementary	06	White	Male	N		100L-Minor Bus Citation NS	Student Conference
Weaver Elementary	06	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention
Weaver Elementary	06	White	Male	N		210L-Scuffle NS	Saturday School
Weaver Elementary	06	White	Male	N		100L-Minor Bus Citation NS	Student Conference
Weaver Elementary	06	White	Female	N		301-Stealing/Possess Stolen > \$10	SIR 1 Suspended/Out of School
Weaver Elementary	06	White	Female	N	Other Health Impairment	210L-Scuffle NS	In-School Detention
Weaver Elementary	06	White	Male	N		314-Sexual Harassment	SIR 1 Suspended/Out of School Call To Parent of School
Weaver Elementary	06	White	Male	N		100L-Minor Bus Citation NS	Warning
Weaver Elementary	06	White	Male	N		214L-Rude, Disrespectful Behavior NS	Parent Contact
Weaver Elementary	06	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus
Weaver Elementary	98	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment
Weaver Elementary	98	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment

Weaver Elementary	99	Black/African American	Male	N	Speech or Language Impairment	210L-Scuffle NS	Time Out	
Weaver Elementary	99	White	Male	N	Autism	202-Rebelliousness	SIR 7 Corporal Punishment	
Weaver High School	07	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	07	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	07	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Parent Conference
Weaver High School	07	Black/African American	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	07	Black/African American	Female	N		211L-Profanity / Vulgarity NS	Extra Work Assignment	Call To Parent
Weaver High School	07	Black/African American	Female	N			Information Only	
Weaver High School	07	Black/African American	Male	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	07	Black/African American	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	07	Black/African American	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	07	Black/African American	Male	N	Specific Learning Disability	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	07	Black/African American	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	07	Black/African American	Male	N	Specific Learning Disability	313-Harassment	In-School Detention	BBST Referral
Weaver High School	07	Black/African American	Male	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	07	Multi Race - Two or More Races	Female	N		102L-Other Minor Violation NS	Parent Contact	Call To Parent
Weaver High School	07	White	Female	N	Determined Ineligible	00DRL-1st/2nd Dress Code Violation NS	Warning	Principal/Parent Con

Weaver High School	07	White	Female	N	Determined Ineligible	212L-False Info/Forgery/Dishonest v NS	In-School Detention	Parent Conference
Weaver High School	07	White	Male	N		208L-Excessive Distraction of Other NS	Removed From Bus	Call To Parent
Weaver High School	07	White	Male	N	Other Health Impairment	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	07	White	Female	N		211L-Profanity / Vulgarity NS	Extra Work Assignment	Call To Parent
Weaver High School	07	White	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N		215L-Inappropriate Display Of Affection NS	In-School Detention	Call To Parent
Weaver High School	07	White	Female	N	Determined Ineligible	215L-Inappropriate Display Of Affection NS	In-School Detention	Call To Parent
Weaver High School	07	White	Male	Y	Speech or Language Impairment	317-Fighting	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N	Gifted	317-Fighting	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N	Gifted	317-Fighting	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N	Gifted	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	07	White	Male	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N	Gifted	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N	Gifted	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent

Weaver High School	07	White	Male	N	Determined Ineligible	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N	Autism	317-Fighting	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N		317-Fighting	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N		203L-Stealing/Possess@\$10 Or Less NS	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N		201L-Failure To Complete Discipline NS	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	07	White	Male	N	Gifted	317-Fighting	In-School Detention	Call To Parent
Weaver High School	07	White	Male	N		317-Fighting	In-School Detention	Principal/Parent Con
Weaver High School	07	White	Male	N	Gifted	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	Black/African American	Female	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	Black/African American	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	Black/African American	Male	N		212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Male	N		307-Unwelcome Intimate Touching	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Male	N		208L-Excessive Distraction of Other NS	Extra Work Assignment	Call To Parent
Weaver High School	08	Black/African American	Female	N		401A-Drug Possession	SIR 2 Alternative Placement	Parent Conference

Weaver High School	08	Black/African American	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	Black/African American	Female	N		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Female	N		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Female	N		224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	08	Black/African American	Male	N	Specific Learning Disability	210L-Scuffle NS	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Male	N	Specific Learning Disability	208L-Excessive Distraction of Other NS	Extra Work Assignment	Call To Parent
Weaver High School	08	Black/African American	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Female	N		209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Female	N		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Female	N		211L-Profanity / Vulgarity NS	Extra Work Assignment	Call To Parent
Weaver High School	08	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	Black/African American	Male	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	Black/African American	Male	N	Gifted	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Female	N		202L-Rebelliousness	Extra Work Assignment	Call To Parent
Weaver High School	08	Black/African American	Female	N		201L-Failure To Complete Discipline NS	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent

Weaver High School	08	Black/African American	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	Black/African American	Male	N		208L-Excessive Distraction of Other NS	Extra Work Assignment	Call To Parent
Weaver High School	08	Black/African American	Female	N		215L-Inappropriate Display Of Affection NS	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	Black/African American	Male	N	Specific Learning Disability	317-Fighting	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Male	N		202L-Rebelliousness	Extra Work Assignment	Call To Parent
Weaver High School	08	Black/African American	Female	N		214L-Rude, Disrespectful Behavior NS	Extra Work Assignment	Call To Parent
Weaver High School	08	Black/African American	Male	N	Specific Learning Disability	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	Black/African American	Male	N	Speech or Language Impairment	210L-Scuffle NS	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Male	N	Speech or Language Impairment	317-Fighting	In-School Detention	Call To Parent
Weaver High School	08	Black/African American	Male	N	Speech or Language Impairment	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	Black/African American	Male	N	Speech or Language Impairment	215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	Black/African American	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	Black/African American	Male	N		101CL-Whispering, Talking, Etc. NS	Extra Work Assignment	Call To Parent
Weaver High School	08	Black/African American	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent

Weaver High School	08	Multi Race - Two or More Races	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	08	Multi Race - Two or More Races	Female	N	Speech or Language Impairment	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Female	N	Specific Learning Disability	202L-Rebelliousness	Extra Work Assignment	Call To Parent
Weaver High School	08	White	Female	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	White	Female	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	White	Female	N	Specific Learning Disability	102L-Other Minor Violation NS	Warning	Call To Parent
Weaver High School	08	White	Female	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Extra Work Assignment	Call To Parent
Weaver High School	08	White	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N		101CL-Whispering, Talking, Etc. NS	Extra Work Assignment	Call To Parent
Weaver High School	08	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent

Weaver High School	08	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N		212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	08	White	Male	N		301-Stealing/Possess Stolen > \$10	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent

Weaver High School	08	White	Female	N	Determined Ineligible	305-Consensual Sexual Act	SIR 2 Alternative Placement	Principal/Parent Con
Weaver High School	08	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Specific Learning Disability	101AL-Refusal To Bring Paper, Pencil NS	Extra Work Assignment	Call To Parent
Weaver High School	08	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Specific Learning Disability	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Specific Learning Disability	208L-Excessive Distraction of Other NS	Extra Work Assignment	Call To Parent
Weaver High School	08	White	Male	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Specific Learning Disability	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Female	N	Determined Ineligible	401A-Drug Possession	SIR 2 Alternative Placement	Parent Conference
Weaver High School	08	White	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Autism	208L-Excessive Distraction of Other NS	In-School Detention	Principal/Parent Con
Weaver High School	08	White	Female	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent

Weaver High School	08	White	Female	N	Gifted	212-False Info/Forgery/Dishonest y	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Female	N	Gifted	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	White	Female	N	Gifted	212-False Info/Forgery/Dishonest y	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Female	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Female	N	Gifted	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	White	Female	N	Gifted	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Female	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	08	White	Female	N	Gifted	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	White	Female	N	Gifted	401A-Drug Possession	SIR 2 Alternative Placement	Parent Conference
Weaver High School	08	White	Female	N	Gifted	209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N		214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
Weaver High School	08	White	Male	N		316A-Tobacco, Possession	SIR 2 Alternative Placement	Call To Parent
Weaver High School	08	White	Male	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Specific Learning Disability	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N		316A-Tobacco, Possession	SIR 2 Alternative Placement	Call To Parent

Weaver High School	08	White	Male	N	Gifted	210L-Scuffle NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Other Health Impairment	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Other Health Impairment	206-Unauthorized Use Of Radio, Etc.	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Other Health Impairment	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Other Health Impairment	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Other Health Impairment	223L-Violate AUP/Internet Policy NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Other Health Impairment	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	08	White	Male	N	Other Health Impairment	101AL-Refusal To Bring Paper, Pencil NS	Extra Work Assignment	Call To Parent
Weaver High School	08	White	Male	N	Other Health Impairment	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Other Health Impairment	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Other Health Impairment	208L-Excessive Distraction of Other NS	Extra Work Assignment	Call To Parent

Weaver High School	08	White	Male	N	Emotional Disability	210L-Scuffle NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Emotional Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
Weaver High School	08	White	Male	N	Emotional Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Emotional Disability	210-Scuffle	SIR 1 Suspended/Out of School	Call To Parent of School
Weaver High School	08	White	Male	N	Emotional Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent of School
Weaver High School	08	White	Male	N	Emotional Disability	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent of School
Weaver High School	08	White	Male	N	Emotional Disability	208-Excessive Distraction Of Other	SIR 1 Suspended/Out of School	Call To Parent of School
Weaver High School	08	White	Male	N	Emotional Disability	208-Excessive Distraction Of Other	SIR 1 Suspended/Out of School	Call To Parent of School
Weaver High School	08	White	Male	N	Emotional Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Emotional Disability	307-Unwelcome Intimate Touching	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Emotional Disability	309-Profanity With Personnel	SIR 1 Suspended/Out of School	Principal/Parent Con
Weaver High School	08	White	Male	N	Emotional Disability	210L-Scuffle NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Emotional Disability	317-Fighting	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Emotional Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Emotional Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Emotional Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent

Weaver High School	08	White	Male	N	Emotional Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N	Emotional Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Weaver High School	08	White	Female	N		214L-Rude, Disrespectful Behavior NS	Extra Work Assignment	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	211L-Profanity / Vulgarity NS	Removed From Bus	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	208L-Excessive Distraction of Other NS	Extra Work Assignment	Call To Parent
Weaver High School	08	White	Male	N	Gifted	305-Consensual Sexual Act	SIR 2 Alternative Placement	Principal/Parent Con
Weaver High School	08	White	Male	N	Gifted	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N		102L-Other Minor Violation NS	Extra Work Assignment	Call To Parent
Weaver High School	08	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	08	White	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	08	White	Male	N		208L-Excessive Distraction of Other NS	Extra Work Assignment	Call To Parent
Weaver High School	08	White	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Determined Ineligible	101AL-Refusal To Bring Paper, Pencil NS	Extra Work Assignment	Call To Parent
Weaver High School	08	White	Male	N	Gifted	202-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent

Weaver High School	08	White	Male	N	Gifted	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Gifted	401A-Drug Possession	SIR 2 Alternative Placement	Parent Conference
Weaver High School	08	White	Male	N	Gifted	202L-Rebelliousness	Extra Work Assignment	Call To Parent
Weaver High School	08	White	Male	N	Gifted	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Weaver High School	08	White	Male	N	Gifted	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	08	White	Female	N		212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
Weaver High School	09	Asian	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	09	Black/African American	Female	N	Specific Learning Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Male	N		101DL-Refusal To Follow Directions NS	Extra Work Assignment	Call To Parent
Weaver High School	09	Black/African American	Male	N		101B-Refusal To Follow Rules	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	Black/African American	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	Black/African American	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	Black/African American	Male	N		202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	09	Black/African American	Male	N		202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	09	Black/African American	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent

Weaver High School	09	Black/African American	Male	N		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Male	N		202L-Rebelliousness	Extra Work Assignment	Call To Parent
Weaver High School	09	Black/African American	Male	N		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Female	N	Specific Learning Disability	00DRL-1st/2nd Dress Code Violation NS	Warning	Call To Parent
Weaver High School	09	Black/African American	Female	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Female	N		211L-Profanity / Vulgarity NS	Extra Work Assignment	Call To Parent
Weaver High School	09	Black/African American	Female	N		301-Stealing/Possess Stolen > \$10	In-School Detention	Principal/Parent Con
Weaver High School	09	Black/African American	Female	N		223L-Violate AUP/Internet Policy NS	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Male	N	Determined Ineligible	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Male	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	Black/African American	Male	N	Determined Ineligible	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	Black/African American	Male	N	Determined Ineligible	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Male	N	Determined Ineligible	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent

Weaver High School	09	Black/African American	Male	N	Determined Ineligible	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	09	Black/African American	Male	N	Determined Ineligible	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	Black/African American	Male	N	Determined Ineligible	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	Multi Race - Two or More Races	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	Multi Race - Two or More Races	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	Multi Race - Two or More Races	Male	Y		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		303-Vandalism / < \$200	In-School Detention	
Weaver High School	09	White	Male	N	Determined Ineligible	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Gifted	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent

Weaver High School	09	White	Male	N	Determined Ineligible	206-Unauthorized Use Of Radio, Etc.	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	206L-Unauthorized Use Of Radio, Etc. NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	00DRL-1st/2nd Dress Code Violation NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	206-Unauthorized Use Of Radio, Etc.	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	208-Excessive Distraction Of Other	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	09	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Gifted	317-Fighting	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
Weaver High School	09	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
Weaver High School	09	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent

Weaver High School	09	White	Male	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
Weaver High School	09	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	09	White	Male	N	Specific Learning Disability	102L-Other Minor Violation NS	In-School Detention	Principal/Parent Con
Weaver High School	09	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	Extra Work Assignment	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	102L-Other Minor Violation NS	Extra Work Assignment	Call To Parent

Weaver High School	09	White	Female	N	Specific Learning Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Female	N		402C-Alcohol Use	SIR 2 Alternative Placement	Principal/Parent Con
Weaver High School	09	White	Male	N	Intellectual Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Intellectual Disability	Information Only	Warning	Call To Parent
Weaver High School	09	White	Male	N	Intellectual Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Intellectual Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Intellectual Disability	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Intellectual Disability	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Female	N		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		401A-Drug Possession	SIR 2 Alternative Placement	Principal/Parent Con
Weaver High School	09	White	Female	N		201L-Failure To Complete Discipline NS	In-School Detention	Call To Parent
Weaver High School	09	White	Female	N		102L-Other Minor Violation NS	Parent Contact	Call To Parent
Weaver High School	09	White	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent

Weaver High School	09	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		201-Failure To Complete Discipline	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Gifted	209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Weaver High School	09	White	Female	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N	Speech or Language Impairment	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Speech or Language Impairment	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Female	N		102L-Other Minor Violation NS	Extra Work Assignment	Call To Parent
Weaver High School	09	White	Male	N	Gifted	303-Vandalism / < \$200	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
Weaver High School	09	White	Male	N		301-Stealing/Possess Stolen > \$10	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		209L-Bullying/Intimidation NS	In-School Detention	Call To Parent

Weaver High School	09	White	Male	N		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		201-Failure To Complete Discipline	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	09	White	Male	N		102-Other Minor Violation	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		317-Fighting	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	319-Assault & Battery on Student	In-School Detention	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent

Weaver High School	09	White	Female	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	402A-Alcohol Possession	SIR 2 Alternative Placement	Principal/Parent Con
Weaver High School	09	White	Female	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Female	N	Gifted	102L-Other Minor Violation NS	Extra Work Assignment	Call To Parent
Weaver High School	09	White	Male	N	Speech or Language Impairment	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Weaver High School	09	White	Male	N	Speech or Language Impairment	102L-Other Minor Violation NS	In-School Detention	Call To Parent
Weaver High School	09	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	Extra Work Assignment	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	09	White	Female	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Female	N	Determined Ineligible	222L-2nd or Subsequent Dress Code NS	In-School Detention	Call To Parent

Weaver High School	10	Black/African American	Female	N	Determined Ineligible	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Female	N	Determined Ineligible	00DRL-1st/2nd Dress Code Violation NS	Warning	Call To Parent
Weaver High School	10	Black/African American	Female	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Female	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Male	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Male	N		303-Vandalism / < \$200	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Male	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Male	N	Gifted	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Male	N	Specific Learning Disability	307-Unwelcome Intimate Touching	SIR 2 Alternative Placement	Call To Parent
Weaver High School	10	Black/African American	Male	N		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Male	N	Visual Impairment	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Male	N	Visual Impairment	212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Female	N		207L-Unauthorized Absence/Skipping NS	Extra Work Assignment	Call To Parent
Weaver High School	10	Black/African American	Female	N		00DR-1st/2nd Dress Code Violation	Warning	
Weaver High School	10	Black/African American	Male	N		210L-Scuffle NS	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent

Weaver High School	10	Black/African American	Male	N		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Male	N		102L-Other Minor Violation NS	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Female	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Female	N		222L-2nd or Subsequent Dress Code NS	In-School Detention	Letter To Parent
Weaver High School	10	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Male	N	Gifted	401A-Drug Possession	SIR 2 Alternative Placement	Call To Parent
Weaver High School	10	Black/African American	Male	N	Gifted	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Male	N	Gifted	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Male	N	Gifted	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Black/African American	Female	N		00DR-1st/2nd Dress Code Violation	In-School Detention	
Weaver High School	10	Black/African American	Female	N		222-2nd or Subsequent Dress Code	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	10	Black/African American	Male	N		224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Weaver High School	10	Black/African American	Male	N		201-Failure To Complete Discipline	SIR 7 Corporal Punishment	Call To Parent

Weaver High School	10	Black/African American	Male	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	Multi Race - Two or More Races	Female	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	10	Multi Race - Two or More Races	Female	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N		214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Weaver High School	10	White	Female	N	Gifted	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Principal/Parent Con
Weaver High School	10	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Female	N	Gifted	202L-Rebelliousness	Extra Work Assignment	Call To Parent
Weaver High School	10	White	Male	N	Speech or Language Impairment	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N	Speech or Language Impairment	316C-Tobacco, Use	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N	Speech or Language Impairment	102-Other Minor Violation	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Female	N	Other Health Impairment	00DR-1st/2nd Dress Code Violation	Warning	Student Conference
Weaver High School	10	White	Female	N	Other Health Impairment	222L-2nd or Subsequent Dress Code NS	In-School Detention	Call To Parent
Weaver High School	10	White	Female	N	Other Health Impairment	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
Weaver High School	10	White	Female	N	Other Health Impairment	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	10	White	Female	N	Other Health Impairment	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent

Weaver High School	10	White	Female	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Female	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	10	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	10	White	Female	N		208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N		309-Profanity With Personnel	SIR 1 Suspended/Out of School	Parent Conference
Weaver High School	10	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
Weaver High School	10	White	Male	N	Emotional Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N	Emotional Disability	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N	Emotional Disability	401A-Drug Possession	SIR 2 Alternative Placement	Call To Parent
Weaver High School	10	White	Male	N	Emotional Disability	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N	Gifted	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent

Weaver High School	10	White	Female	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Extra Work Assignment	Call To Parent
Weaver High School	10	White	Female	N	Specific Learning Disability	00DR-1st/2nd Dress Code Violation	Warning	Call To Parent
Weaver High School	10	White	Female	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Weaver High School	10	White	Female	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N	Gifted	204-Dangerous Implement/Weapon	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N	Determined Ineligible	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Weaver High School	10	White	Female	N	Gifted	214L-Rude, Disrespectful Behavior NS	Extra Work Assignment	Call To Parent
Weaver High School	10	White	Male	N	Gifted	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N	Gifted	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N	Gifted	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N	Gifted	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N	Gifted	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N	Specific Learning Disability	209L-Bullying/Intimidation NS	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N	Gifted	307-Unwelcome Intimate Touching	In-School Detention	Call To Parent

Weaver High School	10	White	Male	N	Gifted	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N	Gifted	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	10	White	Male	N		303-Vandalism / < \$200	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N		324-Other Major Violation	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N		301-Stealing/Possess Stolen > \$10	In-School Detention	Call To Parent
Weaver High School	10	White	Male	N		416A-Other Severe / Miscellaneous	SIR 2 Alternative Placement	Call To Parent
Weaver High School	10	White	Female	N		204L-Dangerous Implement/Weapon NS	Extra Work Assignment	Call To Parent
Weaver High School	11	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	11	Black/African American	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Weaver High School	11	Black/African American	Male	N		215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	11	Black/African American	Male	N	Determined Ineligible	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	11	Black/African American	Male	N	Determined Ineligible	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Weaver High School	11	Black/African American	Male	N	Determined Ineligible	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	11	Black/African American	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	11	Black/African American	Male	N	Determined Ineligible	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Weaver High School	11	Black/African American	Female	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	11	Multi Race - Two or More Races	Female	Y		324-Other Major Violation	SIR 1 Suspended/Out of School	Parent Conference

Weaver High School	11	Multi Race - Two or More Races	Female	Y		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Weaver High School	11	Multi Race - Two or More Races	Female	Y		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	11	Multi Race - Two or More Races	Female	Y		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	11	Multi Race - Two or More Races	Female	Y		202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent of School
Weaver High School	11	Multi Race - Two or More Races	Female	Y		201L-Failure To Complete Discipline NS	Parent Contact	
Weaver High School	11	Multi Race - Two or More Races	Male	Y		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	11	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	11	White	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
Weaver High School	11	White	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	11	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Principal/Parent Con
Weaver High School	11	White	Male	N	Gifted	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Weaver High School	11	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	11	White	Male	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Letter To Parent
Weaver High School	11	White	Male	N	Specific Learning Disability	401A-Drug Possession	SIR 2 Alternative Placement	Parent Conference
Weaver High School	11	White	Female	N	Gifted	207L-Unauthorized Absence/Skipping NS	Extra Work Assignment	Call To Parent
Weaver High School	11	White	Female	N	Determined Ineligible	202L-Rebelliousness	In-School Detention	Call To Parent

Weaver High School	11	White	Female	N	Determined Ineligible	222L-2nd or Subsequent Dress Code NS	In-School Detention	Call To Parent
Weaver High School	11	White	Female	N	Determined Ineligible	203-Stealing/Possess@\$10 Or Less	In-School Detention	Call To Parent
Weaver High School	11	White	Female	N	Determined Ineligible	202-Rebelliousness	Warning	
Weaver High School	11	White	Male	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	11	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	11	White	Male	N	Gifted	204-Dangerous Implement/Weapon	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	11	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	11	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	11	White	Female	N		207L-Unauthorized Absence/Skipping NS	Extra Work Assignment	Call To Parent
Weaver High School	11	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	11	White	Male	N		102L-Other Minor Violation NS	In-School Detention	Call To Parent
Weaver High School	11	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	11	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	12	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	12	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	12	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	12	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	12	Black/African American	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent

Weaver High School	12	Black/African American	Male	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	Black/African American	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	12	Black/African American	Male	N	Specific Learning Disability	316C-Tobacco, Use	In-School Detention	Call To Parent
Weaver High School	12	Black/African American	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	Black/African American	Male	N		212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
Weaver High School	12	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N		204-Dangerous Implement/Weapon	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N		316C-Tobacco, Use	In-School Detention	Call To Parent
Weaver High School	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	12	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	12	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Female	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N		202L-Rebelliousness	In-School Detention	Call To Parent
Weaver High School	12	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	12	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	12	White	Male	N		220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
Weaver High School	12	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent

Weaver High School	12	White	Male	N		212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
Weaver High School	12	White	Male	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Female	Y		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Weaver High School	12	White	Female	Y		319-Assault & Battery on Student	In-School Detention	
Weaver High School	12	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Weaver High School	12	White	Male	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Female	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N		207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N		316C-Tobacco, Use	In-School Detention	Call To Parent
Weaver High School	12	White	Male	N		316C-Tobacco, Use	Saturday School	Call To Parent
Weaver High School	12	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Weaver High School	12	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent

Weaver High School	12	White	Male	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Weaver High School	12	White	Male	N	Determined Ineligible	309-Profanity With Personnel	In-School Detention	Call To Parent
Weaver High School	12	White	Female	N		102L-Other Minor Violation NS	Extra Work Assignment	Call To Parent
Weaver High School	12	White	Female	N		224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
Weaver High School	12	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
Wellborn Elementary School	00	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	Black/African American	Male	N		218L-Violation of Medication Policy NS	Parent Contact	Call To Parent
Wellborn Elementary School	00	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	Black/African American	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	Black/African American	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	00	Black/African American	Female	N		211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	00	Black/African American	Male	N		324-Other Major Violation	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	00	Black/African American	Male	N		102-Other Minor Violation	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	Multi Race - Two or More Races	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent

Wellborn Elementary School	00	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Wellborn Elementary School	00	White	Male	N		100L-Minor Bus Citation NS	Warning	Letter To Parent
Wellborn Elementary School	00	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Wellborn Elementary School	00	White	Male	N	Specific Learning Disability	308-Fire Alarm	SIR 1 Suspended/Out of School	Call To Parent of School
Wellborn Elementary School	00	White	Male	N	Specific Learning Disability	324-Other Major Violation	SIR 1 Suspended/Out of School	Call To Parent of School
Wellborn Elementary School	00	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	00	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Wellborn Elementary School	00	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	Warning	
Wellborn Elementary School	00	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Male	N		214L-Rude, Disrespectful Behavior NS	Other List In Note	Parent Conference
Wellborn Elementary School	00	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference

Wellborn Elementary School	00	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Female	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
Wellborn Elementary School	00	White	Female	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
Wellborn Elementary School	00	White	Male	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	00	White	Male	N		211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Letter To Parent
Wellborn Elementary School	00	White	Male	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	00	White	Male	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
Wellborn Elementary School	00	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Female	Y		202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	00	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	00	White	Male	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
Wellborn Elementary School	00	White	Female	N	Emotional Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	00	White	Female	N	Emotional Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	00	White	Female	N	Emotional Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent

Wellborn Elementary School	00	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Wellborn Elementary School	00	White	Female	N		202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent of School
Wellborn Elementary School	00	White	Female	N		202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent of School
Wellborn Elementary School	00	White	Female	N		202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent of School
Wellborn Elementary School	00	White	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Female	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Letter To Parent of School
Wellborn Elementary School	00	White	Female	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	
Wellborn Elementary School	00	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Female	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Letter To Parent of School
Wellborn Elementary School	00	White	Female	N	Development Delay	100L-Minor Bus Citation NS	Warning	
Wellborn Elementary School	00	White	Female	N	Development Delay	100L-Minor Bus Citation NS	Removed From Bus	
Wellborn Elementary School	00	White	Female	N	Development Delay	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Female	N	Development Delay	100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Wellborn Elementary School	00	White	Female	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	

Wellborn Elementary School	00	White	Female	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Male	N		202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent of School
Wellborn Elementary School	00	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Male	N	Other Health Impairment	324-Other Major Violation	SIR 1 Suspended/Out of School	Call To Parent of School
Wellborn Elementary School	00	White	Male	N	Other Health Impairment	100L-Minor Bus Citation NS	Student Conference	Call To Parent
Wellborn Elementary School	00	White	Male	N	Other Health Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Male	N	Other Health Impairment	324-Other Major Violation	Removed From Bus	Call To Parent
Wellborn Elementary School	00	White	Male	N		211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent of School
Wellborn Elementary School	00	White	Male	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent of School
Wellborn Elementary School	00	White	Female	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	00	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	Black/African American	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent

Wellborn Elementary School	01	Black/African American	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	Black/African American	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	Black/African American	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	Black/African American	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	01	Black/African American	Male	N	Determined Ineligible	210-Scuffle	SIR 1 Suspended/Out of School	Letter To Parent
Wellborn Elementary School	01	Black/African American	Male	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
Wellborn Elementary School	01	Black/African American	Male	N		324-Other Major Violation	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	01	Black/African American	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	01	Native Hawaiian or Other Pacific Islander	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	Native Hawaiian or Other Pacific Islander	Male	N		204-Dangerous Implement/Weapon	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	Native Hawaiian or Other Pacific Islander	Male	N		224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	01	Native Hawaiian or Other Pacific Islander	Male	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
Wellborn Elementary School	01	Native Hawaiian or Other Pacific Islander	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	01	White	Male	N	Other Health Impairment	207L-Unauthorized Absence/Skipping NS	Other List In Note	Letter To Parent

Wellborn Elementary School	01	White	Female	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N		201-Failure To Complete Discipline	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	01	White	Female	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N	Speech or Language Impairment	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	01	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N		100-Minor Bus Citation	Student Conference	Letter To Parent
Wellborn Elementary School	01	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	01	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	Saturday School	Call To Parent

Wellborn Elementary School	01	White	Male	N	Determined Ineligible	208L-Excessive Distraction of Other NS	Parent Contact	Call To Parent
Wellborn Elementary School	01	White	Male	N	Determined Ineligible	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	01	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	01	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	01	White	Male	N		202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	01	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N		224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Letter To Parent
Wellborn Elementary School	01	White	Female	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
Wellborn Elementary School	01	White	Male	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	01	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N		100L-Minor Bus Citation NS	Warning	Letter To Parent
Wellborn Elementary School	01	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent

Wellborn Elementary School	01	White	Male	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Letter To Parent
Wellborn Elementary School	01	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	
Wellborn Elementary School	01	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	01	White	Male	N		208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	01	White	Male	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Letter To Parent
Wellborn Elementary School	02	Black/African American	Female	N	Other Health Impairment	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Parent Conference
Wellborn Elementary School	02	Multi Race - Two or More Races	Male	N	Emotional Disability	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	
Wellborn Elementary School	02	Multi Race - Two or More Races	Male	N	Emotional Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	02	Multi Race - Two or More Races	Male	N	Emotional Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	02	Multi Race - Two or More Races	Male	N	Emotional Disability	100L-Minor Bus Citation NS	Warning	
Wellborn Elementary School	02	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	
Wellborn Elementary School	02	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	
Wellborn Elementary School	02	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent

Wellborn Elementary School	02	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	02	White	Female	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Wellborn Elementary School	02	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	02	White	Male	N	Intellectual Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	02	White	Female	N	Intellectual Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	02	White	Female	N	Intellectual Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	02	White	Female	N	Intellectual Disability	100L-Minor Bus Citation NS	Warning	Letter To Parent
Wellborn Elementary School	02	White	Male	N		314-Sexual Harassment	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	02	White	Male	N		324-Other Major Violation	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	02	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	02	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	02	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	02	White	Female	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	02	White	Male	N		202L-Rebelliousness	Saturday School	Call To Parent

Wellborn Elementary School	02	White	Male	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
Wellborn Elementary School	02	White	Female	N	Gifted	215-Inappropriate Display Of Affection	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	02	White	Female	N	Gifted	212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	02	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	02	White	Male	N	Speech or Language Impairment	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	02	White	Female	N		100L-Minor Bus Citation NS	Warning	
Wellborn Elementary School	02	White	Male	N		224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Letter To Parent
Wellborn Elementary School	03	Black/African American	Male	N	Gifted	100-Minor Bus Citation	Student Conference	Parent Conference
Wellborn Elementary School	03	Black/African American	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	03	Black/African American	Male	N	Intellectual Disability	324-Other Major Violation	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	03	Black/African American	Female	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Wellborn Elementary School	03	Multi Race - Two or More Races	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	03	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	Letter To Parent
Wellborn Elementary School	03	White	Male	N	Specific Learning Disability	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent

Wellborn Elementary School	03	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	Letter To Parent
Wellborn Elementary School	03	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	03	White	Male	N	Gifted	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Letter To Parent
Wellborn Elementary School	03	White	Male	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Wellborn Elementary School	03	White	Male	N	Gifted	213-Possession of Matches, Lighter	SIR 1 Suspended/Out of School	Letter To Parent of School
Wellborn Elementary School	03	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	
Wellborn Elementary School	03	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	03	White	Female	N		100L-Minor Bus Citation NS	Warning	Letter To Parent
Wellborn Elementary School	03	White	Male	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Wellborn Elementary School	03	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	03	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	Student Conference	Letter To Parent
Wellborn Elementary School	03	White	Male	N		324-Other Major Violation	SIR 1 Suspended/Out of School	Parent Conference
Wellborn Elementary School	03	White	Male	N		100L-Minor Bus Citation NS	Other List In Note	Letter To Parent
Wellborn Elementary School	03	White	Male	N		203-Stealing/Possess@\$10 Or Less	SIR 7 Corporal Punishment	Call To Parent

Wellborn Elementary School	03	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	03	White	Male	N		301-Stealing/Possess Stolen > \$10	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	03	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	03	White	Male	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	03	White	Male	N	Determined Ineligible	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Parent Conference
Wellborn Elementary School	03	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	03	White	Male	N	Gifted	101D-Refusal To Follow Directions	Student Conference	Call To Parent
Wellborn Elementary School	03	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	Black/African American	Female	N	Gifted	209L-Bullying/Intimidation NS	Saturday School	Call To Parent
Wellborn Elementary School	04	Black/African American	Male	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	04	Black/African American	Male	N		324-Other Major Violation	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	04	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	Black/African American	Male	N		324-Other Major Violation	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	04	Black/African American	Male	N		208-Excessive Distraction Of Other	SIR 1 Suspended/Out of School	Call To Parent

Wellborn Elementary School	04	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	White	Female	N	Determined Ineligible	212-False Info/Forgery/Dishonesty	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	White	Female	N	Determined Ineligible	218-Violation of Medication Policy	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	04	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	04	White	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	White	Male	N	Gifted	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	White	Male	N		100-Minor Bus Citation	Removed From Bus	Letter To Parent
Wellborn Elementary School	04	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Wellborn Elementary School	04	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Wellborn Elementary School	04	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Wellborn Elementary School	04	White	Male	N		100-Minor Bus Citation	Student Conference	Letter To Parent
Wellborn Elementary School	04	White	Male	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	White	Male	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent

Wellborn Elementary School	04	White	Male	N		100-Minor Bus Citation	Student Conference	Letter To Parent
Wellborn Elementary School	04	White	Male	N		209L-Bullying/Intimidation NS	Saturday School	Call To Parent
Wellborn Elementary School	04	White	Male	N	Speech or Language Impairment	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	White	Male	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
Wellborn Elementary School	04	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	White	Female	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	White	Male	N	Intellectual Disability	317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Wellborn Elementary School	04	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	White	Male	N	Other Health Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	04	White	Male	N		100L-Minor Bus Citation NS	Warning	
Wellborn Elementary School	04	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	04	White	Male	N		324-Other Major Violation	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	04	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent

Wellborn Elementary School	04	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	04	White	Female	N		202-Rebelliousness	SIR 1 Suspended/Out of School	Letter To Parent of School
Wellborn Elementary School	05	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	05	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	05	Black/African American	Female	N	Other Health Impairment	202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	05	Black/African American	Female	N	Other Health Impairment	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	05	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	05	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	05	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	05	Black/African American	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Wellborn Elementary School	05	White	Female	N	Orthopedic Impairment	212-False Info/Forgery/Dishonesty	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	05	White	Female	N	Orthopedic Impairment	203L-Stealing/Possess@\$10 Or Less NS	Other List In Note	Letter To Parent
Wellborn Elementary School	05	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	Student Conference	Student Conference

Wellborn Elementary School	05	White	Male	N		100-Minor Bus Citation	Student Conference	Letter To Parent
Wellborn Elementary School	05	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	05	White	Female	N	Specific Learning Disability	209-Bullying/Intimidation	SIR 1 Suspended/Out of School	Parent Conference
Wellborn Elementary School	05	White	Female	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	05	White	Female	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	05	White	Female	N	Determined Ineligible	212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	05	White	Female	N	Determined Ineligible	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	05	White	Female	N	Determined Ineligible	214-Rude, Disrespectful Behavior	Extra Work Assignment	Letter To Parent
Wellborn Elementary School	05	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Wellborn Elementary School	05	White	Female	N	Intellectual Disability	100L-Minor Bus Citation NS	Student Conference	Letter To Parent
Wellborn Elementary School	05	White	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	05	White	Female	N		309-Profanity With Personnel	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	05	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	05	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	

Wellborn Elementary School	05	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	05	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	05	White	Female	N		214-Rude, Disrespectful Behavior	Extra Work Assignment	Letter To Parent
Wellborn Elementary School	05	White	Male	Y		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	Black/African American	Female	N	Speech or Language Impairment	211L-Profanity / Vulgarity NS	Other List In Note	Call To Parent
Wellborn Elementary School	06	Black/African American	Female	N	Speech or Language Impairment	223L-Violate AUP/Internet Policy NS	Student Conference	Call To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Determined Ineligible	202L-Rebelliousness	Other List In Note	Letter To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Determined Ineligible	317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Wellborn Elementary School	06	Black/African American	Female	N		202L-Rebelliousness	Saturday School	Call To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	Black/African American	Female	N	Specific Learning Disability	208-Excessive Distraction Of Other	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	Black/African American	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Wellborn Elementary School	06	Black/African American	Female	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	218-Violation of Medication Policy	SIR 1 Suspended/Out of School	Call To Parent

Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	202-Rebelliousness	In-School Detention	Call To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	Other List In Note	Letter To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	Student Conference	Letter To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	202L-Rebelliousness	Student Conference	Letter To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	Other List In Note	Letter To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	214-Rude, Disrespectful Behavior	Extra Work Assignment	Letter To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	208L-Excessive Distraction of Other NS	In-School Detention	Call To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	202L-Rebelliousness	In-School Detention	Call To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
Wellborn Elementary School	06	Black/African American	Male	N	Emotional Disability	202-Rebelliousness	In-School Detention	Letter To Parent

Wellborn Elementary School	06	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	06	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	06	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	06	Black/African American	Male	N		415-Gang Activity	In-School Detention	Call To Parent
Wellborn Elementary School	06	Black/African American	Male	N		214L-Rude, Disrespectful Behavior NS	Extra Work Assignment	Letter To Parent
Wellborn Elementary School	06	Black/African American	Male	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	06	Black/African American	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	06	White	Female	N		102-Other Minor Violation	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
Wellborn Elementary School	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	317-Fighting	SIR 1 Suspended/Out of School	Parent Conference
Wellborn Elementary School	06	White	Female	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent

Wellborn Elementary School	06	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
Wellborn Elementary School	06	White	Female	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Female	N		209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		202L-Rebelliousness	Other List In Note	Letter To Parent
Wellborn Elementary School	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	210-Scuffle	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	06	White	Male	N		100-Minor Bus Citation	Student Conference	Student Conference
Wellborn Elementary School	06	White	Male	N	Visual Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N	Visual Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Female	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Female	N	Determined Ineligible	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Parent Conference
Wellborn Elementary School	06	White	Female	N		203-Stealing/Possess@\$10 Or Less	SIR 7 Corporal Punishment	Parent Conference

Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	210L-Scuffle NS	In-School Detention	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	202-Rebelliousness	Extra Work Assignment	Letter To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	209-Bullying/Intimidation	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Letter To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Other List In Note	Letter To Parent

Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		102-Other Minor Violation	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	223-Violate AUP/Internet Policy	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	223-Violate AUP/Internet Policy	SIR 1 Suspended/Out of School	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Female	N	Other Health Impairment	212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Female	N	Other Health Impairment	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent

Wellborn Elementary School	06	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Letter To Parent
Wellborn Elementary School	06	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	06	White	Male	N		319-Assault & Battery on Student	SIR 5 Officer Suspension/Out of School	Call To Parent
Wellborn Elementary School	06	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
Wellborn Elementary School	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		211L-Profanity / Vulgarity NS	Other List In Note	Letter To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	210-Scuffle	Other List In Note	Letter To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent

Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	N	Specific Learning Disability	209-Bullying/Intimidation	SIR 7 Corporal Punishment	Call To Parent
Wellborn Elementary School	06	White	Male	Y	Gifted	214-Rude, Disrespectful Behavior	Saturday School	Call To Parent
Wellborn Elementary School	06	White	Male	Y	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Parent Conference
Wellborn Elementary School	06	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
Wellborn Elementary School	06	White	Male	N	Other Health Impairment	204-Dangerous Implement/Weapon	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	00	Multi Race - Two or More Races	Male	N		Information Only	Warning	Student Conference
White Plains Elem School	00	Multi Race - Two or More Races	Male	Y		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	00	Multi Race - Two or More Races	Male	Y		100-Minor Bus Citation	Warning	Call To Parent
White Plains Elem School	00	Multi Race - Two or More Races	Male	Y		100-Minor Bus Citation	Time Out	Call To Parent
White Plains Elem School	00	Multi Race - Two or More Races	Male	Y		Information Only	Warning	Student Conference
White Plains Elem School	00	Multi Race - Two or More Races	Male	Y		100-Minor Bus Citation	Removed From Bus	Call To Parent

White Plains Elem School	00	Multi Race - Two or More Races	Male	Y		Information Only	Warning	Student Conference
White Plains Elem School	00	Multi Race - Two or More Races	Male	Y		100-Minor Bus Citation	Parent Contact	Call To Parent
White Plains Elem School	00	White	Female	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	00	White	Female	N		100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	00	White	Female	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	00	White	Female	N		100-Minor Bus Citation	Warning	Letter To Parent
White Plains Elem School	00	White	Female	N	Determined Ineligible	224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	00	White	Female	N	Determined Ineligible	224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	00	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	00	White	Male	N	Autism	211-Profanity / Vulgarity	Time Out	Call To Parent
White Plains Elem School	00	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	00	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	00	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	Time Out	Call To Parent
White Plains Elem School	00	White	Male	N	Development Delay	224-Other Intermediate Violation	Other List In Note	Call To Parent
White Plains Elem School	00	White	Male	N	Development Delay	224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	00	White	Male	N	Development Delay	224-Other Intermediate Violation	Other List In Note	Call To Parent
White Plains Elem School	00	White	Male	N	Development Delay	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Parent Conference
White Plains Elem School	00	White	Male	N	Development Delay	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	00	White	Male	N	Development Delay	211-Profanity / Vulgarity	Time Out	Letter To Parent
White Plains Elem School	00	White	Male	N		224-Other Intermediate Violation	Time Out	Call To Parent

White Plains Elem School	00	White	Female	N		224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	00	White	Male	N		100-Minor Bus Citation	Warning	Letter To Parent
White Plains Elem School	00	White	Female	N		Information Only	Warning	Call To Parent
White Plains Elem School	00	White	Male	N		202-Rebelliousness	Time Out	Call To Parent
White Plains Elem School	00	White	Male	N		224-Other Intermediate Violation	Other List In Note	Call To Parent
White Plains Elem School	00	White	Male	N		224-Other Intermediate Violation	In-School Detention	Letter To Parent
White Plains Elem School	00	White	Male	N	Other Health Impairment	100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	00	White	Male	N	Other Health Impairment	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	00	White	Male	N	Other Health Impairment	100-Minor Bus Citation	Removed From Bus	Call To Parent
White Plains Elem School	00	White	Male	N	Other Health Impairment	100-Minor Bus Citation	Removed From Bus	Call To Parent
White Plains Elem School	00	White	Male	N	Other Health Impairment	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	00	White	Male	N	Determined Ineligible	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	00	White	Male	N	Determined Ineligible	224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	00	White	Male	N	Determined Ineligible	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	00	White	Male	N	Determined Ineligible	224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	00	White	Male	N	Determined Ineligible	224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	00	White	Male	N	Determined Ineligible	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	00	White	Male	N	Determined Ineligible	224-Other Intermediate Violation	In-School Detention	Principal/Parent Con
White Plains Elem School	00	White	Male	N		224-Other Intermediate Violation	In-School Detention	Letter To Parent

White Plains Elem School	00	White	Male	N		101B-Refusal To Follow Rules	Time Out	Letter To Parent
White Plains Elem School	00	White	Male	N		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	00	White	Female	N		100-Minor Bus Citation	Warning	Letter To Parent
White Plains Elem School	00	White	Female	N		224-Other Intermediate Violation	In-School Detention	Letter To Parent
White Plains Elem School	00	White	Male	N	Development Delay	224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	00	White	Male	N		224-Other Intermediate Violation	Other List In Note	Call To Parent
White Plains Elem School	01	Black/African American	Female	N		101D-Refusal To Follow Directions	Time Out	Call To Parent
White Plains Elem School	01	Black/African American	Female	N		224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	01	Black/African American	Female	N		202-Rebelliousness	Time Out	Letter To Parent
White Plains Elem School	01	Black/African American	Female	N		100-Minor Bus Citation	Time Out	Call To Parent
White Plains Elem School	01	Black/African American	Male	N		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	01	Black/African American	Male	N		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	01	Black/African American	Male	N		224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	01	Multi Race - Two or More Races	Female	Y		101D-Refusal To Follow Directions	Time Out	Letter To Parent
White Plains Elem School	01	Multi Race - Two or More Races	Female	Y		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	01	Multi Race - Two or More Races	Female	Y		202-Rebelliousness	Other List In Note	Call To Parent
White Plains Elem School	01	Multi Race - Two or More Races	Female	Y		202-Rebelliousness	Time Out	Call To Parent
White Plains Elem School	01	Multi Race - Two or More Races	Female	Y		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	01	White	Male	N		214-Rude, Disrespectful Behavior	Time Out	Call To Parent

White Plains Elem School	01	White	Male	N		Information Only	Student Conference	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	01	White	Female	N		100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	01	White	Male	N	Intellectual Disability	100-Minor Bus Citation	Time Out	Call To Parent
White Plains Elem School	01	White	Male	N	Intellectual Disability	100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	01	White	Female	N		100-Minor Bus Citation	Warning	Letter To Parent
White Plains Elem School	01	White	Female	N		224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	01	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	01	White	Male	N	Specific Learning Disability	Information Only	Warning	Student Conference
White Plains Elem School	01	White	Male	N	Specific Learning Disability	224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	01	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Call To Parent
White Plains Elem School	01	White	Male	N	Specific Learning Disability	100-Minor Bus Citation	Student Conference	Call To Parent

White Plains Elem School	01	White	Male	N	Specific Learning Disability	224-Other Intermediate Violation	Student Conference	Call To Parent
White Plains Elem School	01	White	Male	N	Specific Learning Disability	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	01	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	In-School Detention	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	01	White	Female	N		203-Stealing/Possess@\$10 Or Less	In-School Detention	Call To Parent
White Plains Elem School	01	White	Female	N		224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	01	White	Female	N		224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	01	White	Male	N	Development Delay	100-Minor Bus Citation	Warning	Letter To Parent
White Plains Elem School	01	White	Male	N	Development Delay	100-Minor Bus Citation	Student Conference	Student Conference
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	01	White	Male	N		100-Minor Bus Citation	Warning	Letter To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Parent Conference
White Plains Elem School	01	White	Female	N		224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	01	White	Female	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	01	White	Female	N		224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	01	White	Male	N	Autism	224-Other Intermediate Violation	Time Out	Letter To Parent

White Plains Elem School	01	White	Male	N	Autism	224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	01	White	Male	N	Autism	101D-Refusal To Follow Directions	Time Out	Letter To Parent
White Plains Elem School	01	White	Male	N	Speech or Language Impairment	224-Other Intermediate Violation	Student Conference	Call To Parent
White Plains Elem School	01	White	Male	N		Information Only	Warning	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	01	White	Female	N	Development Delay	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	01	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	01	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	02	Multi Race - Two or More Races	Male	N		210-Scuffle	Time Out	Call To Parent
White Plains Elem School	02	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	02	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	02	White	Male	N		215-Inappropriate Display Of Affection	In-School Detention	Call To Parent
White Plains Elem School	02	White	Male	N		224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	02	White	Female	N		212-False Info/Forgery/Dishonesty	SIR 7 Corporal Punishment	Parent Conference
White Plains Elem School	02	White	Female	N	Gifted	204-Dangerous Implement/Weapon	SIR 1 Suspended/Out of School	Call To Parent of School
White Plains Elem School	02	White	Male	N		210-Scuffle	Time Out	Call To Parent

White Plains Elem School	02	White	Male	N		211-Profanity / Vulgarity	In-School Detention	Call To Parent
White Plains Elem School	02	White	Male	N		224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	02	White	Male	N	Determined Ineligible	224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	02	White	Male	N	Determined Ineligible	100-Minor Bus Citation	Student Conference	Student Conference
White Plains Elem School	02	White	Male	N	Determined Ineligible	100-Minor Bus Citation	Warning	Student Conference
White Plains Elem School	02	White	Male	N	Speech or Language Impairment	100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	02	White	Female	N		100-Minor Bus Citation	Warning	Letter To Parent
White Plains Elem School	03	Black/African American	Male	N		224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	03	Black/African American	Male	N		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	03	Black/African American	Male	N		Information Only	Student Conference	Student Conference
White Plains Elem School	03	Black/African American	Female	N		212-False Info/Forgery/Dishonest v	In-School Detention	Principal/Parent Con
White Plains Elem School	03	Multi Race - Two or More Races	Male	Y	Gifted	100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	03	White	Male	N		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	03	White	Male	N		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	03	White	Male	N		100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	03	White	Male	N		100-Minor Bus Citation	Student Conference	Letter To Parent
White Plains Elem School	03	White	Male	N	Gifted	224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	03	White	Male	N	Specific Learning Disability	224-Other Intermediate Violation	In-School Detention	Letter To Parent
White Plains Elem School	03	White	Male	N		100-Minor Bus Citation	Student Conference	Letter To Parent

White Plains Elem School	03	White	Male	N		100-Minor Bus Citation	Student Conference	Letter To Parent
White Plains Elem School	03	White	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
White Plains Elem School	03	White	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
White Plains Elem School	03	White	Male	N		100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	03	White	Male	N		100-Minor Bus Citation	Removed From Bus	Call To Parent
White Plains Elem School	03	White	Male	N		224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	03	White	Male	N		100-Minor Bus Citation	Warning	Letter To Parent
White Plains Elem School	03	White	Male	N		Information Only	Student Conference	Student Conference
White Plains Elem School	03	White	Male	N		203-Stealing/Possess@\$10 Or Less	Student Conference	Parent Conference
White Plains Elem School	03	White	Male	N	Gifted	212-False Info/Forgery/Dishonest y	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	03	White	Male	N		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	03	White	Female	N		100-Minor Bus Citation	Warning	Letter To Parent
White Plains Elem School	03	White	Female	N		100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	03	White	Female	N		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	03	White	Male	N		100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	03	White	Male	N		Information Only	Student Conference	Student Conference
White Plains Elem School	04	Black/African American	Male	N		100-Minor Bus Citation	Time Out	Call To Parent
White Plains Elem School	04	Black/African American	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	Black/African American	Male	N		211-Profanity / Vulgarity	In-School Detention	Call To Parent
White Plains Elem School	04	Black/African American	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent

White Plains Elem School	04	Black/African American	Male	N		211-Profanity / Vulgarity	In-School Detention	Letter To Parent
White Plains Elem School	04	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	Black/African American	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	Black/African American	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	Black/African American	Male	N	Speech or Language Impairment	100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	04	Black/African American	Male	N	Speech or Language Impairment	224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	04	Black/African American	Male	N	Speech or Language Impairment	224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	04	Black/African American	Male	N	Speech or Language Impairment	100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	04	Black/African American	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	Black/African American	Male	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	Black/African American	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	Black/African American	Female	N		212-False Info/Forgery/Dishonest v	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	White	Female	N	Specific Learning Disability	224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	04	White	Female	N		100-Minor Bus Citation	Student Conference	Letter To Parent
White Plains Elem School	04	White	Male	N	Determined Ineligible	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	White	Female	N	Determined Ineligible	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	White	Female	N	Determined Ineligible	100-Minor Bus Citation	Warning	Letter To Parent

White Plains Elem School	04	White	Female	N	Specific Learning Disability	Information Only	Student Conference	Student Conference
White Plains Elem School	04	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	White	Male	N	Specific Learning Disability	224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	04	White	Male	N	Specific Learning Disability	Information Only	Warning	Call To Parent
White Plains Elem School	04	White	Male	N		Information Only	Warning	Student Conference
White Plains Elem School	04	White	Male	N		224-Other Intermediate Violation	Other List In Note	Call To Parent
White Plains Elem School	04	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	White	Male	N		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	04	White	Male	N		224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	04	White	Male	N	Specific Learning Disability	224-Other Intermediate Violation	In-School Detention	Call To Parent
White Plains Elem School	04	White	Male	N	Specific Learning Disability	203-Stealing/Possess@\$10 Or Less	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	White	Female	N	Determined Ineligible	Information Only	Student Conference	Call To Parent
White Plains Elem School	04	White	Female	N	Determined Ineligible	100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	04	White	Male	N	Other Health Impairment	211-Profanity / Vulgarity	In-School Detention	Call To Parent
White Plains Elem School	04	White	Male	N		224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	04	White	Male	N		100-Minor Bus Citation	Student Conference	Parent Conference
White Plains Elem School	04	White	Male	N		100-Minor Bus Citation	Student Conference	Letter To Parent
White Plains Elem School	04	White	Male	N		224-Other Intermediate Violation	Time Out	Letter To Parent

White Plains Elem School	04	White	Male	N		Information Only	Student Conference	Student Conference
White Plains Elem School	04	White	Male	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	White	Female	N		100-Minor Bus Citation	Time Out	Letter To Parent
White Plains Elem School	04	White	Female	N		100-Minor Bus Citation	Other List In Note	Call To Parent
White Plains Elem School	04	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	In-School Detention	Call To Parent
White Plains Elem School	04	White	Male	N	Specific Learning Disability	212-False Info/Forgery/Dishonesty	Student Conference	Principal/Parent Con
White Plains Elem School	04	White	Male	N	Specific Learning Disability	224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains Elem School	04	White	Male	N	Specific Learning Disability	Information Only	Student Conference	Call To Parent
White Plains Elem School	04	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
White Plains Elem School	04	White	Female	N		224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Elem School	04	White	Female	N		224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	04	White	Female	N	Gifted	224-Other Intermediate Violation	Time Out	Call To Parent
White Plains Elem School	04	White	Female	N	Gifted	224-Other Intermediate Violation	Time Out	Letter To Parent
White Plains High School	09	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	Other List In Note	Call To Parent
White Plains High School	09	Black/African American	Female	N		202L-Rebelliousness	In-School Detention	Letter To Parent
White Plains High School	09	Black/African American	Female	N		100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
White Plains High School	09	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	09	Black/African American	Male	N		211L-Profanity / Vulgarity NS	Student Conference	Letter To Parent

White Plains High School	09	White	Male	N	Specific Learning Disability	209L-Bullying/Intimidation NS	In-School Detention	Parent Conference
White Plains High School	09	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Warning	
White Plains High School	09	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	Letter To Parent
White Plains High School	09	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N		202L-Rebelliousness	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N		100L-Minor Bus Citation NS	Student Conference	Call To Parent
White Plains High School	09	White	Male	N		313-Harassment	SIR 1 Suspended/Out of School	Letter To Parent
White Plains High School	09	White	Male	N	Gifted	324-Other Major Violation	Removed From Bus	Call To Parent
White Plains High School	09	White	Male	N	Gifted	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
White Plains High School	09	White	Male	N	Gifted	100L-Minor Bus Citation NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N	Gifted	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	09	White	Male	N	Gifted	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent

White Plains High School	09	White	Male	N	Intellectual Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N	Intellectual Disability	209L-Bullying/Intimidation NS	In-School Detention	Options Offered
White Plains High School	09	White	Male	N	Specific Learning Disability	208L-Excessive Distraction of Other NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
White Plains High School	09	White	Female	N	Gifted	212L-False Info/Forgery/Dishonest v NS	In-School Detention	Call To Parent
White Plains High School	09	White	Male	N		Information Only	Student Conference	
White Plains High School	09	White	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N		202L-Rebelliousness	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N		324-Other Major Violation	Removed From Bus	Call To Parent
White Plains High School	09	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	Letter To Parent
White Plains High School	09	White	Male	Y	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Female	Y		100L-Minor Bus Citation NS	Warning	Letter To Parent
White Plains High School	09	White	Female	Y		214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
White Plains High School	09	White	Male	N	Gifted	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	09	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent

White Plains High School	09	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
White Plains High School	09	White	Female	N	Speech or Language Impairment	00DRL-1st/2nd Dress Code Violation NS	Warning	Options Offered
White Plains High School	09	White	Female	N	Speech or Language Impairment	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N		101BL-Refusal To Follow Rules NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N		223L-Violate AUP/Internet Policy NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N		100L-Minor Bus Citation NS	In-School Detention	Call To Parent
White Plains High School	09	White	Male	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
White Plains High School	09	White	Male	N		223L-Violate AUP/Internet Policy NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N		Information Only	Warning	Letter To Parent
White Plains High School	09	White	Male	N		207L-Unauthorized Absence/Skipping NS	Other List In Note	Call To Parent
White Plains High School	09	White	Male	N		101D-Refusal To Follow Directions	In-School Detention	Call To Parent
White Plains High School	09	White	Female	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Female	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Female	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Female	N	Determined Ineligible	00DRL-1st/2nd Dress Code Violation NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Female	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
White Plains High School	09	White	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	Letter To Parent
White Plains High School	09	White	Male	N	Gifted	100L-Minor Bus Citation NS	Student Conference	Letter To Parent

White Plains High School	09	White	Male	N	Other Health Impairment	100L-Minor Bus Citation NS	Student Conference	Letter To Parent
White Plains High School	09	White	Female	N	Gifted	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Female	N	Determined Ineligible	Information Only	Warning	Call To Parent
White Plains High School	09	White	Male	N	Specific Learning Disability	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Parent Conference
White Plains High School	09	White	Female	N		212-False Info/Forgery/Dishonesty	SIR 7 Corporal Punishment	Call To Parent
White Plains High School	09	White	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Female	N		223L-Violate AUP/Internet Policy NS	Parent Contact	Call To Parent
White Plains High School	09	White	Male	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	09	White	Female	N	Specific Learning Disability	321-Threat To Cause Serious Harm	SIR 2 Alternative Placement	Susp Pend Hearing
White Plains High School	09	White	Male	N	Emotional Disability	202L-Rebelliousness	In-School Detention	Letter To Parent
White Plains High School	09	White	Male	N	Emotional Disability	324-Other Major Violation	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	09	White	Female	N	Gifted	00DRL-1st/2nd Dress Code Violation NS	Warning	Options Offered
White Plains High School	09	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	In-School Detention	Letter To Parent
White Plains High School	09	White	Female	N	Specific Learning Disability	00DRL-1st/2nd Dress Code Violation NS	Warning	Options Offered
White Plains High School	09	White	Female	N	Gifted	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent

White Plains High School	10	Black/African American	Male	N		211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	10	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	10	Black/African American	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
White Plains High School	10	Black/African American	Female	N	Determined Ineligible	00DRL-1st/2nd Dress Code Violation NS	In-School Detention	Options Offered
White Plains High School	10	Black/African American	Female	N	Determined Ineligible	Information Only	Student Conference	Call To Parent
White Plains High School	10	Black/African American	Male	N	Other Health Impairment	207L-Unauthorized Absence/Skipping NS	Other List In Note	Call To Parent
White Plains High School	10	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	10	White	Male	N	Specific Learning Disability	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	10	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
White Plains High School	10	White	Male	N	Specific Learning Disability	316A-Tobacco, Possession	SIR 1 Suspended/Out of School	
White Plains High School	10	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	Options Offered
White Plains High School	10	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	Options Offered
White Plains High School	10	White	Female	N	Gifted	00DRL-1st/2nd Dress Code Violation NS	Warning	Options Offered
White Plains High School	10	White	Female	N		215L-Inappropriate Display Of Affection NS	In-School Detention	Letter To Parent
White Plains High School	10	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	10	White	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	10	White	Female	N		100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent

White Plains High School	10	White	Male	N	Determined Ineligible	202L-Rebelliousness	In-School Detention	Letter To Parent
White Plains High School	10	White	Male	Y		214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	10	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	10	White	Female	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	10	White	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	10	White	Male	Y	Gifted	211L-Profanity / Vulgarity NS	Warning	Letter To Parent
White Plains High School	10	White	Male	Y	Gifted	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	10	White	Male	N	Gifted	316A-Tobacco, Possession	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	10	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	After School Detention	Letter To Parent
White Plains High School	10	White	Female	N		211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
White Plains High School	10	White	Male	N	Speech or Language Impairment	224L-Other Intermediate Violation NS	Other List In Note	Letter To Parent
White Plains High School	10	White	Female	N	Determined Ineligible	210L-Scuffle NS	In-School Detention	Call To Parent
White Plains High School	10	White	Male	N		Information Only	Warning	Call To Parent
White Plains High School	10	White	Female	N	Gifted	214L-Rude, Disrespectful Behavior NS	In-School Detention	
White Plains High School	10	White	Male	N		214L-Rude, Disrespectful Behavior NS	Student Conference	
White Plains High School	10	White	Male	N		224L-Other Intermediate Violation NS	Other List In Note	Letter To Parent
White Plains High School	10	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent

White Plains High School	10	White	Male	N	210L-Scuffle NS	In-School Detention	Call To Parent
White Plains High School	10	White	Male	N	207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
White Plains High School	10	White	Female	N	00DRL-1st/2nd Dress Code Violation NS	In-School Detention	Call To Parent
White Plains High School	10	White	Female	N	220L-5th or Subsequent Tardy NS	In-School Detention	Call To Parent
White Plains High School	10	White	Male	N	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	10	White	Male	N	100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
White Plains High School	10	White	Male	N	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Letter To Parent
White Plains High School	10	White	Male	N	210-Scuffle	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	10	White	Male	N	100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
White Plains High School	10	White	Female	N	220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
White Plains High School	10	White	Male	N	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	10	White	Male	N	316C-Tobacco, Use	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	11	Asian	Male	N	210L-Scuffle NS	In-School Detention	Letter To Parent
White Plains High School	11	Asian	Male	N	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	11	Asian	Male	N	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	11	Asian	Male	N	100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
White Plains High School	11	Asian	Male	N	100L-Minor Bus Citation NS	Removed From Bus	Letter To Parent
White Plains High School	11	Black/African American	Female	N	00DRL-1st/2nd Dress Code Violation NS	Warning	Letter To Parent

White Plains High School	11	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	
White Plains High School	11	White	Male	N	Specific Learning Disability	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	11	White	Male	N	Speech or Language Impairment	220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Options Offered
White Plains High School	11	White	Male	N	Speech or Language Impairment	214L-Rude, Disrespectful Behavior NS	Parent Contact	Letter To Parent
White Plains High School	11	White	Male	N	Speech or Language Impairment	101BL-Refusal To Follow Rules NS	Extra Work Assignment	Letter To Parent
White Plains High School	11	White	Female	N		223L-Violate AUP/Internet Policy NS		Options Offered
White Plains High School	11	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	11	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	In-School Detention	Letter To Parent
White Plains High School	11	White	Female	N		209L-Bullying/Intimidation NS	In-School Detention	Letter To Parent
White Plains High School	11	White	Female	N		317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	11	White	Male	N	Specific Learning Disability	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	11	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
White Plains High School	11	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	
White Plains High School	11	White	Male	N	Determined Ineligible	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Letter To Parent
White Plains High School	11	White	Male	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	In-School Detention	

White Plains High School	11	White	Male	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	11	White	Male	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	Other List In Note	Letter To Parent
White Plains High School	11	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	11	White	Female	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	11	White	Female	N		210L-Scuffle NS	In-School Detention	Call To Parent
White Plains High School	11	White	Male	N	Specific Learning Disability	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Options Offered
White Plains High School	11	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	Other List In Note	Parent Conference
White Plains High School	11	White	Male	N	Specific Learning Disability	319-Assault & Battery on Student	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	11	White	Male	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
White Plains High School	11	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	In-School Detention	Letter To Parent
White Plains High School	11	White	Male	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
White Plains High School	11	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
White Plains High School	11	White	Male	N	Gifted	307-Unwelcome Intimate Touching	SIR 1 Suspended/Out of School	Letter To Parent
White Plains High School	11	White	Male	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
White Plains High School	11	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	Options Offered
White Plains High School	11	White	Female	N		223L-Violate AUP/Internet Policy NS	In-School Detention	Letter To Parent
White Plains High School	11	White	Female	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent

White Plains High School	11	White	Male	N	Specific Learning Disability	215L-Inappropriate Display Of Affection NS	In-School Detention	Letter To Parent
White Plains High School	11	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	11	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	
White Plains High School	11	White	Male	N	Specific Learning Disability	206L-Unauthorized Use Of Radio, Etc. NS	In-School Detention	Letter To Parent
White Plains High School	11	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Parent Conference
White Plains High School	12	American Indian/Alaskan Native	Male	N	Specific Learning Disability	100L-Minor Bus Citation NS	Warning	Letter To Parent
White Plains High School	12	Black/African American	Female	N	Determined Ineligible	220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
White Plains High School	12	Black/African American	Male	N	Specific Learning Disability	307-Unwelcome Intimate Touching	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	12	Black/African American	Female	N		324-Other Major Violation	SIR 1 Suspended/Out of School	Letter To Parent
White Plains High School	12	Black/African American	Female	N		Information Only	Warning	
White Plains High School	12	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Student Conference
White Plains High School	12	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	12	White	Male	N	Specific Learning Disability	220-5th or Subsequent Tardy	In-School Detention	Letter To Parent
White Plains High School	12	White	Male	N	Specific Learning Disability	209-Bullying/Intimidation	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	12	White	Male	N	Specific Learning Disability	202-Rebelliousness	SIR 1 Suspended/Out of School	Call To Parent

White Plains High School	12	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	12	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Letter To Parent
White Plains High School	12	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Letter To Parent
White Plains High School	12	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	In-School Detention	Letter To Parent
White Plains High School	12	White	Female	N		324-Other Major Violation	SIR 1 Suspended/Out of School	Letter To Parent
White Plains High School	12	White	Male	N	Gifted	224L-Other Intermediate Violation NS	In-School Detention	Letter To Parent
White Plains High School	12	White	Male	N	Speech or Language Impairment	202-Rebelliousness	SIR 7 Corporal Punishment	Options Offered
White Plains High School	12	White	Male	N	Speech or Language Impairment	202L-Rebelliousness	In-School Detention	Letter To Parent
White Plains High School	12	White	Male	N	Gifted	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent
White Plains High School	12	White	Male	N		211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
White Plains High School	12	White	Female	N		324-Other Major Violation	SIR 1 Suspended/Out of School	Letter To Parent
White Plains High School	12	White	Male	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	12	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Options Offered
White Plains High School	12	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
White Plains High School	12	White	Male	N		214-Rude, Disrespectful Behavior	SIR 1 Suspended/Out of School	Letter To Parent
White Plains High School	12	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent

White Plains High School	12	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	Options Offered
White Plains High School	12	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains High School	12	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	12	White	Male	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Warning	
White Plains High School	12	White	Male	N	Specific Learning Disability	211-Profanity / Vulgarity	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	12	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	12	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	12	White	Female	N	Specific Learning Disability	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
White Plains High School	12	White	Female	N	Specific Learning Disability	202L-Rebelliousness	In-School Detention	Letter To Parent
White Plains High School	12	White	Male	N		207L-Unauthorized Absence/Skipping NS	In-School Detention	Call To Parent
White Plains High School	12	White	Male	N		220-5th or Subsequent Tardy	SIR 7 Corporal Punishment	Options Offered
White Plains High School	12	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	In-School Detention	Letter To Parent
White Plains High School	12	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	Warning	Options Offered
White Plains High School	12	White	Female	N		00DRL-1st/2nd Dress Code Violation NS	In-School Detention	Call To Parent
White Plains High School	12	White	Female	N	Gifted	00DRL-1st/2nd Dress Code Violation NS	Warning	Call To Parent
White Plains High School	12	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains High School	12	White	Male	N	Speech or Language Impairment	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent

White Plains High School	12	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains High School	12	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Letter To Parent
White Plains High School	12	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains High School	12	White	Male	N	Determined Ineligible	207-Unauthorized Absence/Skipping	SIR 7 Corporal Punishment	Letter To Parent
White Plains High School	12	White	Male	N	Determined Ineligible	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains High School	12	White	Female	N	Gifted	00DRL-1st/2nd Dress Code Violation NS	Warning	Options Offered
White Plains High School	12	White	Female	N		219L-Violation Check-Out/Check-In NS	In-School Detention	Letter To Parent
White Plains High School	12	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Options Offered
White Plains High School	12	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Options Offered
White Plains High School	12	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains High School	12	White	Male	N	Specific Learning Disability	209-Bullying/Intimidation	SIR 1 Suspended/Out of School	Call To Parent
White Plains High School	12	White	Male	N	Specific Learning Disability	207L-Unauthorized Absence/Skipping NS	In-School Detention	Letter To Parent
White Plains Middle	05	Black/African American	Male	N	Gifted	102L-Other Minor Violation NS	Time Out	Letter To Parent
White Plains Middle	05	Black/African American	Male	N	Gifted	210L-Scuffle NS	Time Out	Call To Parent
White Plains Middle	05	Black/African American	Male	N	Determined Ineligible	210L-Scuffle NS	Time Out	Call To Parent
White Plains Middle	05	Black/African American	Male	N	Determined Ineligible	100L-Minor Bus Citation NS	Warning	
White Plains Middle	05	Black/African American	Male	N		Information Only	Student Conference	
White Plains Middle	05	Black/African American	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	
White Plains Middle	05	Black/African American	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent

White Plains Middle	05	Black/African American	Male	N	224L-Other Intermediate Violation NS	Time Out	Letter To Parent
White Plains Middle	05	Black/African American	Male	N	Information Only	Student Conference	Call To Parent
White Plains Middle	05	Black/African American	Male	N	100L-Minor Bus Citation NS	Parent Contact	Letter To Parent
White Plains Middle	05	Black/African American	Male	N	102L-Other Minor Violation NS	Student Conference	Letter To Parent
White Plains Middle	05	Black/African American	Male	N	211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
White Plains Middle	05	Black/African American	Male	N	224L-Other Intermediate Violation NS	Other List In Note	Letter To Parent
White Plains Middle	05	Black/African American	Male	N	210L-Scuffle NS	In-School Detention	Letter To Parent
White Plains Middle	05	White	Male	N	Information Only		Call To Parent
White Plains Middle	05	White	Male	N	Information Only	Student Conference	
White Plains Middle	05	White	Male	N	102L-Other Minor Violation NS	Time Out	Letter To Parent
White Plains Middle	05	White	Male	N	210L-Scuffle NS	Time Out	Call To Parent
White Plains Middle	05	White	Male	N	102L-Other Minor Violation NS	Student Conference	Call To Parent
White Plains Middle	05	White	Male	N	Information Only	Student Conference	
White Plains Middle	05	White	Male	N	210L-Scuffle NS	Time Out	Call To Parent
White Plains Middle	05	White	Male	N	223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	05	White	Male	N	Information Only		
White Plains Middle	05	White	Male	N	210L-Scuffle NS	In-School Detention	Letter To Parent
White Plains Middle	05	White	Male	N	224L-Other Intermediate Violation NS	Other List In Note	Letter To Parent
White Plains Middle	05	White	Male	N	210L-Scuffle NS	Time Out	Call To Parent

White Plains Middle	05	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	05	White	Male	N		102L-Other Minor Violation NS	In-School Detention	Call To Parent
White Plains Middle	05	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	05	White	Male	N	Speech or Language Impairment	210L-Scuffle NS	Time Out	Call To Parent
White Plains Middle	05	White	Male	N	Speech or Language Impairment	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	05	White	Male	N	Speech or Language Impairment	224L-Other Intermediate Violation NS	Other List In Note	Letter To Parent
White Plains Middle	05	White	Male	N	Speech or Language Impairment	210L-Scuffle NS	In-School Detention	Letter To Parent
White Plains Middle	05	White	Male	N		223-Violate AUP/Internet Policy	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	05	White	Male	N	Emotional Disability	202-Rebelliousness	SIR 7 Corporal Punishment	
White Plains Middle	05	White	Male	N	Emotional Disability	202L-Rebelliousness	After School Detention	Call To Parent
White Plains Middle	05	White	Male	N	Emotional Disability	100L-Minor Bus Citation NS	Time Out	Call To Parent
White Plains Middle	05	White	Male	N	Emotional Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	05	White	Male	N	Emotional Disability	210L-Scuffle NS	Time Out	Call To Parent
White Plains Middle	05	White	Male	N	Emotional Disability	202L-Rebelliousness	After School Detention	Parent Conference
White Plains Middle	05	White	Male	N	Emotional Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	05	White	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	Saturday School	Call To Parent
White Plains Middle	05	White	Male	N	Emotional Disability	100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
White Plains Middle	05	White	Male	N	Emotional Disability	100-Minor Bus Citation	SIR 7 Corporal Punishment	Parent Conference

White Plains Middle	05	White	Male	N	Emotional Disability	223L-Violate AUP/Internet Policy NS	In-School Detention	Call To Parent
White Plains Middle	05	White	Male	N	Emotional Disability	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	05	White	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
White Plains Middle	05	White	Male	N		102L-Other Minor Violation NS	Time Out	Letter To Parent
White Plains Middle	05	White	Male	N	Other Health Impairment	210L-Scuffle NS	Time Out	Call To Parent
White Plains Middle	05	White	Male	N		102L-Other Minor Violation NS	Time Out	Letter To Parent
White Plains Middle	05	White	Male	N		Information Only		Letter To Parent
White Plains Middle	05	White	Male	N		210L-Scuffle NS	Time Out	Letter To Parent
White Plains Middle	05	White	Male	N		100L-Minor Bus Citation NS	Time Out	Letter To Parent
White Plains Middle	05	White	Male	N		224-Other Intermediate Violation	Removed From Bus	Letter To Parent
White Plains Middle	05	White	Male	N		211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	05	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Parent Conference
White Plains Middle	05	White	Male	N		210L-Scuffle NS	Time Out	Letter To Parent
White Plains Middle	05	White	Male	N		214L-Rude, Disrespectful Behavior NS	Saturday School	Parent Conference
White Plains Middle	05	White	Male	N		202L-Rebelliousness	Other List In Note	Letter To Parent
White Plains Middle	05	White	Female	N	Autism	211L-Profanity / Vulgarity NS	Removed From Bus	Call To Parent
White Plains Middle	05	White	Female	N	Autism	Information Only		Letter To Parent
White Plains Middle	05	White	Female	N	Autism	101BL-Refusal To Follow Rules NS	Time Out	Letter To Parent
White Plains Middle	05	White	Male	N	Autism	214L-Rude, Disrespectful Behavior NS	Time Out	Letter To Parent

White Plains Middle	05	White	Male	N	Autism	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	05	White	Male	N	Autism	220L-5th or Subsequent Tardy NS	Student Conference	Call To Parent
White Plains Middle	05	White	Male	N	Autism	202L-Rebelliousness	Student Conference	Parent Conference
White Plains Middle	05	White	Male	N	Autism	202L-Rebelliousness	Time Out	Parent Conference
White Plains Middle	05	White	Male	N	Autism	210L-Scuffle NS	After School Detention	Parent Conference
White Plains Middle	05	White	Male	N	Autism	202-Rebelliousness	Extra Work Assignment	
White Plains Middle	05	White	Male	N	Autism	201-Failure To Complete Discipline	In-School Detention	Call To Parent
White Plains Middle	05	White	Male	N	Gifted	210L-Scuffle NS	Time Out	Call To Parent
White Plains Middle	05	White	Male	N		101BL-Refusal To Follow Rules NS	After School Detention	Call To Parent
White Plains Middle	05	White	Male	N		101DL-Refusal To Follow Directions NS	Time Out	Letter To Parent
White Plains Middle	05	White	Female	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	05	White	Female	N		220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	05	White	Male	N	Gifted	214L-Rude, Disrespectful Behavior NS	Time Out	
White Plains Middle	05	White	Female	N			Information Only	
White Plains Middle	05	White	Female	N		214L-Rude, Disrespectful Behavior NS	Time Out	Letter To Parent
White Plains Middle	05	White	Male	N			Information Only	Student Conference
White Plains Middle	05	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	
White Plains Middle	05	White	Female	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
White Plains Middle	05	White	Male	N			Information Only	
White Plains Middle	05	White	Female	N	Gifted	100L-Minor Bus Citation NS	Time Out	Letter To Parent

White Plains Middle	05	White	Male	N	Speech or Language Impairment	Information Only	Student Conference	
White Plains Middle	05	White	Female	N	Determined Ineligible	223L-Violate AUP/Internet Policy NS	Student Conference	Call To Parent
White Plains Middle	05	White	Male	N	Other Health Impairment	100L-Minor Bus Citation NS	Time Out	Letter To Parent
White Plains Middle	05	White	Male	N		223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	05	White	Male	N	Autism	101BL-Refusal To Follow Rules NS	Extra Work Assignment	Letter To Parent
White Plains Middle	05	White	Female	N	Determined Ineligible	Information Only		Call To Parent
White Plains Middle	05	White	Female	N	Determined Ineligible	211L-Profanity / Vulgarity NS	After School Detention	Call To Parent
White Plains Middle	05	White	Female	N	Determined Ineligible	100L-Minor Bus Citation NS	Time Out	Call To Parent
White Plains Middle	05	White	Female	N	Determined Ineligible	Information Only		
White Plains Middle	05	White	Male	N		211L-Profanity / Vulgarity NS	Removed From Bus	Call To Parent
White Plains Middle	05	White	Female	N		100L-Minor Bus Citation NS	Time Out	Call To Parent
White Plains Middle	05	White	Male	N	Determined Ineligible	210L-Scuffle NS	Time Out	Letter To Parent
White Plains Middle	05	White	Male	N		100L-Minor Bus Citation NS	Time Out	Call To Parent
White Plains Middle	05	White	Male	N		210L-Scuffle NS	Time Out	
White Plains Middle	05	White	Female	N		223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	05	White	Female	N		220L-5th or Subsequent Tardy NS	Student Conference	Call To Parent
White Plains Middle	05	White	Female	N		220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	06	Black/African American	Male	N		Information Only	Student Conference	
White Plains Middle	06	Black/African American	Female	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent

White Plains Middle	06	Black/African American	Female	N	Gifted	Information Only	Call To Parent
White Plains Middle	06	Black/African American	Male	N	Gifted	210L-Scuffle NS	Time Out Letter To Parent
White Plains Middle	06	Black/African American	Male	N	Gifted	214L-Rude, Disrespectful Behavior NS	In-School Detention Call To Parent
White Plains Middle	06	Black/African American	Male	N	Gifted	214L-Rude, Disrespectful Behavior NS	In-School Detention Call To Parent
White Plains Middle	06	Black/African American	Male	N	Gifted	210-Scuffle	SIR 7 Corporal Punishment Call To Parent
White Plains Middle	06	Black/African American	Male	N	Gifted	Information Only	
White Plains Middle	06	White	Male	N		211L-Profanity / Vulgarity NS	Time Out Call To Parent
White Plains Middle	06	White	Male	N		210L-Scuffle NS	Time Out Letter To Parent
White Plains Middle	06	White	Male	N		201L-Failure To Complete Discipline NS	After School Detention Letter To Parent
White Plains Middle	06	White	Male	N		211L-Profanity / Vulgarity NS	Removed From Bus Call To Parent
White Plains Middle	06	White	Male	N		211L-Profanity / Vulgarity NS	Removed From Bus Call To Parent
White Plains Middle	06	White	Male	N		210L-Scuffle NS	Removed From Bus Call To Parent
White Plains Middle	06	White	Female	N		202L-Rebelliousness	After School Detention Call To Parent
White Plains Middle	06	White	Female	N		102L-Other Minor Violation NS	Student Conference Letter To Parent
White Plains Middle	06	White	Male	N		102L-Other Minor Violation NS	Time Out Letter To Parent
White Plains Middle	06	White	Female	Y		Information Only	
White Plains Middle	06	White	Male	N	Specific Learning Disability	210-Scuffle	SIR 7 Corporal Punishment Call To Parent
White Plains Middle	06	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	After School Detention Letter To Parent
White Plains Middle	06	White	Male	N		210L-Scuffle NS	Removed From Bus Call To Parent

White Plains Middle	06	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Parent Conference
White Plains Middle	06	White	Male	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
White Plains Middle	06	White	Male	N		210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	06	White	Male	N		100L-Minor Bus Citation NS	Other List In Note	Call To Parent
White Plains Middle	06	White	Male	N	Gifted	100L-Minor Bus Citation NS	After School Detention	Letter To Parent
White Plains Middle	06	White	Male	N	Gifted	100-Minor Bus Citation	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	06	White	Male	N	Gifted	100L-Minor Bus Citation NS	Time Out	Letter To Parent
White Plains Middle	06	White	Female	N	Specific Learning Disability	100L-Minor Bus Citation NS	Time Out	Letter To Parent
White Plains Middle	06	White	Female	N	Specific Learning Disability	100L-Minor Bus Citation NS	Student Conference	Letter To Parent
White Plains Middle	06	White	Male	N		208L-Excessive Distraction of Other NS	Student Conference	
White Plains Middle	06	White	Female	N		Information Only	Student Conference	
White Plains Middle	06	White	Male	N		Information Only	Parent Contact	Letter To Parent
White Plains Middle	06	White	Male	N		224L-Other Intermediate Violation NS	Time Out	Parent Conference
White Plains Middle	06	White	Female	N	Gifted	100L-Minor Bus Citation NS	Student Conference	Parent Conference
White Plains Middle	06	White	Female	N	Gifted	100L-Minor Bus Citation NS	Time Out	Letter To Parent
White Plains Middle	06	White	Female	N	Gifted	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
White Plains Middle	06	White	Female	N	Gifted	100L-Minor Bus Citation NS	Student Conference	Letter To Parent
White Plains Middle	06	White	Male	N	Speech or Language Impairment	214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent

White Plains Middle	06	White	Male	N		Information Only	Student Conference	
White Plains Middle	06	White	Male	N	Specific Learning Disability	102L-Other Minor Violation NS	Time Out	Letter To Parent
White Plains Middle	06	White	Male	N	Determined Ineligible	Information Only		Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Gifted	220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Gifted	223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Gifted	101DL-Refusal To Follow Directions NS	Student Conference	Call To Parent
White Plains Middle	07	Black/African American	Male	N	Gifted	210L-Scuffle NS	Time Out	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Gifted	208L-Excessive Distraction of Other NS	In-School Detention	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Gifted	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Gifted	220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Gifted	100L-Minor Bus Citation NS	Warning	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Gifted	210-Scuffle	SIR 7 Corporal Punishment	Parent Conference
White Plains Middle	07	Black/African American	Male	N	Gifted	202L-Rebelliousness	After School Detention	Parent Conference
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	100L-Minor Bus Citation NS	After School Detention	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	210-Scuffle	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	214L-Rude, Disrespectful Behavior NS	Removed From Bus	Call To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	102L-Other Minor Violation NS	Student Conference	Letter To Parent

White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	214L-Rude, Disrespectful Behavior NS	Time Out	
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	Information Only		
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	Information Only		
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	214L-Rude, Disrespectful Behavior NS	Saturday School	Call To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	202L-Rebelliousness	In-School Detention	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	214L-Rude, Disrespectful Behavior NS	In-School Detention	Call To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	202L-Rebelliousness	Time Out	
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent

White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	211-Profanity / Vulgarity	Extra Work Assignment	Call To Parent
White Plains Middle	07	Black/African American	Male	N	Speech or Language Impairment	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
White Plains Middle	07	Black/African American	Female	N	Gifted	223L-Violate AUP/Internet Policy NS	Student Conference	Call To Parent
White Plains Middle	07	Black/African American	Male	N	Gifted	220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Gifted	Information Only	Student Conference	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Gifted	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	Black/African American	Male	N	Gifted	220L-5th or Subsequent Tardy NS	Student Conference	Call To Parent
White Plains Middle	07	Black/African American	Female	N		211L-Profanity / Vulgarity NS	Time Out	
White Plains Middle	07	Black/African American	Female	N		214L-Rude, Disrespectful Behavior NS	After School Detention	Letter To Parent
White Plains Middle	07	Black/African American	Female	N		214L-Rude, Disrespectful Behavior NS	Time Out	Letter To Parent
White Plains Middle	07	White	Female	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	Time Out	Call To Parent
White Plains Middle	07	White	Male	N		210L-Scuffle NS	Removed From Bus	Call To Parent
White Plains Middle	07	White	Male	N	Gifted	210L-Scuffle NS	Time Out	Letter To Parent
White Plains Middle	07	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	Student Conference	Call To Parent
White Plains Middle	07	White	Female	N		224L-Other Intermediate Violation NS	Time Out	Call To Parent

White Plains Middle	07	White	Male	N	Emotional Disability	211L-Profanity / Vulgarity NS	In-School Detention	Letter To Parent
White Plains Middle	07	White	Male	N	Emotional Disability	211L-Profanity / Vulgarity NS	Saturday School	Call To Parent
White Plains Middle	07	White	Male	N	Emotional Disability	321-Threat To Cause Serious Harm	SIR 1 Suspended/Out of School	Parent Conference
White Plains Middle	07	White	Male	N	Emotional Disability	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
White Plains Middle	07	White	Male	N	Emotional Disability	202L-Rebelliousness	Time Out	Letter To Parent
White Plains Middle	07	White	Male	N	Emotional Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	07	White	Male	N	Emotional Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	07	White	Male	N	Emotional Disability	224L-Other Intermediate Violation NS	Other List In Note	Call To Parent
White Plains Middle	07	White	Male	N	Emotional Disability	324-Other Major Violation	SIR 1 Suspended/Out of School	Parent Conference
White Plains Middle	07	White	Male	N	Emotional Disability	211L-Profanity / Vulgarity NS	Removed From Bus	Call To Parent
White Plains Middle	07	White	Male	N	Emotional Disability	214L-Rude, Disrespectful Behavior NS	Student Conference	
White Plains Middle	07	White	Male	N	Emotional Disability	220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	212-False Info/Forgery/Dishonest y	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	202L-Rebelliousness	Extra Work Assignment	Call To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent

White Plains Middle	07	White	Male	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	Information Only	Student Conference	
White Plains Middle	07	White	Male	N	Specific Learning Disability	210L-Scuffle NS	Time Out	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	224-Other Intermediate Violation	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	210L-Scuffle NS	Saturday School	Parent Conference
White Plains Middle	07	White	Male	N	Specific Learning Disability	101BL-Refusal To Follow Rules NS	Time Out	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	212-False Info/Forgery/Dishonesty	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	101BL-Refusal To Follow Rules NS	Time Out	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	101DL-Refusal To Follow Directions NS	Other List In Note	Call To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent

White Plains Middle	07	White	Male	N	Gifted	223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	After School Detention	Call To Parent
White Plains Middle	07	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	White	Male	N		220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	White	Male	N		220L-5th or Subsequent Tardy NS	Student Conference	Call To Parent
White Plains Middle	07	White	Male	N		220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	
White Plains Middle	07	White	Female	Y		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Female	Y		220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	White	Male	N	Speech or Language Impairment	Information Only	Student Conference	
White Plains Middle	07	White	Male	N	Speech or Language Impairment	203L-Stealing/Possess@\$10 Or Less NS	In-School Detention	Call To Parent
White Plains Middle	07	White	Male	N	Determined Ineligible	211L-Profanity / Vulgarity NS	Saturday School	Call To Parent
White Plains Middle	07	White	Female	N	Gifted	223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	Y		100L-Minor Bus Citation NS	Time Out	Letter To Parent
White Plains Middle	07	White	Female	N		Information Only	Student Conference	Call To Parent
White Plains Middle	07	White	Female	N		220L-5th or Subsequent Tardy NS	Student Conference	Call To Parent
White Plains Middle	07	White	Female	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent

White Plains Middle	07	White	Male	N	Speech or Language Impairment	220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N	Speech or Language Impairment	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains Middle	07	White	Male	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Female	N		220L-5th or Subsequent Tardy NS	Student Conference	Call To Parent
White Plains Middle	07	White	Male	N	Gifted	Information Only	Student Conference	
White Plains Middle	07	White	Female	N		223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N		223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	
White Plains Middle	07	White	Male	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N		Information Only		
White Plains Middle	07	White	Female	Y		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Female	Y		210L-Scuffle NS	Removed From Bus	Call To Parent
White Plains Middle	07	White	Female	Y		324-Other Major Violation	SIR 1 Suspended/Out of School	Parent Conference
White Plains Middle	07	White	Female	Y		211L-Profanity / Vulgarity NS	Time Out	Letter To Parent
White Plains Middle	07	White	Male	N	Gifted	223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N	Gifted	100L-Minor Bus Citation NS	Time Out	Letter To Parent

White Plains Middle	07	White	Male	N	Gifted	224-Other Intermediate Violation	SIR 1 Suspended/Out of School	Call To Parent
White Plains Middle	07	White	Male	N	Gifted	211L-Profanity / Vulgarity NS	In-School Detention	Call To Parent
White Plains Middle	07	White	Male	N	Gifted	211L-Profanity / Vulgarity NS	Time Out	Call To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	210L-Scuffle NS	Time Out	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	317-Fighting	SIR 1 Suspended/Out of School	Call To Parent
White Plains Middle	07	White	Male	N	Gifted	102L-Other Minor Violation NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	Y	Gifted	220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	Y	Gifted	100L-Minor Bus Citation NS	Time Out	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	102L-Other Minor Violation NS		
White Plains Middle	07	White	Male	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	202-Rebelliousness	SIR 7 Corporal Punishment	
White Plains Middle	07	White	Male	N	Specific Learning Disability	202L-Rebelliousness	Time Out	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	101DL-Refusal To Follow Directions NS	Time Out	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	202L-Rebelliousness	Time Out	Letter To Parent
White Plains Middle	07	White	Male	N	Specific Learning Disability	202L-Rebelliousness	Time Out	Letter To Parent

White Plains Middle	07	White	Male	N	Specific Learning Disability	214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	07	White	Male	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	07	White	Male	N		214L-Rude, Disrespectful Behavior NS	In-School Detention	Letter To Parent
White Plains Middle	07	White	Male	N		Information Only	Student Conference	
White Plains Middle	07	White	Male	N		224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
White Plains Middle	07	White	Male	N		220L-5th or Subsequent Tardy NS	Student Conference	Call To Parent
White Plains Middle	07	White	Male	N		220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N		202L-Rebelliousness	Parent Contact	
White Plains Middle	07	White	Male	N		202L-Rebelliousness	Time Out	
White Plains Middle	07	White	Female	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Female	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N		214L-Rude, Disrespectful Behavior NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Letter To Parent
White Plains Middle	07	White	Male	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	07	White	Male	N		202L-Rebelliousness	Parent Contact	Parent Conference

White Plains Middle	07	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	07	White	Male	N	Gifted	220L-5th or Subsequent Tardy NS	Student Conference	Call To Parent
White Plains Middle	08	American Indian/Alaskan Native	Female	N	Emotional Disability	223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	08	Black/African American	Male	N	Specific Learning Disability	323-Pornography	Saturday School	Call To Parent
White Plains Middle	08	Black/African American	Female	N		223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	08	Black/African American	Male	N		210L-Scuffle NS	Time Out	Letter To Parent
White Plains Middle	08	Native Hawaiian or Other Pacific Islander	Female	N		220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	08	Native Hawaiian or Other Pacific Islander	Female	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	08	Native Hawaiian or Other Pacific Islander	Female	N		211L-Profanity / Vulgarity NS	Student Conference	
White Plains Middle	08	Native Hawaiian or Other Pacific Islander	Female	N		220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	08	Native Hawaiian or Other Pacific Islander	Female	N		Information Only		Call To Parent
White Plains Middle	08	Native Hawaiian or Other Pacific Islander	Female	N		220L-5th or Subsequent Tardy NS	After School Detention	Letter To Parent
White Plains Middle	08	White	Male	N	Specific Learning Disability	223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Male	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Female	N		223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent

White Plains Middle	08	White	Male	N		223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Male	N	Determined Ineligible	214L-Rude, Disrespectful Behavior NS	Time Out	Letter To Parent
White Plains Middle	08	White	Male	N		223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Male	N		224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
White Plains Middle	08	White	Male	N		211L-Profanity / Vulgarity NS	Time Out	Letter To Parent
White Plains Middle	08	White	Male	N	Determined Ineligible	102L-Other Minor Violation NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Male	N		210L-Scuffle NS	Time Out	Letter To Parent
White Plains Middle	08	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Letter To Parent
White Plains Middle	08	White	Male	N		214L-Rude, Disrespectful Behavior NS	Time Out	Letter To Parent
White Plains Middle	08	White	Male	N		324-Other Major Violation	SIR 5 Officer Suspension/Out of School	Call To Parent
White Plains Middle	08	White	Male	N	Gifted	224L-Other Intermediate Violation NS	In-School Detention	
White Plains Middle	08	White	Male	N	Gifted	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
White Plains Middle	08	White	Male	N		102L-Other Minor Violation NS	Time Out	Letter To Parent
White Plains Middle	08	White	Male	N		210L-Scuffle NS	Time Out	Letter To Parent
White Plains Middle	08	White	Male	N		220L-5th or Subsequent Tardy NS	Student Conference	Call To Parent
White Plains Middle	08	White	Female	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Male	N	Determined Ineligible	211-Profanity / Vulgarity	SIR 7 Corporal Punishment	Call To Parent

White Plains Middle	08	White	Male	N		Information Only	Student Conference	
White Plains Middle	08	White	Male	N		202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	08	White	Male	N		100L-Minor Bus Citation NS	Time Out	Letter To Parent
White Plains Middle	08	White	Male	N		100L-Minor Bus Citation NS	Removed From Bus	Call To Parent
White Plains Middle	08	White	Male	N		100L-Minor Bus Citation NS	Time Out	Letter To Parent
White Plains Middle	08	White	Male	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Male	N		210L-Scuffle NS	Time Out	Letter To Parent
White Plains Middle	08	White	Male	N		214-Rude, Disrespectful Behavior	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	08	White	Male	N		100L-Minor Bus Citation NS	Other List In Note	Call To Parent
White Plains Middle	08	White	Female	N		223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Male	N	Autism	224L-Other Intermediate Violation NS	Time Out	Call To Parent
White Plains Middle	08	White	Female	N		Information Only		
White Plains Middle	08	White	Male	Y	Gifted	Information Only		
White Plains Middle	08	White	Male	N		100L-Minor Bus Citation NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Male	N		224L-Other Intermediate Violation NS	In-School Detention	
White Plains Middle	08	White	Male	N		100L-Minor Bus Citation NS	Other List In Note	Call To Parent
White Plains Middle	08	White	Male	N		319-Assault & Battery on Student	Saturday School	Call To Parent
White Plains Middle	08	White	Male	N		220L-5th or Subsequent Tardy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Male	N	Speech or Language Impairment	319-Assault & Battery on Student	Saturday School	Call To Parent

White Plains Middle	08	White	Female	N		223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Female	N		223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Female	N		223L-Violate AUP/Internet Policy NS	Student Conference	Parent Conference
White Plains Middle	08	White	Male	N	Gifted	224L-Other Intermediate Violation NS	In-School Detention	Call To Parent
White Plains Middle	08	White	Male	N		Information Only		
White Plains Middle	08	White	Male	N		223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Female	N		223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Female	N	Other Health Impairment	223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Female	N	Other Health Impairment	202-Rebelliousness	SIR 7 Corporal Punishment	Call To Parent
White Plains Middle	08	White	Female	N	Other Health Impairment	100L-Minor Bus Citation NS	Time Out	Letter To Parent
White Plains Middle	08	White	Female	N	Other Health Impairment	211L-Profanity / Vulgarity NS	Removed From Bus	Call To Parent
White Plains Middle	08	White	Female	N	Other Health Impairment	211L-Profanity / Vulgarity NS	Removed From Bus	Letter To Parent
White Plains Middle	08	White	Male	N	Gifted	214-Rude, Disrespectful Behavior	In-School Detention	
White Plains Middle	08	White	Female	N	Determined Ineligible	223L-Violate AUP/Internet Policy NS	Student Conference	Letter To Parent
White Plains Middle	08	White	Female	N	Other Health Impairment	223L-Violate AUP/Internet Policy NS	Student Conference	Call To Parent

EXHIBIT G

District																			
BOY14 - 12/05/2014 / BOY15 - 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	9	25	177.78	1	0	-100.00	18	49	172.22	28	74	164.29	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	5	2	-60.00%	0	0	0.00%	23	11	-52.17%	28	13	-53.57%	Extra Work Assignment
In-School Detention	1	3	200.00%	4	2	-50.00%	126	112	-11.11%	1	3	200.00	382	373	-2.36%	514	493	-4.09%	In-School Detention
Other List in Note	0	0	0.00%	0	2	N/A	6	13	116.67	0	0	0.00%	15	38	153.33	21	53	152.38	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	6	8	33.33%	0	0	0.00%	53	23	-56.60%	59	31	-47.46%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	2	0	-100.00	0	0	0.00%	0	1	N/A	2	1	-50.00%	Pending Hearing
Removed from Bus	0	0	0.00%	1	0	-100.00	15	14	-6.67%	0	0	0.00%	73	38	-47.95%	89	52	-41.57%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	2	4	100.00	0	0	0.00%	14	10	-28.57%	16	14	-12.50%	Saturday School
SIR 1 Suspended/Out of School	0	1	N/A	1	0	-100.00	23	21	-8.70%	1	1	0.00%	99	84	-15.15%	124	107	-13.71%	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	4	N/A	0	0	0.00%	14	10	-28.57%	14	14	0.00%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	1	N/A	1	1	0.00%	72	40	-44.44%	2	1	-50.00%	321	196	-38.94%	396	239	-39.65%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	2	N/A	0	2	N/A	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	2	N/A	27	12	-55.56%	1	0	-100.00	71	77	8.45%	99	91	-8.08%	Student Conference
Time Out	0	0	0.00%	1	2	100.00	14	20	42.86%	0	0	0.00%	82	91	10.98%	97	113	16.49%	Time Out
Warning	1	0	-100.00	0	0	0.00%	41	32	-21.95%	1	0	-100.00	162	118	-27.16%	205	150	-26.83%	Warning
Total	2	5	150.00%	8	9	12.50%	348	307	-11.78%	7	5	-28.57%	1327	1123	-15.37%	1692	1449	-14.36%	

Alexandria Elementary																			
BOY - 12/05/2014 / BOY - 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00	1	0	-100.00	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	2	N/A	0	2	N/A	Extra Work Assignment
In-School Detention	0	0	0.00%	1	1	0.00%	5	2	-60.00%	0	0	0.00%	16	20	25.00%	22	23	4.55%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	0	2	N/A	0	0	0.00%	1	7	600.00	1	9	800.00	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	4	3	-25.00%	4	3	-25.00%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	13	11	-15.38%	14	11	-21.43%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	2	0	-100.00	2	0	-100.00	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	1	1	0.00%	2	2	0.00%	0	0	0.00%	30	22	-26.67%	33	25	-24.24%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	1	N/A	2	0	-100.00	0	0	0.00%	10	4	-60.00%	12	5	-58.33%	Student Conference
Time Out	0	0	0.00%	1	1	0.00%	2	6	200.00	0	0	0.00%	25	23	-8.00%	28	30	7.14%	Time Out
Warning	0	0	0.00%	0	0	0.00%	6	4	-33.33%	0	0	0.00%	37	32	-13.51%	43	36	-16.28%	Warning
Total	0	0	0.00%	3	4	33.33%	18	16	-11.11%	0	0	0.00%	139	124	-10.79%	160	144	-10.00%	

Alexandria High																			
BOY - 12/05/2014 / BOY - 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	0	2	N/A	0	0	0.00%	3	3	0.00%	3	5	66.67%	Extra Work Assignment
In-School Detention	0	0	0.00%	0	0	0.00%	11	3	-72.73%	1	0	-100.00%	41	37	-9.76%	53	40	-24.53%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00%	1	0	-100.00%	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	4	0	-100.00%	4	0	-100.00%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	4	0	-100.00%	0	0	0.00%	12	2	-83.33%	16	2	-87.50%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	2	N/A	0	2	N/A	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	6	2	-66.67%	1	0	-100.00%	25	7	-72.00%	32	9	-71.88%	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	2	N/A	0	0	0.00%	9	1	-88.89%	9	3	-66.67%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	9	7	-22.22%	1	0	-100.00%	34	25	-26.47%	44	32	-27.27%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	2	0	-100.00%	2	0	-100.00%	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	Time Out
Warning	0	0	0.00%	0	0	0.00%	11	1	-90.91%	1	0	-100.00%	23	11	-52.17%	35	12	-65.71%	Warning
Total	0	0	0.00%	0	0	0.00%	41	17	-58.54%	4	0	-100.00%	154	90	-41.56%	199	107	-46.23%	

Ohatchee Elementary																			
BOY - 12/05/2014 / BOY - 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Extra Work Assignment
In-School Detention	0	0	0.00%	0	0	0.00%	1	0	-100.00%	0	0	0.00%	8	11	37.50%	9	11	22.22%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	4	N/A	0	5	N/A	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	27	6	-77.78%	27	6	-77.78%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	4	3	-25.00%	4	4	0.00%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00%	1	0	-100.00%	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	3	5	66.67%	3	5	66.67%	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	1	1	0.00%	0	0	0.00%	37	30	-18.92%	38	31	-18.42%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	6	N/A	0	6	N/A	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	0	2	N/A	0	0	0.00%	3	14	366.67%	3	16	433.33%	Time Out
Warning	0	0	0.00%	0	0	0.00%	1	4	300.00%	0	0	0.00%	20	22	10.00%	21	26	23.81%	Warning
Total	0	0	0.00%	0	0	0.00%	3	9	200.00%	0	0	0.00%	103	101	-1.94%	106	110	3.77%	

Ohatchee High																			
BOY - 12/05/2014 / BOY 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	%	2014-15	2015-16	%	2014-15	2015-16	%	2014-15	2015-16	%	2014-15	2015-16	%	2014-15	2015-16	%	
After School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Extra Work Assignment
In-School Detention	0	2	N/A	0	0	0.00%	3	5	66.67%	0	0	0.00%	67	74	10.45%	70	81	15.71%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	1	0	-100.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	1	1	0.00%	0	0	0.00%	16	8	-50.00%	17	9	-47.06%	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	2	3	50.00%	2	3	50.00%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	2	2	0.00%	0	0	0.00%	9	16	77.78%	11	18	63.64%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Time Out
Warning	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Warning
Total	0	2	N/A	0	0	0.00%	7	8	14.29%	0	0	0.00%	94	102	8.51%	101	112	10.89%	

Pleasant Valley Elementary																			
BOY - 12/05/2014 / BOY - 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	7	0	-100.00	7	0	-100.00	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00	1	0	-100.00	Extra Work Assignment
In-School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	8	0	-100.00	8	0	-100.00	In-School Detention
Other List in Note	0	0	0.00%	0	2	N/A	0	0	0.00%	0	0	0.00%	0	5	N/A	0	7	N/A	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	7	5	-28.57%	7	5	-28.57%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	4	2	-50.00%	4	2	-50.00%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	2	1	-50.00%	2	1	-50.00%	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	2	0	-100.00	2	0	-100.00	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	14	10	-28.57%	15	10	-33.33%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	4	4	0.00%	4	4	0.00%	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	8	0	-100.00	8	0	-100.00	Time Out
Warning	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Warning
Total	0	0	0.00%	0	2	N/A	1	0	-100.00	0	0	0.00%	57	28	-50.88%	58	30	-48.28%	

Pleasant Valley High																			
BOY - 12/05/2014 / BOY 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	2	2	0.00%	2	2	0.00%	Extra Work Assignment
In-School Detention	0	0	0.00%	0	0	0.00%	4	2	-50.00%	0	0	0.00%	33	24	-27.27%	37	26	-29.73%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	1	0	-100.00%	0	0	0.00%	1	7	600.00%	2	7	250.00%	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	4	0	-100.00%	4	0	-100.00%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	0	0.00%	0	1	N/A	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	2	1	-50.00%	2	1	-50.00%	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	1	1	0.00%	0	0	0.00%	8	5	-37.50%	9	6	-33.33%	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	3	4	33.33%	3	4	33.33%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	1	1	0.00%	0	0	0.00%	25	14	-44.00%	26	15	-42.31%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	4	5	25.00%	4	5	25.00%	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	0	0.00%	0	1	N/A	Time Out
Warning	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	32	5	-84.38%	32	5	-84.38%	Warning
Total	0	0	0.00%	0	0	0.00%	7	6	-14.29%	0	0	0.00%	114	67	-41.23%	121	73	-39.67%	

Saks Elementary																			
BOY - 12/05/2014 / BOY 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	%	2014-15	2015-16	%	2014-15	2015-16	%	2014-15	2015-16	%	2014-15	2015-16	%	2014-15	2015-16	%	
After School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	Extra Work Assignment
In-School Detention	0	1	N/A	0	0	0.00%	9	11	22.22%	0	0	0.00%	8	15	87.50%	17	27	58.82%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	1	8	700.00	0	0	0.00%	1	3	200.00	2	11	450.00	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	4	4	0.00%	0	0	0.00%	4	6	50.00%	8	10	25.00%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	2	6	200.00	0	0	0.00%	5	4	-20.00%	7	10	42.86%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00	1	0	-100.00	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	13	5	-61.54%	0	0	0.00%	9	13	44.44%	22	18	-18.18%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	0	0.00%	0	1	N/A	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	0	0.00%	0	1	N/A	Time Out
Warning	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	1	0	-100.00	1	1	0.00%	Warning
Total	0	1	N/A	0	0	0.00%	29	37	27.59%	0	0	0.00%	29	42	44.83%	58	80	37.93%	

Saks High																			
BOY - 12/05/2014 / BOY 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	6	2	-66.67%	0	0	0.00%	1	1	0.00%	7	3	-57.14%	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	5	1	-80.00%	5	1	-80.00%	Extra Work Assignment
In-School Detention	0	0	0.00%	0	0	0.00%	29	26	-10.34%	0	1	N/A	33	21	-36.36%	62	48	-22.58%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	0	0	0.00%	1	0	-100.00	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	2	4	100.00	0	0	0.00%	0	3	N/A	2	7	250.00	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	3	3	0.00%	0	0	0.00%	5	5	0.00%	8	8	0.00%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	2	1	-50.00%	3	1	-66.67%	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	10	1	-90.00%	0	0	0.00%	3	3	0.00%	13	4	-69.23%	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	1	N/A	0	2	N/A	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	7	5	-28.57%	0	0	0.00%	10	5	-50.00%	17	10	-41.18%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	0	0.00%	0	1	N/A	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Time Out
Warning	0	0	0.00%	0	0	0.00%	8	2	-75.00%	0	0	0.00%	10	4	-60.00%	18	6	-66.67%	Warning
Total	0	0	0.00%	0	0	0.00%	67	45	-32.84%	0	1	N/A	69	45	-34.78%	136	91	-33.09%	

Saks Middle																			
BOY - 12/05/2014 / BOY - 12/04/2015																			
Disposition Name	American/Indian/Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Extra Work Assignment
In-School Detention	0	0	0.00%	0	0	0.00%	12	16	33.33%	0	0	0.00%	12	10	-16.67%	24	26	8.33%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	0	0.00%	0	1	N/A	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	1	1	0.00%	0	0	0.00%	1	1	0.00%	2	2	0.00%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	3	N/A	0	4	N/A	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	0	0.00%	0	1	N/A	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	13	0	-100.00	0	0	0.00%	13	0	-100.00	26	0	-100.00	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Time Out
Warning	0	0	0.00%	0	0	0.00%	6	8	33.33%	0	0	0.00%	6	4	-33.33%	12	12	0.00%	Warning
Total	0	0	0.00%	0	0	0.00%	32	28	-12.50%	0	0	0.00%	32	19	-40.63%	64	47	-26.56%	

Weaver Elementary																			
BOY - 12/05/2014 / BOY 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Extra Work Assignment
In-School Detention	0	0	0.00%	0	0	0.00%	6	4	-33.33%	0	0	0.00%	6	4	-33.33%	12	8	-33.33%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00%	1	0	-100.00%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	1	0	-100.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	4	0	-100.00%	0	0	0.00%	12	1	-91.67%	16	1	-93.75%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	1	0.00%	1	1	0.00%	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	1	1	0.00%	0	0	0.00%	0	2	N/A	1	3	200.00%	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	1	4	300.00%	0	1	N/A	14	5	-64.29%	15	10	-33.33%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	2	3	50.00%	0	0	0.00%	2	1	-50.00%	4	4	0.00%	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	4	3	-25.00%	0	0	0.00%	2	8	300.00%	6	11	83.33%	Time Out
Warning	0	0	0.00%	0	0	0.00%	5	4	-20.00%	0	0	0.00%	7	8	14.29%	12	12	0.00%	Warning
Total	0	0	0.00%	0	0	0.00%	24	19	-20.83%	0	1	N/A	45	30	-33.33%	69	50	-27.54%	

Weaver High																			
BOY - 12/05/2014 / BOY 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	0	18	N/A	0	0	0.00%	0	27	N/A	0	45	N/A	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	2	0	-100.00	0	0	0.00%	6	0	-100.00	8	0	-100.00	Extra Work Assignment
In-School Detention	0	0	0.00%	0	0	0.00%	17	15	-11.76%	0	0	0.00%	37	42	13.51%	54	57	5.56%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	2	N/A	0	3	N/A	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	5	1	-80.00%	5	2	-60.00%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	4	N/A	0	0	0.00%	1	1	0.00%	1	5	400.00	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	1	0	-100.00	0	2	N/A	0	0	0.00%	4	1	-75.00%	5	3	-40.00%	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	17	2	-88.24%	0	0	0.00%	39	4	-89.74%	56	6	-89.29%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Time Out
Warning	0	0	0.00%	0	0	0.00%	1	6	500.00	0	0	0.00%	1	18	1700.00	2	24	1100.00	Warning
Total	0	0	0.00%	1	0	-100.00	37	49	32.43%	0	0	0.00%	93	98	5.38%	131	147	12.21%	

Wellborn Elementary																			
BOY - 12/05/2014 / BOY - 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	0	2	N/A	0	0	0.00%	0	4	N/A	0	6	N/A	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	2	0	-100.00	0	0	0.00%	0	0	0.00%	2	0	-100.00	Extra Work Assignment
In-School Detention	0	0	0.00%	0	0	0.00%	2	1	-50.00%	0	0	0.00%	2	4	100.00	4	5	25.00%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	2	0	-100.00	0	0	0.00%	6	0	-100.00	8	0	-100.00	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	3	N/A	0	4	N/A	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	1	2	100.00	2	2	0.00%	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	4	8	100.00	0	1	N/A	11	12	9.09%	15	21	40.00%	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	8	5	-37.50%	1	0	-100.00	43	26	-39.53%	52	31	-40.38%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	2	0	-100.00	0	0	0.00%	0	0	0.00%	2	0	-100.00	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Time Out
Warning	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	1	N/A	0	2	N/A	Warning
Total	0	0	0.00%	0	0	0.00%	21	18	-14.29%	1	1	0.00%	63	52	-17.46%	85	71	-16.47%	

Wellborn High																			
BOY - 12/05/2014 / BOY 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	0	2	N/A	0	0	0.00%	0	7	N/A	0	9	N/A	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	6	1	-83.33%	7	1	-85.71%	Extra Work Assignment
In-School Detention	1	0	-100.00	2	1	-50.00%	19	23	21.05%	0	1	N/A	62	62	0.00%	84	87	3.57%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	2	3	50.00%	3	3	0.00%	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Saturday School
SIR 1 Suspended/Out of School	0	1	N/A	0	0	0.00%	0	4	N/A	0	0	0.00%	11	13	18.18%	11	18	63.64%	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	7	4	-42.86%	0	0	0.00%	12	13	8.33%	19	17	-10.53%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	2	1	-50.00%	0	0	0.00%	3	1	-66.67%	5	2	-60.00%	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	4	0	-100.00	4	0	-100.00	Time Out
Warning	0	0	0.00%	0	0	0.00%	2	0	-100.00	0	0	0.00%	0	0	0.00%	2	0	-100.00	Warning
Total	1	1	0.00%	2	1	-50.00%	32	34	6.25%	0	1	N/A	100	103	3.00%	135	140	3.70%	

White Plains Elementary																			
BOY 12/05/2014 / BOY - 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Extra Work Assignment
In-School Detention	0	0	0.00%	0	0	0.00%	2	0	-100.00%	0	0	0.00%	8	0	-100.00%	10	0	-100.00%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	3	4	33.33%	3	4	33.33%	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	2	1	-50.00%	2	1	-50.00%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	1	0.00%	1	1	0.00%	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	2	2	0.00%	0	0	0.00%	19	5	-73.68%	21	7	-66.67%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	0	4	N/A	0	0	0.00%	2	19	850.00%	2	23	1050.00%	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	3	4	33.33%	0	0	0.00%	21	18	-14.29%	24	22	-8.33%	Time Out
Warning	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	6	N/A	0	7	N/A	Warning
Total	0	0	0.00%	0	0	0.00%	7	11	57.14%	0	0	0.00%	56	54	-3.57%	63	65	3.17%	

White Plains High																			
BOY - 12/05/2014 / BOY 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Extra Work Assignment
In-School Detention	0	0	0.00%	1	0	-100.00%	3	3	0.00%	0	0	0.00%	31	41	32.26%	35	44	25.71%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00%	1	0	-100.00%	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	1	N/A	Pending Hearing
Removed from Bus	0	0	0.00%	1	0	-100.00%	0	0	0.00%	0	0	0.00%	1	1	0.00%	2	1	-50.00%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	12	23	91.67%	12	23	91.67%	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	13	1	-92.31%	13	1	-92.31%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	1	1	0.00%	0	0	0.00%	6	2	-66.67%	7	3	-57.14%	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	1	0	-100.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00%	Time Out
Warning	1	0	-100.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	16	6	-62.50%	17	6	-64.71%	Warning
Total	1	0	-100.00%	2	0	-100.00%	5	4	-20.00%	0	1	N/A	80	75	-6.25%	88	80	-9.09%	

White Plains Middle																			
BOY - 12/05/2014 / BOY 12/04/2015																			
Disposition Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total			Disposition
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	
After School Detention	0	0	0.00%	0	0	0.00%	3	1	-66.67%	1	0	-100.00	9	9	0.00%	13	10	-23.08%	After School Detention
Before School Detention	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Before School Detention
Extra Work Assignment	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	Extra Work Assignment
In-School Detention	0	0	0.00%	0	0	0.00%	3	1	-66.67%	0	0	0.00%	6	1	-83.33%	9	2	-77.78%	In-School Detention
Other List in Note	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	3	N/A	0	3	N/A	Other List in Note
Parent Contact	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00	1	0	-100.00	Parent Contact
Pending Hearing	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	Pending Hearing
Removed from Bus	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	6	2	-66.67%	6	2	-66.67%	Removed from Bus
Saturday School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	3	1	-66.67%	3	1	-66.67%	Saturday School
SIR 1 Suspended/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00	1	0	-100.00	SIR 1 Suspended/Out of School
SIR 2 Alternative Placement	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 2 Alternative Placement
SIR 3 Expelled	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 3 Expelled
SIR 4 Expelled/Services	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 4 Expelled/Services
SIR 5 Officer Suspension/Out of School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 5 Officer Suspension/Out of School
SIR 6 Alternative Placement (Spec Ed)	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 6 Alternative Placement (Spec Ed)
SIR 7 Corporal Punishment	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	13	5	-61.54%	14	5	-64.29%	SIR 7 Corporal Punishment
SIR 8 Expelled/Permanent	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 8 Expelled/Permanent
SIR 9 Officer Suspension/Alternative School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR 9 Officer Suspension/Alternative School
SIR10 Officer Suspension/Alternative Spec Ed	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR10 Officer Suspension/Alternative Spec Ed
SIR11 Suspended/In-School	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR11 Suspended/In-School
SIR12 Suspended-Pending	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR12 Suspended-Pending
SIR13 Parent Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR13 Parent Notified
SIR14 Police Notified	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	SIR14 Police Notified
Student Conference	0	0	0.00%	0	0	0.00%	5	1	-80.00%	1	0	-100.00	25	34	36.00%	31	35	12.90%	Student Conference
Time Out	0	0	0.00%	0	0	0.00%	5	3	-40.00%	0	0	0.00%	23	27	17.39%	28	30	7.14%	Time Out
Warning	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A	Warning
Total	0	0	0.00%	0	0	0.00%	17	6	-64.71%	2	0	-100.00	87	84	-3.45%	106	90	-15.09%	

EXHIBIT H

Calhoun County Schools

BOY - 12/05/2014 / BOY - 12/04/2015

Infraction Name	American/Indian/ Alaskan Native			Asian			Black/African American			Native Hawaiian/Other Pacific Islander			White			Total		
	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change	2014-15	2015-16	% Change
00DR-1st/2nd Dress Code Violation	0	0	0.00%	0	0	0.00%	1	4	300.00	0	0	0.00%	2	12	500.00	3	16	433.33%
00DRL-1st/2nd Dress Code Violation NS	0	0	0.00%	0	0	0.00%	8	0	-100.00	0	0	0.00%	41	0	-100.00	49	0	-100.00%
100-Minor Bus Citation	0	0	0.00%	0	0	0.00%	22	12	-45.45%	0	0	0.00%	63	33	-47.62%	85	45	-47.06%
100L-Minor Bus Citation NS	1	0	-100.00	1	1	0.00%	34	33	-2.94%	1	0	-100.00	165	124	-24.85%	202	158	-21.78%
101-Refusal To Bring Paper, Pencil	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	1	0	-100.00	2	0	-100.00%
101B-Refusal To Follow Rules	0	0	0.00%	0	0	0.00%	4	3	-25.00%	0	0	0.00%	27	12	-55.56%	31	15	-51.61%
101BL-Refusal To Follow Rules NS	0	0	0.00%	0	0	0.00%	3	1	-66.67%	0	0	0.00%	6	18	200.00	9	19	111.11%
101CL-Whispering, Talking, Etc. NS	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	0	5	N/A	0	6	N/A
101D-Refusal To Follow Directions	0	0	0.00%	1	0	-100.00	4	1	-75.00%	0	0	0.00%	18	14	-22.22%	23	15	-34.78%
101DL-Refusal To Follow Directions NS	0	0	0.00%	0	0	0.00%	3	6	100.00	0	0	0.00%	9	23	155.56	12	29	141.67%
102-Other Minor Violation	1	0	-100.00	0	0	0.00%	3	1	-66.67%	0	0	0.00%	13	2	-84.62%	17	3	-82.35%
102L-Other Minor Violation NS	0	0	0.00%	0	1	N/A	6	8	33.33%	0	0	0.00%	38	29	-23.68%	44	38	-13.64%
201-Failure To Complete Discipline	0	0	0.00%	0	0	0.00%	8	2	-75.00%	0	0	0.00%	12	5	-58.33%	20	7	-65.00%
201L-Failure To Complete Discipline NS	0	0	0.00%	0	0	0.00%	1	6	500.00	0	0	0.00%	6	18	200.00	7	24	242.86%
202-Rebelliousness	0	0	0.00%	1	0	-100.00	24	13	-45.83%	0	0	0.00%	97	41	-57.73%	122	54	-55.74%
202L-Rebelliousness	0	1	N/A	2	0	-100.00	15	13	-13.33%	0	0	0.00%	36	29	-19.44%	53	43	-18.87%
203-Stealing/Possess@\$10 Or Less	0	0	0.00%	0	0	0.00%	2	2	0.00%	0	0	0.00%	4	4	0.00%	6	6	0.00%
203L-Stealing/Possess@\$10 Or Less NS	0	0	0.00%	0	0	0.00%	6	3	-50.00%	0	0	0.00%	3	4	33.33%	9	7	-22.22%
204-Dangerous Implement/Weapon	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	3	3	0.00%	3	3	0.00%
204L-Dangerous Implement/Weapon NS	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A
206-Unauthorized Use Of Radio, Etc.	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	2	0	-100.00	2	0	-100.00%
206L-Unauthorized Use Of Radio, Etc. NS	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	3	0	-100.00	3	0	-100.00%
207-Unauthorized Absence/Skipping	0	0	0.00%	0	0	0.00%	10	2	-80.00%	0	0	0.00%	79	21	-73.42%	89	23	-74.16%
207L-Unauthorized Absence/Skipping NS	0	0	0.00%	0	0	0.00%	5	22	340.00	0	1	N/A	30	60	100.00	35	83	137.14%
208-Excessive Distraction Of Other	0	0	0.00%	0	0	0.00%	9	8	-11.11%	0	0	0.00%	29	25	-13.79%	38	33	-13.16%
208L-Excessive Distraction Of Other NS	0	0	0.00%	1	1	0.00%	8	9	12.50%	0	0	0.00%	14	34	142.86	23	44	91.30%
209-Bullying/Intimidation	0	0	0.00%	0	0	0.00%	5	8	60.00%	0	0	0.00%	26	22	-15.38%	31	30	-3.23%
209L-Bullying/Intimidation NS	0	0	0.00%	0	0	0.00%	5	7	40.00%	0	0	0.00%	8	10	25.00%	13	17	30.77%
210-Scuffle	0	1	N/A	2	0	-100.00	21	11	-47.62%	0	0	0.00%	67	46	-31.34%	90	58	-35.56%
210L-Scuffle NS	0	0	0.00%	1	0	-100.00	17	19	11.76%	0	0	0.00%	30	51	70.00%	48	70	45.83%
211-Profanity / Vulgarity	0	0	0.00%	1	1	0.00%	24	10	-58.33%	3	0	-100.00	89	50	-43.82%	117	61	-47.86%
211L-Profanity / Vulgarity NS	0	0	0.00%	0	2	N/A	12	11	-8.33%	0	0	0.00%	31	44	41.94%	43	57	32.56%
212-False Info/Forgery/Dishonesty	0	0	0.00%	0	0	0.00%	2	1	-50.00%	0	0	0.00%	20	8	-60.00%	22	9	-59.09%
212L-False Info/Forgery/Dishonesty NS	0	0	0.00%	0	0	0.00%	7	5	-28.57%	0	0	0.00%	5	12	140.00	12	17	41.67%
213-Possession of Matches, Lighter	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	2	0	-100.00	2	0	-100.00%
213L-Possession Of Matches, Lighter NS	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A
214-Rude, Disrespectful Behavior	0	0	0.00%	0	0	0.00%	35	16	-54.29%	1	1	0.00%	136	80	-41.18%	172	97	-43.60%
214L-Rude, Disrespectful Behavior NS	0	0	0.00%	3	1	-66.67%	16	19	18.75%	0	0	0.00%	58	73	25.86%	77	93	20.78%
215-Inappropriate Display Of Affection	0	0	0.00%	0	0	0.00%	2	2	0.00%	0	0	0.00%	11	7	-36.36%	13	9	-30.77%
215L-Inappropriate Display Of Affection NS	0	0	0.00%	0	1	N/A	0	6	N/A	0	1	N/A	9	1	-88.89%	9	9	0.00%
217-Trespassing	0	0	0.00%	0	0	0.00%	0	3	N/A	0	0	0.00%	0	1	N/A	0	4	N/A
217L-Trespassing NS	0	0	0.00%	0	0	0.00%	0	2	N/A	0	0	0.00%	0	1	N/A	0	3	N/A
218-Violation of Medication Policy	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	3	1	-66.67%	3	2	-33.33%

219-Violation Check-Out/Check-In	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	4	0	-100.00	5	0	-100.00%
219L-Violation Check-Out/Check-In NS	0	0	0.00%	0	0	0.00%	1	2	100.00	0	0	0.00%	1	0	-100.00	2	2	0.00%
220-5th or Subsequent Tardy	0	2	N/A	0	0	0.00%	7	9	28.57%	0	0	0.00%	29	62	113.79	36	73	102.78%
220L-5th or Subsequent Tardy NS	0	0	0.00%	0	0	0.00%	26	27	3.85%	2	0	-100.00	55	62	12.73%	83	89	7.23%
221-4th or Subsequent Minor Violation	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00	1	0	-100.00%
221L-4th or Subsequent Minor Violation NS	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	1	0	-100.00	2	0	-100.00%
222-2nd or Subsequent Dress Code	0	0	0.00%	0	0	0.00%	0	3	N/A	0	0	0.00%	3	0	-100.00	3	3	0.00%
222L-2nd or Subsequent Dress Code NS	0	0	0.00%	0	0	0.00%	1	1	0.00%	0	0	0.00%	2	0	-100.00	3	1	-66.67%
223-Violate AUP/Internet Policy	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	3	1	-66.67%	3	1	-66.67%
223L-Violate AUP/Internet Policy NS	0	0	0.00%	0	0	0.00%	3	2	-33.33%	0	0	0.00%	5	7	40.00%	8	9	12.50%
224-Other Intermediate Violation	0	0	0.00%	1	0	-100.00	6	4	-33.33%	0	0	0.00%	72	21	-70.83%	79	25	-68.35%
224L-Other Intermediate Violation NS	0	0	0.00%	1	1	0.00%	7	11	57.14%	0	0	0.00%	24	25	4.17%	32	37	15.63%
301-Stealing/Possess Stolen > \$10	0	0	0.00%	0	0	0.00%	2	3	50.00%	0	0	0.00%	6	3	-50.00%	8	6	-25.00%
303-Vandalism / < \$200	0	0	0.00%	0	0	0.00%	2	0	-100.00	0	0	0.00%	6	3	-50.00%	8	3	-62.50%
305-Consensual Sexual Act	0	0	0.00%	0	0	0.00%	0	2	N/A	0	0	0.00%	0	1	N/A	0	3	N/A
306B-Student Disorder / Inciting	0	0	0.00%	0	0	0.00%	1	1	0.00%	0	0	0.00%	0	3	N/A	1	4	300.00%
307-Unwelcome Intimate Touching	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	6	1	-83.33%	7	1	-85.71%
309-Profanity With Personnel	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	12	9	-25.00%	13	9	-30.77%
310-Unauthorized Organization	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A
311-Threat To School Personnel	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	3	3	0.00%	4	3	-25.00%
312-Object Resembling Firearm	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	2	0	-100.00	2	0	-100.00%
313-Harassment	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	1	8	700.00	2	8	300.00%
314-Sexual Harassment	0	0	0.00%	0	0	0.00%	4	0	-100.00	0	0	0.00%	3	1	-66.67%	7	1	-85.71%
315A-Altering Official Docs/Computer	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	N/A	0	1	N/A
316A-Tobacco, Possession	0	1	N/A	0	0	0.00%	0	0	0.00%	0	0	0.00%	9	9	0.00%	9	10	11.11%
316C-Tobacco, Use	0	0	0.00%	0	0	0.00%	2	0	-100.00	0	0	0.00%	14	13	-7.14%	16	13	-18.75%
317-Fighting	0	0	0.00%	1	0	-100.00	9	11	22.22%	0	0	0.00%	31	26	-16.13%	41	37	-9.76%
319-Assault & Battery on Student	0	0	0.00%	0	0	0.00%	0	6	N/A	0	0	0.00%	13	17	30.77%	13	23	76.92%
320-Gang Related Writings	0	0	0.00%	0	0	0.00%	1	1	0.00%	0	0	0.00%	0	0	0.00%	1	1	0.00%
321-Threat To Cause Serious Harm	0	0	0.00%	0	0	0.00%	1	1	0.00%	0	1	N/A	2	2	0.00%	3	4	33.33%
323-Pornography	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	0	5	N/A	1	5	400.00%
324-Other Major Violation	0	1	N/A	0	0	0.00%	1	4	300.00	0	0	0.00%	5	8	60.00%	6	13	116.67%
401A-Drug Possession	0	0	0.00%	0	0	0.00%	0	1	N/A	0	0	0.00%	5	2	-60.00%	5	3	-40.00%
401B-Drug Sale	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00	1	0	-100.00%
401C-Drug Use	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	4	0	-100.00	4	0	-100.00%
402A-Alcohol Possession	0	0	0.00%	0	0	0.00%	1	0	-100.00	0	0	0.00%	0	0	0.00%	1	0	-100.00%
402C-Alcohol Use	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	3	0	-100.00	3	0	-100.00%
403-Arson	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00	1	0	-100.00%
404-Assault & Battery on Personnel	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	0	-100.00	1	0	-100.00%
Total	2	6	200.00%	16	9	-43.75%	405	360	-11.11%	7	4	-42.86%	1524	1219	-20.01%	1954	1598	-18.22%

EXHIBIT I-1 PART 1

Hill, Charlene

From: England, Wendy
Sent: Tuesday, April 28, 2015 2:05 PM
To: Hill, Charlene
Subject: RE: Upcoming PD info

Looks great!

From: Hill, Charlene
Sent: Monday, April 27, 2015 6:43 AM
To: England, Wendy; Wilburn, Courtney; Williams, Jackie; Sparks, Crystal; Gilbert, Jonathan
Subject: Upcoming PD info

This is preliminary info. look over before I get it locked into STI. Let me know if you see problem with the following:

CCCO1313 CHAMPS Safe & Civil Schools May 26 & 27 8AM-4PM JSU Library 11th
Floor Jane Harris, Presenter
(All SMS, WPMS, AEP faculty) Principals select participants from other sites

CCCO1313 CHAMPS Safe & Civil Schools July 24 & 27 8AM-4PM JSU Library 11th
Floor Laura Hamilton
This event open to all district. Teams from every school encouraged to participate

CCCO 1323 Scheduling for the LRE May 1 9AM-
12PM SMS Michelle Bridgewater
Teams from SMS, WPMS, SPED-CO

CCCO 1333 Read 180 May 18 & 19 8AM-3PM Technology
Department Scholastic Trainer
Trainees determined by principals

CCCO 1343 System 44 May 20 8AM-4PM Technology
Department
Trainees determined by principals

Charlene C. Hill, EdD
Executive Director, SPED
(256)741-7427 Office
(256)591-4499 Cell

Box, Holly

From: Dyar, Joseph
Sent: Thursday, April 30, 2015 2:19 PM
To: PrinSupr; Assistant Principals
Cc: Dyar, Joseph
Subject: Consent Order - Mandate - CHAMPS Training

Administrators,

We have worked extremely hard the last several years to be in compliance with the Consent Order. We are very excited to be able to celebrate the areas in which we are no longer under the Consent Order. However, we still are under the direction of the Federal Court with Employment and Discipline. One of the mandates in the most recent Decree Order is implementing a Positive Behavioral Intervention Support System - PBIS. We are very fortunate our school system was awarded a grant to help bridge gaps for students. Part of this grant requires PBIS training for focus schools. All schools in our district have the opportunity to benefit from this grant which will aide us in abiding by one of the mandates of the Decree Order. CHAMPS is the PBIS system that the Southeastern Equity Center mentioned. CHAMPS is also the PBIS our state department is recommending for all districts.

With this win win situation in mind we have arranged for CHAMPS training this summer. Each school will be asked to send a team of five people to the two day training. This team of five should include administrators, guidance counselors, PST leaders and a lead teacher. The information learned from the training would need to be shared with all faculty and staff for implementation in each school during the 2015-2016 school year. Each school would determine how this PBIS system wide implementation would look and function within your building. Remember, this is a mandate of the Federal Judge. This training should have a positive impact on discipline, PST Plans and the overall culture and climate of the school.

The training in July will impact our summer work schedule. The first day of training in July is on a Friday. Twelve Month employees would have the option to be off July 20th in place of the July 24th training date. Listed below are the dates and the location of the training. Please notice which date your school is scheduled to attend. If you have questions or comments about the training, please contact Teresa Johnson or Holly Box.

Consent Decree Next Steps – Timeline of Events

Date	What	Who	Trainer	STIPD Information	Location
May 26 -27	CHAMPS PBIS Training	SMS, WPMS, SES, WPES, CCTC and AEP	CHAMPS – Jane Harris	CCCO1313	JSU Houston Cole Library
July 24 and July 27	CHAMPS PBIS Training	AES, AHS, OES, OHS, PVES, PVHS, SHS, WES, WHS, WWES, WWHS and WPHS	CHAMPS - Laura Hamilton	CCCO1313	JSU Houston Cole Library

Joe Dyar
 Superintendent
 Calhoun County Schools

256-741-7401

Box, Holly

From: Box, Holly
Sent: Tuesday, July 21, 2015 1:07 PM
To: Assistant Principals Elem; Assistant Principals High; Principals Elem; Principals High
Cc: Dyar, Joseph; Roe, Ed
Subject: Fwd: Consent Order - Mandate - CHAMPS Training

Administrators,

We need to submit to the US Department of Justice the dates of your CHAMPS turn around training. We will also need your agenda for the session, sign in sheets and your PowerPoint. Those must also be submitted. Please remember this turn around training needs to take place BEFORE school starts so we can implement CHAMPS this school year 2015-2016. There is a strong possibility someone from the US Department of Justice may be attending the turn around CHAMPS training at your school. I hope all is well. Hugs to you all.

Holly Box
Calhoun County Schools
256-741-7457

Begin forwarded message:

From: "Dyar, Joseph" <jdylar@calhoun.k12.al.us>
Date: April 30, 2015 at 2:18:56 PM CDT
To: PrinSupr <PrinSupr@calhoun.k12.al.us>, Assistant Principals <AsstPrin@calhoun.k12.al.us>
Cc: "Dyar, Joseph" <jdylar@calhoun.k12.al.us>
Subject: Consent Order - Mandate - CHAMPS Training

Administrators,

We have worked extremely hard the last several years to be in compliance with the Consent Order. We are very excited to be able to celebrate the areas in which we are no longer under the Consent Order. However, we still are under the direction of the Federal Court with Employment and Discipline. One of the mandates in the most recent Decree Order is implementing a Positive Behavioral Intervention Support System - PBIS. We are very fortunate our school system was awarded a grant to help bridge gaps for students. Part of this grant requires PBIS training for focus schools. All schools in our district have the opportunity to benefit from this grant which will aide us in abiding by one of the mandates of the Decree Order. CHAMPS is the PBIS system that the Southeastern Equity Center mentioned. CHAMPS is also the PBIS our state department is recommending for all districts.

With this win win situation in mind we have arranged for CHAMPS training this summer. Each school will be asked to send a team of five people to the two day training. This team of five should include administrators, guidance counselors, PST leaders and a lead teacher. The information learned from the training would need to be shared with all faculty and staff for implementation in each school during the 2015-2016 school year. Each school would determine how this PBIS system wide implementation would look and function within your building. Remember, this is a mandate of the Federal Judge. This training should have a positive impact on discipline, PST Plans and the overall culture and climate of the school.

The training in July will impact our summer work schedule. The first day of training in July is on a Friday. Twelve Month employees would have the option to be off July 20th in place of the July 24th training date. Listed below are the dates and the location of the training. Please notice which date your school

Box, Holly

From: Dyar, Joseph
Sent: Thursday, April 30, 2015 2:19 PM
To: PrinSupr; Assistant Principals
Cc: Dyar, Joseph
Subject: Consent Order - Mandate - CHAMPS Training

Administrators,

We have worked extremely hard the last several years to be in compliance with the Consent Order. We are very excited to be able to celebrate the areas in which we are no longer under the Consent Order. However, we still are under the direction of the Federal Court with Employment and Discipline. One of the mandates in the most recent Decree Order is implementing a Positive Behavioral Intervention Support System - PBIS. We are very fortunate our school system was awarded a grant to help bridge gaps for students. Part of this grant requires PBIS training for focus schools. All schools in our district have the opportunity to benefit from this grant which will aide us in abiding by one of the mandates of the Decree Order. CHAMPS is the PBIS system that the Southeastern Equity Center mentioned. CHAMPS is also the PBIS our state department is recommending for all districts.

With this win win situation in mind we have arranged for CHAMPS training this summer. Each school will be asked to send a team of five people to the two day training. This team of five should include administrators, guidance counselors, PST leaders and a lead teacher. The information learned from the training would need to be shared with all faculty and staff for implementation in each school during the 2015-2016 school year. Each school would determine how this PBIS system wide implementation would look and function within your building. Remember, this is a mandate of the Federal Judge. This training should have a positive impact on discipline, PST Plans and the overall culture and climate of the school.

The training in July will impact our summer work schedule. The first day of training in July is on a Friday. Twelve Month employees would have the option to be off July 20th in place of the July 24th training date. Listed below are the dates and the location of the training. Please notice which date your school is scheduled to attend. If you have questions or comments about the training, please contact Teresa Johnson or Holly Box.

Consent Decree Next Steps – Timeline of Events

Date	What	Who	Trainer	STIPD Information	Location
May 26 -27	CHAMPS PBIS Training	SMS, WPMS, SES, WPES, CCTC and AEP	CHAMPS – Jane Harris	CCCO1313	JSU Houston Cole Library
July 24 and July 27	CHAMPS PBIS Training	AES, AHS, OES, OHS, PVES, PVHS, SHS, WES, WHS, WWES, WWHS and WPHS	CHAMPS - Laura Hamilton	CCCO1313	JSU Houston Cole Library

Joe Dyar
 Superintendent
 Calhoun County Schools

is scheduled to attend. If you have questions or comments about the training, please contact Teresa Johnson or Holly Box.

Consent Decree Next Steps – Timeline of Events

Date	What	Who	Trainer	STIPD Information	Location
May 26 -27	CHAMPS PBIS Training	SMS, WPMS, SES, WPES, CCTC and AEP	CHAMPS – Jane Harris	CCCO1313	JSU Houston Cole Library
July 24 and July 27	CHAMPS PBIS Training	AES, AHS, OES, OHS, PVES, PVHS, SHS, WES, WHS, WWES, WWHS and WPHS	CHAMPS - Laura Hamilton	CCCO1313	JSU Houston Cole Library

Joe Dyar
 Superintendent
 Calhoun County Schools
 256-741-7401

JANE HARRIS
648 RAINTREE ROAD
LEXINGTON, KENTUCKY 40502
HOME - 268-0667; OFFICE - 381-4103
EMAIL: NOFEAR1127@AOL.COM

Jane P. Harris
648 Raintree Road
Lexington, Kentucky 40502
859-268-0667

Education:

- Rank I - 1998 - Emphasis of Study in Education Administration - University of Kentucky
(certifications: Principal, Supervisor of Instruction, Director of Special Education)
- M. Ed. - 1979 - Special Education - University of Kentucky
- Post-Baccalaureate Studies - Education - University of Florida
- BA Education - 1971 - University of Kentucky

Professional Experience:

- 2002 - 2006 Trainer for Teaching Strategies, Inc.- Private consulting in Kentucky schools
- 2000 - 2002 Director of Student Achievement; Fayette County Public Schools; Lexington, KY
- 1999 - 2000 Interim Director of Planning and Budget; Fayette County Public Schools; Lexington, KY
- 1993 - 1999 Distinguished Educator Program: Ky. Department of Education Frankfort, KY
- 1988 - 1993 Coordinator of program for students with Emotional/Behavior Disorders and Principal of 2 alternative programs - Fayette County Public Schools - Lexington, KY
- 1976 - 1988 School - Based Diagnostician and Consultant - Fayette County Public Schools; Lexington, KY
- 1975 - 1976 Director of program for Students with Disabilities; Frankfort, KY
- 1972 - 1975 Special Education Teacher - Ocala, Florida

Recent Work Experience Summary:

Trainer and Consultant

- Trained classified and certified staff in many school districts (CHAMPS, ParaPro, etc.)
- Consulted with high schools on implementation of Smaller Learning Communities
- Trained school staffs in strategies for working with at risk students

JANE HARRIS
648 RAINTREE ROAD
LEXINGTON, KENTUCKY 40502
HOME - 268-0667; OFFICE - 381-4103
EMAIL: NOFEAR1127@AOL.COM

- Developing open response questions, rubrics, and higher order thinking skills
- Differentiating instruction
- High performance work group strategies
- School-wide discipline plans and classroom management
- Design Study Groups
- Procedures for Individual Growth Plans and Advisor/Advisee program
- High School Restructuring: E.g., block scheduling - organization for instruction
- Assessment/data analysis: student work, standardized tests, culture audits, etc.
- Coaching models for schools/classroom teachers
- Professional Learning Communities
- Presentation of training techniques

Served in the following positions:

- Chair of the Professional Development Committee for the Distinguished Educator program
- Kentucky Leadership Academy Design Team
- Comprehensive School Reform Demonstration (CSRD) Committee - Planning Team/State Trainer
- State Certified Evaluator for teachers and administrators
- Trainer for Kentucky Leadership Academy
- Planning Team Facilitator for math teacher training initiative for Eastern Kentucky (KL8)
- Co-Directed "STAR" Teacher Leadership Academy (statewide training for teachers)
- Certified trainer in Champs, Para Pro, Administrator Desk Reference (Randy Sprick and Associates) and Framework for Understanding Poverty (by: Ruby Payne)
- Co-developed and trained "Partnership Coaching Model"
- Trainer - "What Effective Teachers Know and Do"

References:

Available Upon Request

RESUME

LAURA HAMILTON
4109 Rio Grande Drive
LaGrange, Kentucky 40031
502-749-0399 (Home & Office)
502-529-1172 (Cell)

EDUCATION

Bachelors of Education - Learning and Behavior Disorders
Eastern Kentucky University and University of Kentucky, 1979-1983

Masters of Education - Severe Learning and Behavior Disorders
University of Louisville, 1985-1990

Special Education Director Endorsement
University of Louisville, 1992-1993

CERTIFICATIONS

Kentucky

- Professional Certificate for Director of Special Education
- Provisional Elementary Certificate, Grades 1-8
- Provisional Certificate for Teachers of Exceptional Children - Learning and Behavior Disorders, Grades K-12
- Standard Elementary Certificate, Grades 1-8

Indiana

- General Elementary 1-6, 7/8
- Seriously Emotionally Handicapped K-12
- Learning Disabled K-12

Private Consulting and Training

South Central Special Education Cooperative
Charlie Edwards, Director of Special Education
Campbellsburg, Indiana

Larue County School System
Pam Harned, Instructional Supervisor
Hodgenville, Kentucky

Fayette County Public Schools
Beverly Henderson, Special
Lexington, Kentucky

Milan School System
Connie Nobbe, Principal
Milan, Indiana

Rockcastle School System

Maysville School District
Ronnie Back, Superintendent
Maysville, Kentucky

Upton Elementary
Upton, Kentucky

Jefferson County Public Schools
Susan O'Daniel, Instructional Leader
Louisville, Kentucky

Carter County School District
Kentucky
Helen Dowd, Special Education Director

Bell County School District
Judy Hamilton, Director of Special Education

Conference Presentations:

KECSAC Conference	2002-2003
Kentucky Behavior Institute	1993-2002
Kentucky School Counselor Association	2002
Council for Exceptional Children Conference	1999-2002
Kentucky Superintendent Conference	2002
Kentucky Administrative Conference	2002

- 2003 to Current **Randy Sprick's Safe & Civil Schools**
Eugene, Oregon 97405
- 2000 to 2003 **Kentucky Instructional Discipline and Support (KIDS) PROJECT
TRAINER**
Kentucky Department of Education
Frankfort, KY 40601
- 1997 to Current **Safe Schools Consultant-Behavior Consultant**
Ohio Valley Educational Cooperative
P.O. Box 1249
Shelbyville, KY 40066
- 1996 to Current **Behavior Consultant Network**
Kentucky Department of Education
Division of Exceptional Children Services
Frankfort, Kentucky May 1997
- 1996 to 1999 **Model School Initiative**
Kentucky Department of Education
Division of Exceptional Children Services
Frankfort, Kentucky
- 1993-1995 **New Albany/Floyd County**
Consultant with Individual Teachers
Provided District Trainings in Classroom Behavior Management
- March 1993
to August 1993 **Exceptional Child Consultant**
Division of Special Services
Kentucky Department of Education
500 Mero Street, 8th Floor
Frankfort, Kentucky 40601
Phone: (502) 564-4970
Consultant to Districts regarding Special Education Programming and
Development of Training Modules in the areas of Traumatic Brain Injury,
Emotional and Behavioral Disability, and Transition to School from
Hospitals.

REFERENCES

Carrie Bearden

Ohio Valley Educational Cooperative (OVEC)
Program Director, Exceptional Children Services
P.O. Box 1249
Shelbyville, Ky. 40066
606-647-3533

Susan Isaacs, National Trainer

801 Old Dobbin Road
Lexington, Ky. 40502

Dr. Randall Sprick, National Trainer & Author

Teaching Strategies
P.O. Box 50550
Eugene, Oregon 97405
1-800-323-8819

Sandra Velo, Safe & Civil Schools Coordinator

Darrell Becker, Deputy Superintendent

400 Wall Street, P.O. Box 269
Belton ISD, Belton Texas
254-215-2000

Cafea Harrell, Safe & Civil Schools Coordinator

Dallas ISD

Professional Development, 7th Floor
2909 North Buckner
Dallas, TX 75228
972-925-8029

Sharon Comerford

Erie 1 BOCES

355 Harlem Road
West Seneca, New York 14224
716-821-7536

JANE HARRIS
648 RAINTREE ROAD
LEXINGTON, KENTUCKY 40502
HOME - 268-0667; OFFICE - 381-4103
EMAIL: NOFEAR1127@AOL.COM

Jane P. Harris
648 Raintree Road
Lexington, Kentucky 40502
859-268-0667

Education:

Rank I - 1998 - Emphasis of Study in Education Administration - University of Kentucky
(certifications: Principal, Supervisor of Instruction, Director of Special Education)
M. Ed. - 1979 - Special Education - University of Kentucky
Post-Baccalaureate Studies - Education - University of Florida
BA Education - 1971 - University of Kentucky

Professional Experience:

2002 - 2006 Trainer for Teaching Strategies, Inc.- Private consulting in Kentucky schools
2000 - 2002 Director of Student Achievement; Fayette County Public Schools; Lexington, KY
1999 - 2000 Interim Director of Planning and Budget; Fayette County Public Schools; Lexington, KY
1993 - 1999 Distinguished Educator Program: Ky. Department of Education Frankfort, KY
1988 - 1993 Coordinator of program for students with Emotional/Behavior Disorders and Principal of 2 alternative programs - Fayette County Public Schools - Lexington, KY
1976 - 1988 School - Based Diagnostician and Consultant - Fayette County Public Schools; Lexington, KY
1975 - 1976 Director of program for Students with Disabilities; Frankfort, KY
1972 - 1975 Special Education Teacher - Ocala, Florida

Recent Work Experience Summary:

Trainer and Consultant

Trained classified and certified staff in many school districts (CHAMPS, ParaPro, etc.)
Consulted with high schools on implementation of Smaller Learning Communities
Trained school staffs in strategies for working with at risk students

JANE HARRIS
648 RAINTREE ROAD
LEXINGTON, KENTUCKY 40502
HOME - 268-0667; OFFICE - 381-4103
EMAIL: NOFEAR1127@AOL.COM

Director of Student Achievement

Supervised 60 people including 4 Associate Directors, Coordinators, and Resource Specialists in the area of Curriculum, Instruction, Assessment, and Standards; Student Support Services and Research and Evaluation

Worked with schools, councils, leadership, Board of Education in providing support, training, and information on issues related to Student Achievement

Ensured internal controls were established, maintained, and documented in compliance with all regulations of state and national regulatory agencies

Submitted budget for state and federal categorical programs including Title I, ESS, ESL, Smaller Class Size, etc.

Participated on District Leadership Team with School Directors who acted in an advisory capacity to the Board and the Superintendent

Coordinated all leadership training for Principals and Central Office staff in Closing the Gap Initiatives

Interim Director of Planning and Budget

Supervised and coordinated activities for department personnel including the Research and Evaluation Department, Attendance and Accounting Department, District Assessment Coordinator, Staffing Specialist, Standards Based Review Coordinator and Assistant Director of Budget

Provided training and coordinated the development of 56 school consolidated plans and the district consolidated plan

Assisted in Budget Reviews and projections of 40 Budget and Grant Managers

Participated on multiple student achievement initiatives including full-day kindergarten, smaller class size, equity committee, high school restructuring, competency assurance curriculum, test data and analysis projects, leadership training, and reading specialist collaborative

Distinguished Educator Program

Among the first group of Distinguished Educators to work in schools "in decline" - Work was completed in more than 15 middle and high schools throughout Central and Eastern Kentucky to assist schools in meeting their KIRIS performance goals. (All of my schools met their performance goals and moved to the "improving" or "reward" category.) The following strategies were utilized:

Provided and developed instructional leadership training programs at the school level

Facilitated consolidated planning at the school and district level

Directed multiple curriculum alignment initiatives in schools and districts

Trained and facilitated schools in curriculum alignment and appropriate instruction

Designed and delivered professional development and assistance to teachers and administrators on multiple topics including:

- Effective instructional planning, delivery, and lesson plan design
- Techniques for working with "at risk" students

JANE HARRIS
648 RAINTREE ROAD
LEXINGTON, KENTUCKY 40502
HOME - 268-0667; OFFICE - 381-4103
EMAIL: NOFEAR1127@AOL.COM

- Developing open response questions, rubrics, and higher order thinking skills
- Differentiating instruction
- High performance work group strategies
- School-wide discipline plans and classroom management
- Design Study Groups
- Procedures for Individual Growth Plans and Advisor/Advisee program
- High School Restructuring: E.g., block scheduling - organization for instruction
- Assessment/data analysis: student work, standardized tests, culture audits, etc.
- Coaching models for schools/classroom teachers
- Professional Learning Communities
- Presentation of training techniques

Served in the following positions:

- Chair of the Professional Development Committee for the Distinguished Educator program
- Kentucky Leadership Academy Design Team
- Comprehensive School Reform Demonstration (CSRD) Committee - Planning Team/State Trainer
- State Certified Evaluator for teachers and administrators
- Trainer for Kentucky Leadership Academy
- Planning Team Facilitator for math teacher training initiative for Eastern Kentucky (KL8)
- Co-Directed "STAR" Teacher Leadership Academy (statewide training for teachers)
- Certified trainer in Champs, Para Pro, Administrator Desk Reference (Randy Sprick and Associates) and Framework for Understanding Poverty (by: Ruby Payne)
- Co-developed and trained "Partnership Coaching Model"
- Trainer – "What Effective Teachers Know and Do"

References:

Available Upon Request

RESUME

LAURA HAMILTON
4109 Rio Grande Drive
LaGrange, Kentucky 40031
502-749-0399 (Home & Office)
502-529-1172 (Cell)

EDUCATION

Bachelors of Education - Learning and Behavior Disorders
Eastern Kentucky University and University of Kentucky, 1979-1983

Masters of Education - Severe Learning and Behavior Disorders
University of Louisville, 1985-1990

Special Education Director Endorsement
University of Louisville, 1992-1993

CERTIFICATIONS

Kentucky

- Professional Certificate for Director of Special Education
- Provisional Elementary Certificate, Grades 1-8
- Provisional Certificate for Teachers of Exceptional Children - Learning and Behavior Disorders, Grades K-12
- Standard Elementary Certificate, Grades 1-8

Indiana

- General Elementary 1-6, 7/8
- Seriously Emotionally Handicapped K-12
- Learning Disabled K-12

TEACHING EXPERIENCE

- August 1993
to May 1997
EH Teacher Resource/Self-Contained
New Albany High School
New Albany, Indiana 47150
- May 1988
to March 1993
Education Specialist
Jefferson Hospital
Jeffersonville, Indiana 47130
Developed and implemented individualized educational activities for students as they participated in the Day Treatment Program, KIDSCOPE. I also participated in the Treatment Team, which included the various professionals (psychiatrists, social workers, family and individual therapists, etc.) who oversaw the care and treatment of each student. When students were discharged from the program and returned to their home schools, I often attended a Transition Conference that assisted the re-entry of the student to his or her home school program.
- August 1984
to May 1988
LBD Teacher, Resource
Crestwood Elementary, Crestwood, Kentucky 40014
- May 1984
to August 1984
Classroom Teacher, Juvenile Detention Center
Jefferson County Youth Center, Louisville, Kentucky
- January 1984
to May 1984
LBD Teacher, Resource and Self-Contained
Oldham County High School, Buckner, Kentucky 40010
- June 1984- to
August 1984
Jefferson County Youth Center (JCYC-Detention Center)
Jefferson, KY

SCHOOL DISTRICT CONSULTING/TRAINING EXPERIENCE

- 2001 to 2003
Culture & Climate Consulting (Incorporated in 2001, have provided private consulting and training since 1989)
9219 U.S 42 #264
Prospect, KY 42001

Private Consulting and Training

South Central Special Education Cooperative
Charlie Edwards, Director of Special Education
Campbellsburg, Indiana

Larue County School System
Pam Harned, Instructional Supervisor
Hodgenville, Kentucky

Fayette County Public Schools
Beverly Henderson, Special
Lexington, Kentucky

Milan School System
Connie Nobbe, Principal
Milan, Indiana

Rockcastle School System

Maysville School District
Ronnie Back, Superintendent
Maysville, Kentucky

Upton Elementary
Upton, Kentucky

Jefferson County Public Schools
Susan O'Daniel, Instructional Leader
Louisville, Kentucky

Carter County School District
Kentucky
Helen Dowd, Special Education Director

Bell County School District
Judy Hamilton, Director of Special Education

Conference Presentations:

KECSAC Conference	2002-2003
Kentucky Behavior Institute	1993-2002
Kentucky School Counselor Association	2002
Council for Exceptional Children Conference	1999-2002
Kentucky Superintendent Conference	2002
Kentucky Administrative Conference	2002

Upper Cumberland Summer Institute 2002
Ohio Valley Edu. Leadership Conference 2001
Center for School Safety State Conferences 1999-2001

- 2003 to Current **Randy Sprick's Safe & Civil Schools**
Eugene, Oregon 97405
- 2000 to 2003 **Kentucky Instructional Discipline and Support (KIDS) PROJECT
TRAINER**
Kentucky Department of Education
Frankfort, KY 40601
- 1997 to Current **Safe Schools Consultant-Behavior Consultant**
Ohio Valley Educational Cooperative
P.O. Box 1249
Shelbyville, KY 40066
- 1996 to Current **Behavior Consultant Network**
Kentucky Department of Education
Division of Exceptional Children Services
Frankfort, Kentucky May 1997
- 1996 to 1999 **Model School Initiative**
Kentucky Department of Education
Division of Exceptional Children Services
Frankfort, Kentucky
- 1993-1995 **New Albany/Floyd County**
Consultant with Individual Teachers
Provided District Trainings in Classroom Behavior Management
- March 1993
to August 1993 **Exceptional Child Consultant**
Division of Special Services
Kentucky Department of Education
500 Mero Street, 8th Floor
Frankfort, Kentucky 40601
Phone: (502) 564-4970
Consultant to Districts regarding Special Education Programming and
Development of Training Modules in the areas of Traumatic Brain Injury,
Emotional and Behavioral Disability, and Transition to School from
Hospitals.

UNIVERSITY TEACHING EXPERIENCE

March 2003 to Current	Western Governor's University (ON LINE Course through Randy Sprick of Teaching Strategies)
July-August 1997 Summer Term III	Adjunct Instructor University of Louisville EDSP 675 Management of the Behavior Disordered Child
June-July 1997 Summer Term II	Adjunct Instructor University of Louisville EDSP 697 Whole School and Classroom Management (Assisted Dr. Denzil Edge)
January 1997 to May 1997 Spring Semester	Adjunct Instructor Indiana University Southeast K453/K553 (Undergraduates and Graduates) Management of Academic and Social Behavior
January 1996 to May 1996 Spring Semester	Adjunct Instructor Indiana University Southeast K453/K553 (Undergraduates and Graduates) Management of Academic and Social Behavior

TRAIN THE TRAINERS CERTIFICATIONS

Teaching Strategies-Randy Sprick's
Champs: A Positive and Proactive Approach to Classroom Management
The Teacher's Encyclopedia of Behavior Management
Interventions
Foundations
Parapro
Malcolm Smith's Peaceful Intervention (Understanding and Working with Angry Youth)
Bob Pike Training

RECOGNITIONS

Kappa Delti Pi, Education Honor Society, UK, 1981-1983
Golden Key National Honor Society, 1983
Certificate of Outstanding Performance from the Kentucky Department of Education, 1987
Stella Edwards Award, Special Education Teacher of the Year, Runner-Up, 1987

PROFESSIONAL ORGANIZATIONS

National Education Association (NEA)
Council for Exceptional Children (CEC)
Council for Children with Behavior Disorders (CCBD)

Term One: Vice President, 1994-1995
President-Elect, 1995-1996
President, 1996-1997
Past President, 1997-1998

Term Two: Vice President, 2002-2003
President Elect, 2003-2004
President, 2004-2005
Past President, 2005-2006

REFERENCES

Carrie Bearden

Ohio Valley Educational Cooperative (OVEC)
Program Director, Exceptional Children Services
P.O. Box 1249
Shelbyville, Ky. 40066
606-647-3533

Susan Isaacs, National Trainer

801 Old Dobbin Road
Lexington, Ky. 40502

Dr. Randall Sprick, National Trainer & Author

Teaching Strategies
P.O. Box 50550
Eugene, Oregon 97405
1-800-323-8819

Sandra Velo, Safe & Civil Schools Coordinator

Darrell Becker, Deputy Superintendent

400 Wall Street, P.O. Box 269
Belton ISD, Belton Texas
254-215-2000

Cafea Harrell, Safe & Civil Schools Coordinator

Dallas ISD

Professional Development, 7th Floor
2909 North Buckner
Dallas, TX 75228
972-925-8029

Sharon Comerford

Erie 1 BOCES

355 Harlem Road
West Seneca, New York 14224
716-821-7536

JANE HARRIS
648 RAINTREE ROAD
LEXINGTON, KENTUCKY 40502
HOME - 268-0667; OFFICE - 381-4103
EMAIL: NOFEAR1127@AOL.COM

Jane P. Harris
648 Raintree Road
Lexington, Kentucky 40502
859-268-0667

Education:

Rank I - 1998 - Emphasis of Study in Education Administration - University of Kentucky
(certifications: Principal, Supervisor of Instruction, Director of Special Education)

M. Ed. - 1979 - Special Education - University of Kentucky

Post-Baccalaureate Studies - Education - University of Florida

BA Education - 1971 - University of Kentucky

Professional Experience:

2002 – 2006 Trainer for Teaching Strategies, Inc.- Private consulting in Kentucky schools

2000 - 2002 Director of Student Achievement; Fayette County Public Schools; Lexington, KY

1999 - 2000 Interim Director of Planning and Budget; Fayette County Public Schools; Lexington, KY

1993 - 1999 Distinguished Educator Program: Ky. Department of Education Frankfort, KY

1988 - 1993 Coordinator of program for students with Emotional/Behavior Disorders and Principal of 2 alternative programs - Fayette County Public Schools - Lexington, KY

1976 - 1988 School - Based Diagnostician and Consultant - Fayette County Public Schools; Lexington, KY

1975 - 1976 Director of program for Students with Disabilities; Frankfort, KY

1972 - 1975 Special Education Teacher - Ocala, Florida

Recent Work Experience Summary:

Trainer and Consultant

Trained classified and certified staff in many school districts (CHAMPS, ParaPro, etc.)

Consulted with high schools on implementation of Smaller Learning Communities

Trained school staffs in strategies for working with at risk students

JANE HARRIS
648 RAINTREE ROAD
LEXINGTON, KENTUCKY 40502
HOME - 268-0667; OFFICE - 381-4103
EMAIL: NOFEAR1127@AOL.COM

Director of Student Achievement

Supervised 60 people including 4 Associate Directors, Coordinators, and Resource Specialists in the area of Curriculum, Instruction, Assessment, and Standards; Student Support Services and Research and Evaluation

Worked with schools, councils, leadership, Board of Education in providing support, training, and information on issues related to Student Achievement

Ensured internal controls were established, maintained, and documented in compliance with all regulations of state and national regulatory agencies

Submitted budget for state and federal categorical programs including Title I, ESS, ESL, Smaller Class Size, etc.

Participated on District Leadership Team with School Directors who acted in an advisory capacity to the Board and the Superintendent

Coordinated all leadership training for Principals and Central Office staff in Closing the Gap Initiatives

Interim Director of Planning and Budget

Supervised and coordinated activities for department personnel including the Research and Evaluation Department, Attendance and Accounting Department, District Assessment Coordinator, Staffing Specialist, Standards Based Review Coordinator and Assistant Director of Budget

Provided training and coordinated the development of 56 school consolidated plans and the district consolidated plan

Assisted in Budget Reviews and projections of 40 Budget and Grant Managers

Participated on multiple student achievement initiatives including full-day kindergarten, smaller class size, equity committee, high school restructuring, competency assurance curriculum, test data and analysis projects, leadership training, and reading specialist collaborative

Distinguished Educator Program

Among the first group of Distinguished Educators to work in schools "in decline" - Work was completed in more than 15 middle and high schools throughout Central and Eastern Kentucky to assist schools in meeting their KIRIS performance goals. (All of my schools met their performance goals and moved to the "improving" or "reward" category.) The following strategies were utilized:

Provided and developed instructional leadership training programs at the school level

Facilitated consolidated planning at the school and district level

Directed multiple curriculum alignment initiatives in schools and districts

Trained and facilitated schools in curriculum alignment and appropriate instruction

Designed and delivered professional development and assistance to teachers and administrators on multiple topics including:

- Effective instructional planning, delivery, and lesson plan design
- Techniques for working with "at risk" students

JANE HARRIS
648 RAIN TREE ROAD
LEXINGTON, KENTUCKY 40502
HOME - 268-0667; OFFICE - 381-4103
EMAIL: NOFEAR1127@AOL.COM

- Developing open response questions, rubrics, and higher order thinking skills
- Differentiating instruction
- High performance work group strategies
- School-wide discipline plans and classroom management
- Design Study Groups
- Procedures for Individual Growth Plans and Advisor/Advisee program
- High School Restructuring: E.g., block scheduling - organization for instruction
- Assessment/data analysis: student work, standardized tests, culture audits, etc.
- Coaching models for schools/classroom teachers
- Professional Learning Communities
- Presentation of training techniques

Served in the following positions:

- Chair of the Professional Development Committee for the Distinguished Educator program
- Kentucky Leadership Academy Design Team
- Comprehensive School Reform Demonstration (CSR/D) Committee - Planning Team/State Trainer
- State Certified Evaluator for teachers and administrators
- Trainer for Kentucky Leadership Academy
- Planning Team Facilitator for math teacher training initiative for Eastern Kentucky (KL8)
- Co-Directed "STAR" Teacher Leadership Academy (statewide training for teachers)
- Certified trainer in Champs, Para Pro, Administrator Desk Reference (Randy Sprick and Associates) and Framework for Understanding Poverty (by: Ruby Payne)
- Co-developed and trained "Partnership Coaching Model"
- Trainer - "What Effective Teachers Know and Do"

References:

Available Upon Request

RESUME

LAURA HAMILTON
4109 Rio Grande Drive
LaGrange, Kentucky 40031
502-749-0399 (Home & Office)
502-529-1172 (Cell)

EDUCATION

Bachelors of Education - Learning and Behavior Disorders
Eastern Kentucky University and University of Kentucky, 1979-1983

Masters of Education - Severe Learning and Behavior Disorders
University of Louisville, 1985-1990

Special Education Director Endorsement
University of Louisville, 1992-1993

CERTIFICATIONS

Kentucky

- Professional Certificate for Director of Special Education
- Provisional Elementary Certificate, Grades 1-8
- Provisional Certificate for Teachers of Exceptional Children - Learning and Behavior Disorders, Grades K-12
- Standard Elementary Certificate, Grades 1-8

Indiana

- General Elementary 1-6, 7/8
- Seriously Emotionally Handicapped K-12
- Learning Disabled K-12

TEACHING EXPERIENCE

August 1993 to May 1997	EH Teacher Resource/Self-Contained New Albany High School New Albany, Indiana 47150
May 1988 to March 1993	Education Specialist Jefferson Hospital Jeffersonville, Indiana 47130 Developed and implemented individualized educational activities for students as they participated in the Day Treatment Program, KIDSCOPE. I also participated in the Treatment Team, which included the various professionals (psychiatrists, social workers, family and individual therapists, etc.) who oversaw the care and treatment of each student. When students were discharged from the program and returned to their home schools, I often attended a Transition Conference that assisted the re-entry of the student to his or her home school program.
August 1984 to May 1988	LBD Teacher, Resource Crestwood Elementary, Crestwood, Kentucky 40014
May 1984 to August 1984	Classroom Teacher, Juvenile Detention Center Jefferson County Youth Center, Louisville, Kentucky
January 1984 to May 1984	LBD Teacher, Resource and Self-Contained Oldham County High School, Buckner, Kentucky 40010
June 1984- to August 1984	Jefferson County Youth Center (JCYC-Detention Center) Jefferson, KY

SCHOOL DISTRICT CONSULTING/TRAINING EXPERIENCE

2001 to 2003	Culture & Climate Consulting (Incorporated in 2001, have provided private consulting and training since 1989) 9219 U.S 42 #264 Prospect, KY 42001
--------------	--

Private Consulting and Training

South Central Special Education Cooperative
Charlie Edwards, Director of Special Education
Campbellsburg, Indiana

Larue County School System
Pam Harned, Instructional Supervisor
Hodgenville, Kentucky

Fayette County Public Schools
Beverly Henderson, Special
Lexington, Kentucky

Milan School System
Connie Nobbe, Principal
Milan, Indiana

Rockcastle School System

Maysville School District
Ronnie Back, Superintendent
Maysville, Kentucky

Upton Elementary
Upton, Kentucky

Jefferson County Public Schools
Susan O'Daniel, Instructional Leader
Louisville, Kentucky

Carter County School District
Kentucky
Helen Dowd, Special Education Director

Bell County School District
Judy Hamilton, Director of Special Education

Conference Presentations:

KECSAC Conference	2002-2003
Kentucky Behavior Institute	1993-2002
Kentucky School Counselor Association	2002
Council for Exceptional Children Conference	1999-2002
Kentucky Superintendent Conference	2002
Kentucky Administrative Conference	2002

Upper Cumberland Summer Institute 2002
Ohio Valley Edu. Leadership Conference 2001
Center for School Safety State Conferences 1999-2001

- 2003 to Current **Randy Sprick's Safe & Civil Schools**
Eugene, Oregon 97405
- 2000 to 2003 **Kentucky Instructional Discipline and Support (KIDS) PROJECT
TRAINER**
Kentucky Department of Education
Frankfort, KY 40601
- 1997 to Current **Safe Schools Consultant-Behavior Consultant**
Ohio Valley Educational Cooperative
P.O. Box 1249
Shelbyville, KY 40066
- 1996 to Current **Behavior Consultant Network**
Kentucky Department of Education
Division of Exceptional Children Services
Frankfort, Kentucky May 1997
- 1996 to 1999 **Model School Initiative**
Kentucky Department of Education
Division of Exceptional Children Services
Frankfort, Kentucky
- 1993-1995 **New Albany/Floyd County**
Consultant with Individual Teachers
Provided District Trainings in Classroom Behavior Management
- March 1993
to August 1993 **Exceptional Child Consultant**
Division of Special Services
Kentucky Department of Education
500 Mero Street, 8th Floor
Frankfort, Kentucky 40601
Phone: (502) 564-4970
Consultant to Districts regarding Special Education Programming and
Development of Training Modules in the areas of Traumatic Brain Injury,
Emotional and Behavioral Disability, and Transition to School from
Hospitals.

UNIVERSITY TEACHING EXPERIENCE

March 2003 to Current	Western Governor's University (ON LINE Course through Randy Sprick of Teaching Strategies)
July-August 1997 Summer Term III	Adjunct Instructor University of Louisville EDSP 675 Management of the Behavior Disordered Child
June-July 1997 Summer Term II	Adjunct Instructor University of Louisville EDSP 697 Whole School and Classroom Management (Assisted Dr. Denzil Edge)
January 1997 to May 1997 Spring Semester	Adjunct Instructor Indiana University Southeast K453/K553 (Undergraduates and Graduates) Management of Academic and Social Behavior
January 1996 to May 1996 Spring Semester	Adjunct Instructor Indiana University Southeast K453/K553 (Undergraduates and Graduates) Management of Academic and Social Behavior

TRAIN THE TRAINERS CERTIFICATIONS

Teaching Strategies-Randy Sprick's
Champs: A Positive and Proactive Approach to Classroom Management
The Teacher's Encyclopedia of Behavior Management
Interventions
Foundations
Parapro
Malcolm Smith's Peaceful Intervention (Understanding and Working with Angry Youth)
Bob Pike Training

RECOGNITIONS

Kappa Delta Pi, Education Honor Society, UK, 1981-1983
Golden Key National Honor Society, 1983
Certificate of Outstanding Performance from the Kentucky Department of Education, 1987
Stella Edwards Award, Special Education Teacher of the Year, Runner-Up, 1987

PROFESSIONAL ORGANIZATIONS

National Education Association (NEA)
Council for Exceptional Children (CEC)
Council for Children with Behavior Disorders (CCBD)

Term One: Vice President, 1994-1995
President-Elect, 1995-1996
President, 1996-1997
Past President, 1997-1998

Term Two: Vice President, 2002-2003
President Elect, 2003-2004
President, 2004-2005
Past President, 2005-2006

REFERENCES

Carrie Bearden

Ohio Valley Educational Cooperative (OVEC)
Program Director, Exceptional Children Services
P.O. Box 1249
Shelbyville, Ky. 40066
606-647-3533

Susan Isaacs, National Trainer

801 Old Dobbin Road
Lexington, Ky. 40502

Dr. Randall Sprick, National Trainer & Author

Teaching Strategies
P.O. Box 50550
Eugene, Oregon 97405
1-800-323-8819

Sandra Velo, Safe & Civil Schools Coordinator

Darrell Becker, Deputy Superintendent

400 Wall Street, P.O. Box 269
Belton ISD, Belton Texas
254-215-2000

Cafea Harrell, Safe & Civil Schools Coordinator

Dallas ISD

Professional Development, 7th Floor
2909 North Buckner
Dallas, TX 75228
972-925-8029

Sharon Comerford

Erie 1 BOCES

355 Harlem Road
West Seneca, New York 14224
716-821-7536




4400 McClellan Blvd - PO Box 2084 - Anniston AL 36202
 Phone: 256-741-7400 Fax: 256-237-5332
 www.calhoun.k12.al.us

Joe Dyar, Ed.S., Superintendent

Conference Call Schedule March 20, 2015

Time	Name	Position	Telephone Number
8:00 8:15	Chris Hayes	Principal	803-736-8856
8:00 – 8:15	Summer Davis	Principal	203-772-9664
8:20 – 8:35	Derek Cobb	Assistant Principal	803-736-8856
8:20 – 8:35	Rebecca Grogan	Assistant Principal	203-772-9664
8:40 – 8:55	Becky Cox	Social Worker	803-736-8856
8:40 – 8:55	Nicole Burgess	Social Worker	203-772-9664
9:00 – 9:15	Tawana Bonds	Guidance Counselor	803-736-8856
9:00 – 9:15	Brandy Ragsdale	Guidance Counselor	203-772-9664
9:20 – 9:35	Angie Kelley	Teacher	803-736-8856
9:20 – 9:35	Andrea Floyd	Teacher	203-772-9664
9:40 – 10:00	Angela Bonds	Support Staff	803-736-8856
9:40 – 10:00	Cynthia Thompson	Support Staff	203-772-9664

You will be participating in a conference call with two representatives from the Southern Equity Center. This group will be helping us with the area of discipline for our Consent Decree. Please make sure you call the number by your name at the specified time. They will be asking you questions related to discipline and our code of conduct.



CHAMPS

DISCIPLINE IN THE SECONDARY CLASSROOM

PRESENTED BY: LAURA HAMILTON

- **“Tough Kids” will ALWAYS raise you one on the emotional scale!**
- **The trick is to NOT “join in” the escalation cycle with the student**
- **Instead....DISENGAGE!**
 - **“First you deal with the moment... Then you deal with the behavior!”**

Adapted from Sprick's CHAMPS TTT
by Laura Hamilton

- **“_____” power is not enough.**
- **We tend to think that the person with the most “power” can MAKE THE KID STOP.**
 - **“It worked with me...”**
 - **“It works with most of my students.”**
- **Many of our toughest students just don't get (or have never been taught) this “SYMBOLIC POWER” of authority**
 - ***We are the ones that end up most frustrated, because traditional discipline strategies leave us feeling powerless and ineffective!***

Adapted from Sprick's CHAMPS TTT
by Laura Hamilton

**Reinforcement and Punishment:
Function Over Form**

Reinforcement and Punishment are not
"_____ " they are "_____ "

Effects are to either "increase" or "decrease"
behavior


Oxymoronic, "I' ve tried positive reinforcement,
and it doesn' t work."

Adapted from Sprick's CHAMPS TTT (2003). Reinforced by punishment: Reflections on the abuse of
by Laura Hamilton positive reinforcement in schools. Emotional Disturb, 42, 173-98.

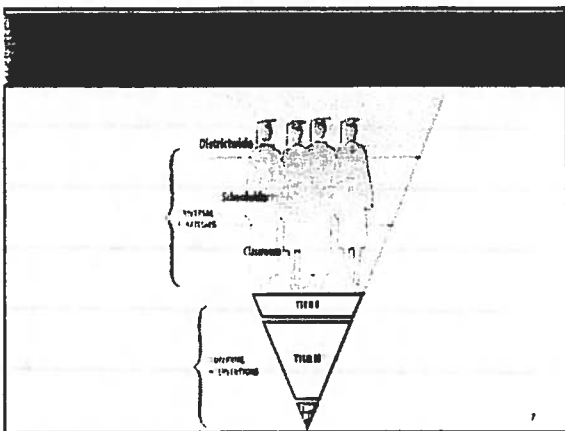
-
-
-
-

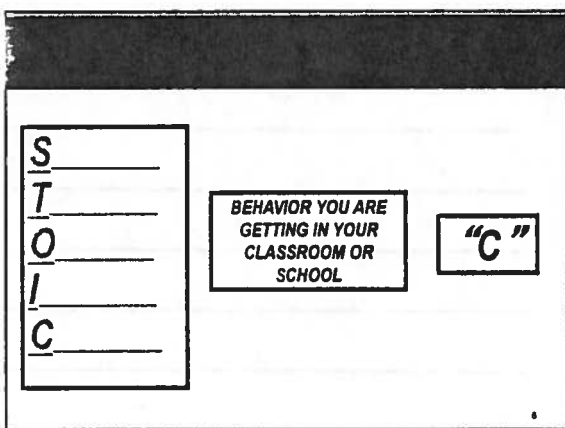
Adapted from Sprick's CHAMPS TTT
by Laura Hamilton

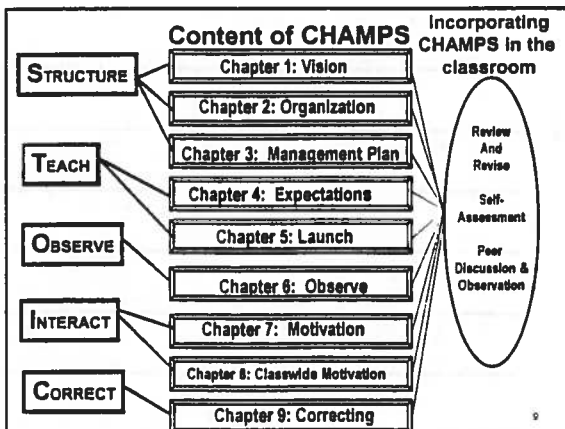
**The problem today is that
we have a SURPLUS of
SIMPLE ANSWERS
and a
SHORTAGE
of SIMPLE PROBLEMS!
Syracuse Herald**



Adapted from Sprick's CHAMPS TTT
by Laura Hamilton







Page 25 of CHAMPS

1. Behavior that is repeated is motivated— behavior does not reoccur when there is no motivation (Katzell & Thompson, 1990)
 - THIS CONCEPT IS ALWAYS TRUE!
2. Most people are motivated to engage in a particular behavior by a **MIX OF INTRINSIC & EXTRINSIC FACTORS**
 - Consider something you enjoy doing and the bonus of being recognized for it!

Adapted from Sprick's CHAMPS IIT
by Laura Hamilton

10

Page 26 of CHAMPS

3. There is a relationship between a person's **INTRINSIC MOTIVATION** to engage in a task and that person's **PROFICIENCY** at that task
4. To increase motivation in unmotivated students, **BOTH** must be addressed
 - The line between the two are not as distinct as it may seem

Adapted from Sprick's CHAMPS IIT
by Laura Hamilton

11

Page 28 of CHAMPS

- In **EARLY** stages of learning something new OR when learning is difficult, some students are **NOT** likely to be **INTRINSICALLY** motivated to engage in behaviors necessary to learn
- As the student becomes more proficient at the task, **EXTRINSIC** motivators should be faded out
- Chapters 7 & 8 have suggestions for both intrinsic & extrinsic motivators

Adapted from Sprick's CHAMPS IIT
by Laura Hamilton

12

1. Include high expectations for student success
2. Build positive relationships with students
3. Create consistent, predictable classroom routines
4. Teach students how to behave successfully
5. Provide frequent positive feedback
6. Correct misbehavior in a calm, consistent, logical manner

Adapted from Sprick's CHAMPS TTT
by Laura Hamilton 13

Vagueness	What criteria did you have to be treated as if you were a child?
Broad Values— Guidelines for Success	"Be respectful." "Be responsible."
Classroom Expectations	"Raise hand before you speak." "Before leaving your seat, get permission."
Classroom Procedures	"Go to your seat when you enter the room." "Wait for the bell to ring before leaving your desk."

Adapted from Sprick's CHAMPS TTT
by Laura Hamilton 14

Pg. 118-119 of Book D&G pg. 129

1. Stated **POSITIVELY**
 - Is there ever any exception to this?
2. Should be Specific and Refer to **OBSERVABLE BEHAVIORS**
3. **TEACH** your rules using POSITIVE & NEGATIVE examples
4. Applicable throughout the **ENTIRE CLASS PERIOD**
5. **POSTED** in a prominent, visible location

Adapted from Sprick's CHAMPS TTT
by Laura Hamilton 15

Fair does not mean doing the same thing for all students... it means striving to meet the individual needs of each student.

“There is nothing more unequal than equal treatment of unequals.”

Adapted from Sprick's CHAMPs TTT
by Laura Hamilton

16

1. To create and maintain a positive, respectful, and safe learning environment for all students
2. To make behavioral and academic expectations for each student crystal clear
3. To judge each student's needs and create strategies to meet those needs
4. To be consistent and fair* in the implementation of classroom expectations and procedures

Adapted from Sprick's CHAMPs TTT
by Laura Hamilton

17

Exhibit 4.2

Management and Discipline Planning

1. For each question, circle the number under the statement that best answers the question. When you are unsure about the answer to a question, circle the middle number.
2. Total the scores for all items. You should have a number between 0 and 120.
3. Use the scale at the end of the form to determine the most appropriate structure level for your classroom management plan.

Questions 1 to 6 relate to the population of the entire school:

1. How would you describe the overall behavior of students in your school?	Generally quite irresponsible. I frequently have to nag and/or assign consequences. 10	Most students behave responsibly, but about 10 percent put me in the position where I have to nag and/or assign consequences. 5	Generally responsible. I rarely find it necessary to nag and/or assign consequences. 0
2. What percentage of students in your school qualify for free or reduced lunch?	60 percent or more 10	10 to 60 percent 5	Less than 10 percent 0
3. What percentage of students in your school typically move in and/or out of the school during the course of the school year?	50 percent or more 10	10 to 50 percent 5	Less than 10 percent 0
4. How would you describe the overall attitude of students toward school?	A large percentage hate school and ridicule the students who are motivated. 10	It's a mix, but most students feel okay about school. 5	The vast majority of students like school and are highly motivated. 0
5. How would you describe the overall nature of the interactions between students and adults in your school?	There are frequent confrontations, which include sarcasm and/or disrespect. 10	There is a mix, but most interactions are respectful and positive. 5	The vast majority of interactions are respectful and positive. 0
6. How would you describe the level of interest and support provided by the parents of students in your school?	Many parents are openly antagonistic, and many show no interest in school. 10	Most parents are at least somewhat supportive of school. 5	The majority are interested, involved, and supportive of what goes on in the school. 0

Questions 7–11 relate to students in your class this year. Use your most difficult class, or if you are doing this before the school year begins, simply give your best guess.

7. What grade level do you teach?	Ninth grade 20	Tenth grade 5	Eleventh or twelfth grade 0
8. How many students do you have in your class?	30 or more 10	23 to 30 5	22 or fewer 0
9. What is the reputation of this group of students from previous years? For example, if you teach tenth grade, what was the reputation of these students as ninth graders?	This class is going to be awful. 10	It's a mix, but most students work hard and cooperate. 5	This group is very hard working and cooperative. 0
10. How many students in your class have been identified as severely emotionally disturbed (SED)? Note: This label varies from state to state.	Two or more 10	One 5	Zero 0
11. Not including students identified as SED, how many students have a reputation for chronic discipline problems?	Three or more 10	One or two 5	Zero 0

Total: _____

If your total score is:

0 to 30

31 to 60

61 to 120

Your risk factors are:

Low, which means your students can probably be successful with a classroom management plan that involves low, medium, or high structure. The level of structure can be defined by your teaching style.

Medium, which means that for your students to be successful, your classroom management plan should involve medium or high structure.

High, which means that for your students to be successful, your classroom management plan should involve high structure. Regardless of your personal preference or style, your students will probably benefit from a detailed, systematic, and organized classroom management plan.

Appendix B:

Basic Facts About the Americans with Disabilities Act

Title I – Employment

- Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.
- Employers can ask about one's ability to perform a job, but prior to offering a job they cannot inquire if someone has a disability or require medical examinations.
- Employers cannot use tests that tend to screen out people with disabilities unless the tests measure job-related skills.
- Employers need to provide "reasonable accommodation" to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.
- Employers do not need to provide accommodations that impose an "undue hardship" on business operations.
- Who needs to comply:
 - Private employers with 15 or more employees.
 - State and local government employers, regardless of how many employees they have.

Title II – State and Local Governments

- State and local governments may not discriminate against qualified individuals with disabilities.
- State and local government agencies must make reasonable modifications to their policies and procedures to allow equal opportunities for individuals with disabilities to participate.
- All government facilities, services, and communications must be accessible consistent with the requirements of Section 504 of the Rehabilitation Act of 1973.
- All new construction must be accessible.
- New public transit buses must be accessible to individuals with disabilities.
- Transit authorities must provide comparable paratransit or other special transportation services to individuals with disabilities who cannot use fixed route bus services, unless an undue burden would result.
- Existing rail systems must have one accessible car per train.
- New rail cars must be accessible.
- New bus and train stations must be accessible.
- Key stations in rapid light and commuter rail systems must be made accessible by July 26, 1993, with

Unit 5: Rights and Responsibilities Under the Law

extensions up to 20 years for commuter rail (30 years for rapid and light rail).

- All existing Amtrak stations must be accessible by July 26, 2010.

Title III – Public Accommodations

- Private businesses such as restaurants, hotels, banks, and retail stores may not discriminate against individuals with disabilities.
- Auxiliary aids and services must be provided to ensure effective communications with individuals with vision or hearing impairments, unless an undue burden would result.
- Physical barriers in existing facilities must be removed, if removal is readily achievable. If removal is not readily achievable, alternative methods of providing the services must be offered, if they are readily achievable.
- All new construction and alterations of facilities must be accessible.

Title IV – Telecommunications

- Companies offering telephone service to the general public must offer telephone relay services to individuals who use telecommunications devices for the deaf (TDDs) or similar devices.
- All television public service announcements produced or funded in whole or in part by the federal government must include closed captioning.

Title V – Miscellaneous Provisions

- Title V includes information regarding the ADA's relationship with other federal and state laws such as the Rehabilitation Act of 1973.
- Retaliation and coercion are prohibited.
- The U.S. Congress and the agencies of the federal legislative branch are covered; discrimination against individuals with disabilities is prohibited in employment and other programs.

NOTES



Effective Communication Skills to Increase Compliance

HOW You Communicate

1. **Be Aware of Physical Distance**--Don't invade the student's personal space (18 to 36 inches), but don't correct from across the room. Communication from more than 4 feet away is not usually effective. If you are too close, look for the student to show clenched fists, putting hands on hips, moving away, tightening of facial muscles, and/or saying something like "get out of my face."
2. **Use Effective Facial Expressions**—Establish eye contact, but don't glare or demand the child look at you. Keep a neutral expression by nodding when the student is talking, tilting your head to the side, using "soft" eyes, and smiling only when appropriate.
3. **Be Aware of Body Language**--Use a "supportive stance" which is an open body posture with shoulders at 45° to the student with hands at your side, unclenched fists and one foot behind the other. This gives you a safety margin. Do NOT touch the student. Avoid the challenge posture of clenched fists, folded arms, hands behind your back or in pockets, and/or facial scowl. Remember, 54% of your message's meaning comes from your body language.
4. **Watch Your Loudness**--Use a calm, controlled, soft, slow and firm voice rather than a loud and emotional voice. Remember, 38% of your message's meaning comes from your tone, speed, and loudness.
5. **Give Time to Comply**--Allow student 5-10 seconds to comply. **Give Time to Comply**-- Allow student 5-10 seconds to comply. Allows the student to "save face." Don't expect or demand immediate compliance. Shift the attention or focus away from the student.

WHAT You Say

6. **Make More "Start" than "Stop" Requests**--State behavior you want in positive terms rather than telling students to stop doing something.
7. **Avoid Emotional Requests**--Leave the negative or emotional requests and sarcasm at home; they interfere with compliance.
8. **Focus on Descriptive Requests**--Make your requests brief, descriptive, and objective. Avoid asking questions (e.g., "what were you doing?" or "did you do that?"). Don't say-- "be good" or "behave yourself." Say the student's name first and specify what you want (e.g., Linda, return to your seat now and work on your math work.").
9. **Offer One Request/One Repeat**--Make one request at a time. Don't nag! Make one request at a time. Don't nag! If doesn't comply, repeat the request and add a *mild* consequence and end by saying: . . . "make a choice that is good for you." "Linda, return to your desk and work on your math. If you don't, you will owe me 20 seconds after class change. Make a choice that is good for you." You must always follow through with the mild consequence when using this. Otherwise, student misbehavior may not stop.
10. **Reinforce Compliance**--Don't ignore compliance; acknowledge it either verbally or nonverbally (smile, head nod, wink, or thumbs up)!

Syllabus Template (*continued*)

Late, missing, or incomplete assignments

Communication procedures with parents and families

Ending class

Consequences for Classroom Rule Violations

Consequences for Code of Conduct Violations

Classroom Procedures
Entering the classroom

Tardy to class

Paper or pencil

How to find out what the daily assignments are

Turning in assignments

Returning assignments to students

Finding out grade status

Student responsibilities after an absence

Exhibit 7.1
Syllabus Template

Teacher: _____

Classroom Goals

Guidelines for Success

Classroom Rules

Activities

Grades

Grading scale:

Relative value:

Exhibit 4.14

CHAMPs Transition Worksheet: Reproducible Template

Transition:

CONVERSATION

Can students engage in conversations with each other during this transition?

If yes, clarify how (so that they are keeping their attention on completing the transition).

HELP

How do students get questions answered? How do students get your attention?

ACTIVITY

Explain transition. What will be different afterward (for example, change in location, use of different materials)? Include time criteria (how long it should take).

MOVEMENT

If the transition itself does not involve getting out of seats, can students get out of their seat for any reason during the transition?

If yes, what are acceptable reasons?

If the transition itself involves out-of-seat movement, can a student go elsewhere, for example, to sharpen a pencil?

PARTICIPATION

What behaviors show that students are participating in the transition fully and responsibly?

What behaviors show that a student is not participating appropriately in the transition?

Exhibit 4.3

**CHAMPs Classroom Activity Worksheet:
Reproducible Template**

Activity: _____

CONVERSATION

Can students engage in conversation with each other during this activity?

If yes, about what?

With whom?

How many students can be involved in a single conversation?

How long can the conversation last?

HELP

How do students get questions answered? How do students get your attention?

If students have to wait for help, what should they do while they wait?

ACTIVITY

What is the expected end product of this activity? (This may vary from day to day.)

MOVEMENT

Can students get out of their seats during the activity?

If yes, acceptable reasons include:

- | | |
|---------------------------------|---------------------------|
| <input type="checkbox"/> Pencil | Restroom |
| Drink | Hand in/pick up materials |
| Other | |

Do they need permission from you?

PARTICIPATION

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

Copyright © 2006 by John Wiley & Sons, Inc.

Exhibit 1.2

Management and Discipline Planning: Reproducible Form

1. For each question, circle the number under the statement that best answers the question. When you are unsure about the answer to a question, circle the middle number.
2. Total the scores for all items. You should have a number between 0 and 120.
3. Use the scale at the end of the form to determine the most appropriate structure level for your classroom management plan.

Questions 1-6 relate to the population of the entire school.

1. How would you describe the overall behavior of students in your school?	Generally quite irresponsible. I frequently have to nag and/or assign consequences. 10	Most students behave responsibly, but about 10 percent put me in the position where I have to nag and/or assign consequences. 5	Generally responsible. I rarely find it necessary to nag and/or assign consequences. 0
2. What percentage of students in your school qualify for free or reduced lunch?	60 percent or more 10	10 to 60 percent 5	Less than 10 percent 0
3. What percentage of students in your school typically move in and/or out of the school during the course of the school year?	50 percent or more 10	10 to 50 percent 5	Less than 10 percent 0
4. How would you describe the overall attitude of students toward school?	A large percent hate school and ridicule the students who are motivated. 10	It's a mix, but most students feel okay about school. 5	The vast majority of students like school and are highly motivated. 0
5. How would you describe the overall nature of the interactions between students and adults in your school?	There are frequent confrontations, which include sarcasm and/or disrespect. 10	There is a mix, but most interactions are respectful and positive. 5	The vast majority of interactions are respectful and positive. 0
6. How would you describe the level of interest and support provided by the parents of students in your school?	Many parents are openly antagonistic, and many show no interest in school. 10	Most parents are at least somewhat supportive of school. 5	The majority are interested, involved, and supportive of what goes on in the school. 0

Questions 7-11 relate to students in your class this year. Use your most difficult class, or if you are doing this before the school year begins, simply give your best guess.

7. What grade level do you teach?	Ninth grade 20	Tenth grade 5	Eleventh or twelfth grade 0
8. How many students do you have in your class?	30 or more 10	23 to 30 5	22 or fewer 0
9. What is the reputation of this group of students from previous years? For example, if you teach tenth grade, what was the reputation of these students as ninth graders?	This class is going to be awful. 10	It's a mix, but most students work hard and cooperate. 5	This group is very hard working and cooperative. 0
10. How many students in your class have been identified as severely emotionally disturbed (SED)? Note: This label varies from state to state.	Two or more 10	One 5	Zero 0
11. Not including students identified as SED, how many students have a reputation for chronic discipline problems?	Three or more 10	One or two 5	Zero 0

Total _____

What get get's minute better

Copyright © 2006 by John Wiley & Sons, Inc.

Figure 3.1 Classroom Management and Discipline Planning Questionnaire (Teacher's Needs)

Read each question, then assign yourself a score from 0 to 20, where 0 represents the answer on the left of the scale and 20 the answer on the right.	
1	<p>What is your tolerance for background noise?</p> <p>I love to have conversations in crowded, noisy restaurants. 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p> <p>Christmas music in department stores drives me crazy after about 30 minutes.</p>
2	<p>What is your tolerance for individual voices (volume, pitch, whiny, mumbling, etc.)?</p> <p>No style seems to bother me—even when there are several at once. 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p> <p>Some voices are like fingernails on a chalkboard.</p>
3	<p>What is your tolerance for interruption?</p> <p>I would be fine working as a receptionist—managing phones, people, and equipment. 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p> <p>When the phone rings twice during dinner, I want to scream.</p>
4	<p>What is your tolerance for background movement?</p> <p>I thrive on the hustle and bustle of downtown in a large city during the holiday season. 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p> <p>I prefer to relax by the side of a lake.</p>
5	<p>What is your ability to multitask without becoming flustered?</p> <p>I love to do three things at once. 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p> <p>I do not like to talk to anyone while I am collating papers.</p>
<p>Total your score → 42</p>	

Classroom Management STOIC Checklist

Variables	Questions to guide discussion	Y	N	Comments
Structure/ Organize the classroom for success.	<ol style="list-style-type: none"> 1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently? 2. Can you and your students access materials and the pencil sharpener without disturbing others? 3. Does the schedule create consistency, variety, and opportunities for movement? 4. Do you have effective beginning and ending routines? 5. Have you defined clear expectations for instructional activities? 6. Have you defined clear expectations for transitions between activities? 	Y Y Y Y Y Y	N N N N N N	
Teach students how to behave responsibly in the classroom.	<ol style="list-style-type: none"> 1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions? 2. Have you created lessons and explicitly taught expectations for classroom routines and policies? 3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.) 	Y Y Y	N N N	
Observe student behavior (supervise!).	<ol style="list-style-type: none"> 1. Do you circulate and scan as a means of observing/monitoring student behavior? 2. Do you model friendly, respectful behavior while monitoring the classroom? 3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan? 	Y Y Y	N N N	
Interact positively with students.	<ol style="list-style-type: none"> 1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)? 2. Do you provide age-appropriate, non-embarrassing feedback? 3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior? 	Y Y Y	N N N	
Correct irresponsible behavior fluently— that is, in a manner that does not interrupt the flow of instruction.	<ol style="list-style-type: none"> 1. Do you correct consistently? 2. Do you correct calmly? 3. Do you correct immediately? 4. Do you correct briefly? 5. Do you correct respectfully? 6. Do you have a menu of in-class consequences that can be applied to a variety of infractions? 7. Do you have a plan for how to respond to different types of misbehavior fluently? 	Y Y Y Y Y Y Y	N N N N N N N	

Discipline in the Secondary Classroom

Presented by:

Jane Harris
Nofear1127@aol.com

Safe and Civil Schools

“CHAMPS”

**A Proactive and Positive
Approach to Classroom
Management**

Presented by:

**Jane Harris
Safe and Civil Schools
nofear1127@aol.com**

Reproducible Form 2.4

CLASSROOM MANAGEMENT STOIC CHECKLIST



Variables	Questions to guide discussion	Y	N	Comments
S tructure/ O rganize the classroom for success.	1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?	<input type="radio"/> Y	<input type="radio"/> N	
	2. Can you and your students access materials and the pencil sharpener without disturbing others?	<input type="radio"/> Y	<input type="radio"/> N	
	3. Does the schedule create consistency, variety, and opportunities for movement?	<input type="radio"/> Y	<input type="radio"/> N	
	4. Do you have effective beginning and ending routines?	<input type="radio"/> Y	<input type="radio"/> N	
	5. Have you defined clear expectations for instructional activities?	<input type="radio"/> Y	<input type="radio"/> N	
	6. Have you defined clear expectations for transitions between activities?	<input type="radio"/> Y	<input type="radio"/> N	
T each students how to behave responsibly in the classroom.	1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?	<input type="radio"/> Y	<input type="radio"/> N	
	2. Have you created lessons and explicitly taught expectations for classroom routines and policies?	<input type="radio"/> Y	<input type="radio"/> N	
	3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.)	<input type="radio"/> Y	<input type="radio"/> N	
O bserve student behavior (supervise!)	1. Do you circulate and scan as a means of observing/monitoring student behavior?	<input type="radio"/> Y	<input type="radio"/> N	
	2. Do you model friendly, respectful behavior while monitoring the classroom?	<input type="radio"/> Y	<input type="radio"/> N	
	3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?	<input type="radio"/> Y	<input type="radio"/> N	
I nteract positively with students.	1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)?	<input type="radio"/> Y	<input type="radio"/> N	
	2. Do you provide age-appropriate, non-embarrassing feedback?	<input type="radio"/> Y	<input type="radio"/> N	
	3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior?	<input type="radio"/> Y	<input type="radio"/> N	
C orrect irresponsible behavior fluently— that is, in a manner that does not interrupt the flow of instruction.	1. Do you correct consistently?	<input type="radio"/> Y	<input type="radio"/> N	
	2. Do you correct calmly?	<input type="radio"/> Y	<input type="radio"/> N	
	3. Do you correct immediately?	<input type="radio"/> Y	<input type="radio"/> N	
	4. Do you correct briefly?	<input type="radio"/> Y	<input type="radio"/> N	
	5. Do you correct respectfully?	<input type="radio"/> Y	<input type="radio"/> N	
	6. Do you have a menu of in-class consequences that can be applied to a variety of infractions?	<input type="radio"/> Y	<input type="radio"/> N	
	7. Do you have a plan for how to respond to different types of misbehavior fluently?	<input type="radio"/> Y	<input type="radio"/> N	

Figure 3.1 Classroom Management and Discipline Planning Questionnaire (Teacher's Needs)

<p>Read each question, then assign yourself a score from 0 to 20, where 0 represents the answer on the left of the scale and 20 the answer on the right.</p>	
<p>1 What is your tolerance for background noise?</p>	<p>I love to have conversations in crowded, noisy restaurants.</p> <p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p> <p>Christmas music in department stores drives me crazy after about 30 minutes.</p>
<p>2 What is your tolerance for individual voices (volume, pitch, whiny, mumbling, etc.)?</p>	<p>No style seems to bother me—even when there are several at once.</p> <p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p> <p>Some voices are like fingernails on a chalkboard.</p>
<p>3 What is your tolerance for interruption?</p>	<p>I would be fine working as a receptionist—managing phones, people, and equipment.</p> <p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p> <p>When the phone rings twice during dinner, I want to scream.</p>
<p>4 What is your tolerance for background movement?</p>	<p>I thrive on the hustle and bustle of downtown in a large city during the holiday season.</p> <p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p> <p>I prefer to relax by the side of a lake.</p>
<p>5 What is your ability to multitask without becoming flustered?</p>	<p>I love to do three things at once.</p> <p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p> <p>I do not like to talk to anyone while I am collating papers.</p>
<p>Total your score →</p>	

C H A M P S

3.1

MANAGEMENT & DISCIPLINE PLANNING QUESTIONNAIRE (1 of 2)

For each question, circle the number under the statement that best answers the question. If you are unsure about or do not know the answer to a question, circle the middle choice. When you are done, add all the numbers circled and enter the total on the line provided (you should have a number between 0 and 120).

Questions 1-6 relate to the population of the entire school.

1	How would you describe the overall behavior of students in your school?	Generally quite irresponsible. I frequently have to nag and/or assign consequences. 10	Most students behave responsibly, but about 10% put me in the position where I have to nag and/or assign consequences. 5	Generally responsible. I rarely find it necessary to nag and/or assign consequences. 0
2	What percentage of students in your school qualify for free or reduced lunch?*	60% or more 10	10% to 60% 5	Less than 10% 0
3	What percentage of students in your school typically move in and/or out of the school during the course of the school year?	50% or more 10	10% to 50% 5	Less than 10% 0
4	How would you describe the overall attitude of students toward school?	A large percentage hate school and ridicule the students who are motivated. 10	It's a mix, but most students feel OK about school. 5	The vast majority of students like school and are highly motivated. 0
5	How would you describe the overall nature of the interactions between students and adults in your school?	There are frequent confrontations that include sarcasm and/or disrespect. 10	There is a mix, but most interactions are respectful and positive. 5	The vast majority of interactions are respectful and positive. 0
6	How would you describe the level of interest and support provided by the parents of students in your school?	Many parents are openly antagonistic, and many show no interest in school. 10	Most parents are at least somewhat supportive of school. 5	The majority of parents are interested, involved, and supportive of what goes on in school. 0

**Questions 7-11 relate to students in your class this year.
Middle school teachers: Evaluate your most difficult class.**

7	What grade level do you teach?	K or 1 20	6, 7, or 8 10	Other 0
8	How many students do you have in your class?	30 or more 10	23 to 30 5	22 or fewer 0
9	What is the reputation of this group of students from previous years (e.g., if you teach fifth grade, what was the reputation of these students as fourth graders)?	This is the class from hell. 10	It's a mix, but most of the students work hard and cooperate. 5	This group is very hard working and cooperative. 0
10	How many students in your class have been identified as Severely Emotionally Disturbed (SED)? Note: This label varies from state to state (e.g., ED, EBD, BD, etc.).	Two or more 10	One 5	Zero 0
11	Not including students identified as SED, how many students in your class have a reputation for chronic discipline problems?	Three or more 10	One or two 5	Zero 0

* While poverty level tells you nothing about an individual student, the percentage of students from poverty has an influence on the teacher's initial decision about level of structure. Notice that this is weighted the same as Item 8, the number of students in the class.

Total _____

C H A M P S

>> no. 4.2

CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity _____

Conversation

Can students engage in conversations with each other during this activity?
If yes, about what? With whom?
How many students can be involved in a single conversation?
How long can the conversation last?

Voice Level:

Help

How do students get questions answered? How do students get your attention?

If students have to wait for help, what should they do while they wait?

Activity

What is the expected end product of this activity? (Note: This may vary from day to day.)

Movement

Can students get out of their seats during the activity?

If yes, acceptable reasons include: pencil sharpener restroom
drink hand in/pick up materials
other:

Do they need permission from you?

Participation

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

Success!



CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity _____

Conversation

Can students engage in conversations with each other during this activity?
If yes, about what? With whom?
How many students can be involved in a single conversation?
How long can the conversation last?

Voice Level:

Help

How do students get questions answered? How do students get your attention?
If students have to wait for help, what should they do while they wait?

Activity

What is the expected end product of this activity? (Note: This may vary from day to day.)

Movement

Can students get out of their seats during the activity?
If yes, acceptable reasons include: pencil sharpener
drink
other:

restroom
hand in/pick up materials

Do they need permission from you?

Participation

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

Success!

C H A M P S

>> no. 4.4

CHAMPS TRANSITION WORKSHEET

Transition _____

Conversation

Can students engage in conversations with each other during this transition?
If yes, clarify how (so that they keep their attention on completing the transition).

Voice Level:

Help

How do students get questions answered? How do students get your attention?

Activity

Explain the transition. What will be different afterwards? (e.g., change in location, use of different materials, etc.).
Include time criteria (how long it should take).

Movement

If the transition itself does not involve getting out of seats, can students get out of their seat for any reason during the transition? If yes, what are acceptable reasons?

If the transition itself involves out-of-seat movement, can a student go elsewhere (e.g., to sharpen a pencil)?

Participation

What behaviors show that students are participating in the transition fully and responsibly?

What behaviors show that a student is not participating appropriately in the transition?

Disrespect

Success!

C H A M P S

no. 5.1

CLASSROOM MANAGEMENT AND DISCIPLINE PLAN (1 of 3)

Teacher _____ School Year _____ Room No. _____ Grade Level _____

The level of structure I anticipate establishing is (check one): High Medium Low

Guidelines for Success:

Posted Rules:

Attention Signal:

CHAMPS Expectations for Classroom Activities and Transitions:

Encouragement Procedures: (See Chapter 7, Motivation; and Chapter 8, Classwide Motivation.)



C H A M P S

» no. 5.1

CLASSROOM MANAGEMENT AND DISCIPLINE PLAN (2 of 3)

Correction Procedures for Misbehavior (both early-stage corrections and rule violation consequences)

Beginning and Ending Routines

1. Routine for how students will enter the room:
2. Routine for how students will be instructionally engaged while attendance is taken and for how opening business is conducted:
3. Routine for dealing with tardy students:
4. Routine for dealing with students who come to class without necessary materials:
5. Routine for dealing with students returning after an absence:
6. Routine for wrapping up at end of day/class:
7. Routine for dismissal:

Effective Communication Skills to Increase Compliance

HOW You Communicate

1. **Be Aware of Physical Distance**--Don't invade the student's personal space (18 to 36 inches), but don't correct from across the room. Communication from more than 4 feet away is not usually effective. If you are too close, look for the student to show clenched fists, putting hands on hips, moving away, tightening of facial muscles, and/or saying something like "get out of my face."
2. **Use Effective Facial Expressions**—Establish eye contact, but don't glare or demand the child look at you. Keep a neutral expression by nodding when the student is talking, tilting your head to the side, using "soft" eyes, and smiling only when appropriate.
3. **Be Aware of Body Language**--Use a "supportive stance" which is an open body posture with shoulders at 45° to the student with hands at your side, unclenched fists and one foot behind the other. This gives you a safety margin. Do NOT touch the student. Avoid the challenge posture of clenched fists, folded arms, hands behind your back or in pockets, and/or facial scowl. Remember, 54% of your message's meaning comes from your body language.
4. **Watch Your Loudness**--Use a calm, controlled, soft, slow and firm voice rather than a loud and emotional voice. Remember, 38% of your message's meaning comes from your tone, speed, and loudness.
5. **Give Time to Comply**--Allow student 5-10 seconds to comply. **Give Time to Comply**--Allow student 5-10 seconds to comply. Allows the student to "save face." Don't expect or demand immediate compliance. Shift the attention or focus away from the student.


WHAT You Say

6. **Make More "Start" than "Stop" Requests**--State behavior you want in positive terms rather than telling students to stop doing something.
7. **Avoid Emotional Requests**--Leave the negative or emotional requests and sarcasm at home; they interfere with compliance.
8. **Focus on Descriptive Requests**--Make your requests brief, descriptive, and objective. Avoid asking questions (e.g., "what were you doing?" or "did you do that?"). Don't say--"be good" or "behave yourself." Say the student's name first and specify what you want (e.g., Linda, return to your seat now and work on your math work.).
9. **Offer One Request/One Repeat**--Make one request at a time. Don't nag! Make one request at a time. Don't nag! If doesn't comply, repeat the request and add a *mild* consequence and end by saying: . . . "make a choice that is good for you." "Linda, return to your desk and work on your math. If you don't, you will owe me 20 seconds after class change. Make a choice that is good for you." You must always follow through with the mild consequence when using this. Otherwise, student misbehavior may not stop.
10. **Reinforce Compliance**--Don't ignore compliance; acknowledge it either verbally or nonverbally (smile, head nod, wink, or thumbs up)!

Classroom Management Skills—CHAMPS Implementation Rubric

When implementing **CHAMPS**, check which stage of implementation you are for each component.

CHAMPS Components	Stage 1 PREPARING	Stage 2 GETTING STARTED	Stage 3 MOVING ALONG	Stage 4 IN PLACE
Attention Signal	Attention signal is used, but doesn't have both visual and auditory parts or can only be used inside the classroom.	An attention signal with both visual and auditory components is taught and practiced.	The attention signal is used daily, but a portion of the students doesn't respond consistently.	All or almost all of the students respond consistently to the attention signal in or out of class.
Guidelines for Success (GFS)	GFS are in rough-draft form and have not yet been taught to students	GFS have been taught and posted. Teacher refers to them during class period.	Guidelines are posted and reviewed one or more times weekly.	Students can identify and define at least 1 Guideline when asked.
Classroom Rules and Consequences for Rule Violations	3-5 classroom rules addressing most frequent or irritating misbehaviors and assigned consequences are in the planning stages.	3-5 classroom rules and their assigned consequences have been finalized and posted, but not yet taught to students.	Students have been taught the rules consequences, but aren't referenced when correcting rule violations.	Rules are re-taught as needed including after breaks in the school calendar and they are referenced when students need to be redirected.
Expectations for Classroom Activities (Independent Work, Tests, Cooperative Groups & Lecture)	Expectations for classroom academic activities have been considered but are not written.	Expectations are written in CHAMPS plan, but have not been taught to the students.	Expectations are sometimes taught/shared with students prior to the activity.	CHAMPS expectations are written <u>and</u> reviewed with the students before each activity.
Expectations for Key Classroom Transitions	Expectations for classroom transitions have been considered but are not written.	Expectations are written in CHAMPS plan, but have not been taught to the students.	Expectations are sometimes taught/shared with students prior to the activity.	CHAMPS plans are written <u>and</u> reviewed with the students before each classroom transition.
Beginning and Ending Routines	Planned routines aren't evident or are only communicated verbally.	Routines are in writing but are infrequently reviewed.	Routines are evident and are implemented consistently.	All or most students know & consistently follow the routines.
Understands Motivation	Understands the power of influencing motivation by deploying extrinsic strategies to address <i>expectancy</i> and <i>value</i> .	Sometimes delivers extrinsic strategies for <i>expectancy</i> or <i>value</i> in academics and behavior.	Sometimes delivers extrinsic strategies for both <i>expectancy</i> & <i>value</i> in academics and behavior.	Extrinsic strategies are always used to boost <i>expectancy</i> & <i>value</i> in academics and behavior.
Ratio of Positive Interactions (RPI)	Exhibits a RPI ratio of $\leq 1:1$ for positive interactions vs. negative interactions.	Exhibits a $\leq 2:1$ RPI ratio of positive interactions vs. negative interaction.	Achieves $\geq 3:1$ RPI ratio with most, but not all, students.	Consistently exhibits a $\geq 3:1$ RPI with all students.
Effective Communication Skills When Correcting	Sometimes struggles to calmly and consistently deliver effective verbal corrections.	Effectively displays skills in <i>how to say it</i> (personal space, talks low & slow, body & facial language, and gives time to comply).	Effectively displays skills in <i>what to say</i> (gives more start requests, avoids emotion, is objective, doesn't nag, & reinforces compliance).	Consistently deliver skills in <i>how to say it</i> <u>and</u> <i>what to say</i> when verbally correcting student behavior.
Corrective Procedures	Working to deliver appropriate mild to moderate corrective strategies but is not consistent.	More consistent with most students but sometimes frustration results in referring minor misbehavior to the office.	Fluently delivers effective mild consequences. Refers only severe misbehavior to the office.	Fluently delivers effective mild consequences and is implementing strategies to address chronic misbehavior.
Classroom Management Plan (CMP)	Teacher is beginning to identify the details of the CMP, which may be written, but not implemented.	CMP has been developed, written and taught to students.	CMP is being used daily by the teacher.	CMP is used daily and assessed regularly. Also used by students & subs to see what to do.



PRESENTED BY: LAURA HAMILTON

- **"Tough Kids" will ALWAYS raise you one on the emotional scale!**
- **The trick is to NOT "join in" the escalation cycle with the student**
- **Instead....DISENGAGE!**
- ***"First you deal with the moment... Then you deal with the behavior!"***

Adapted from Sprick's CHAMPS TTT by Laura Hamilton

- **"_____ " power is not enough.**
- **We tend to think that the person with the most "power" can MAKE THE KID STOP.**
 - "It worked with me..."
 - "It works with most of my students."
- **Many of our toughest students just don't get (or have never been taught) this "SYMBOLIC POWER" of authority**
 - ***We are the ones that end up most frustrated, because traditional discipline strategies leave us feeling powerless and ineffective!***

Adapted from Sprick's CHAMPS TTT by Laura Hamilton


Reinforcement and Punishment:
Function Over Form
Reinforcement and Punishment are not
 “_____” they are “_____”
 Effects are to either “increase” or “decrease”
 behavior
 Oxymoronic, “I’ve tried positive reinforcement,
 and it doesn’t work.”

Adapted from Sprick's CHAMPs TTT ©2011. Reprinted by permission. Reprinted on the basis of
 by Laura Hamilton under copyright in 2010. Copyright ©2010, 12/17/08

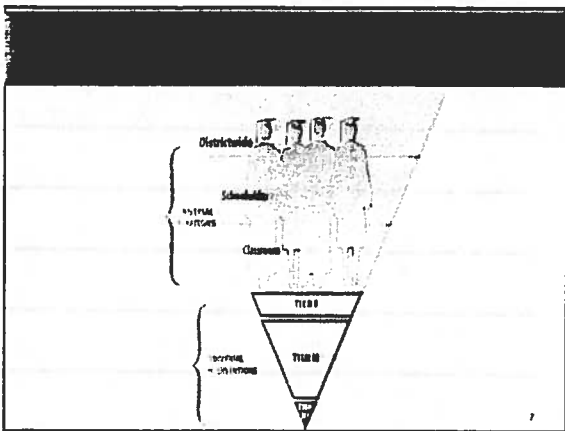
-
-
-
-

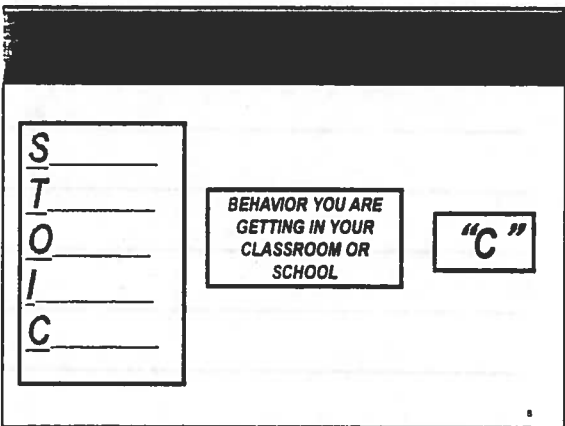
Adapted from Sprick's CHAMPs TTT
 by Laura Hamilton

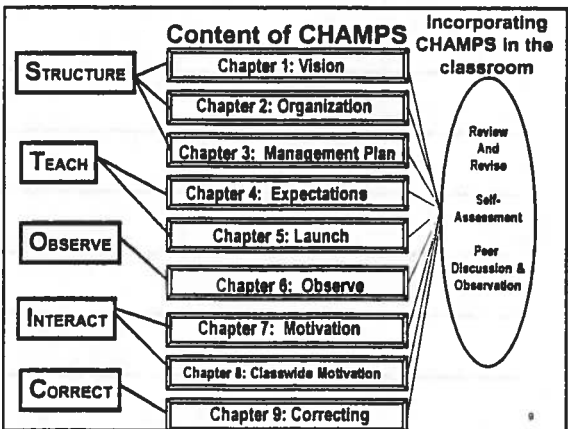
**The problem today is that
 we have a SURPLUS of
SIMPLE ANSWERS
 and a
SHORTAGE
 of SIMPLE PROBLEMS!
 Syracuse Herald**



Adapted from Sprick's CHAMPs TTT
 by Laura Hamilton







Pg. 28 of CHAMPS

1. Behavior that is repeated is motivated— behavior does not reoccur when there is no motivation (Katzell & Thompson, 1990)
 - THIS CONCEPT IS ALWAYS TRUE!
2. Most people are motivated to engage in a particular behavior by a **MIX OF INTRINSIC & EXTRINSIC FACTORS**
 - Consider something you enjoy doing and the bonus of being recognized for it!

Adapted from Sprick's CHAMPS TTT by Laura Hamilton

10

Pg. 29 of CHAMPS

3. There is a relationship between a person's **INTRINSIC MOTIVATION** to engage in a task and that person's **PROFICIENCY** at that task
4. To increase motivation in unmotivated students, **BOTH** must be addressed
 - The line between the two are not as distinct as it may seem

Adapted from Sprick's CHAMPS TTT by Laura Hamilton

11

Pg. 28 of CHAMPS

- In **EARLY** stages of learning something new OR when learning is difficult, some students are **NOT** likely to be **INTRINSICALLY** motivated to engage in behaviors necessary to learn
- As the student becomes more proficient at the task, **EXTRINSIC** motivators should be faded out
- Chapters 7 & 8 have suggestions for both intrinsic & extrinsic motivators

Adapted from Sprick's CHAMPS TTT by Laura Hamilton

12

1. Include high expectations for student success
 2. Build positive relationships with students
 3. Create consistent, predictable classroom routines
 4. Teach students how to behave successfully
 5. Provide frequent positive feedback
 6. Correct misbehavior in a calm, consistent, logical manner

Adapted from Sprick's CHAMPS TTT by Laura Hamilton

13

Vagueness:	"Treat others like you want to be treated." "Do your best."
Broad Values— Guidelines for Success	"Be respectful." "Be responsible."
Classroom Expectations	"Raise hand before you speak." "Before leaving your seat, get permission."
Classroom Procedures	"Go to your seat when you enter the room." "Wait for the bell to ring before leaving your desk."

Adapted from Sprick's CHAMPS TTT by Laura Hamilton

14

Pg. 118-119 ed. Book: CSE pg. 131

1. Stated **POSITIVELY**

- Is there ever any exception to this?

2. Should be Specific and Refer to **OBSERVABLE BEHAVIORS**

3. **TEACH** your rules using POSITIVE & NEGATIVE examples

4. Applicable throughout the **ENTIRE CLASS PERIOD**

5. **POSTED** in a prominent, visible location

Adapted from Sprick's CHAMPS TTT by Laura Hamilton

15

Fair does not mean doing the same thing for all students... it means striving to meet the individual needs of each student.

"There is nothing more unequal than equal treatment of unequals."

Adapted from Spock's CHAMPs TTT
by Laura Hamilton

1. To create and maintain a positive, respectful, and safe learning environment for all students
 2. To make behavioral and academic expectations for each student crystal clear
 3. To judge each student's needs and create strategies to meet those needs
 4. To be consistent and fair* in the implementation of classroom expectations and procedures
- Adapted from Spock's CHAMPs TTT
by Laura Hamilton

Exhibit 4.2

Management and Discipline Planning

1. For each question, circle the number under the statement that best answers the question. When you are unsure about the answer to a question, circle the middle number.
2. Total the scores for all items. You should have a number between 0 and 120.
3. Use the scale at the end of the form to determine the most appropriate structure level for your classroom management plan.

Questions 1 to 6 relate to the population of the entire school:

1. How would you describe the overall behavior of students in your school?	Generally quite irresponsible. I frequently have to nag and/or assign consequences. 10	Most students behave responsibly, but about 10 percent put me in the position where I have to nag and/or assign consequences. 5	Generally responsible. I rarely find it necessary to nag and/or assign consequences. 0
2. What percentage of students in your school qualify for free or reduced lunch?	60 percent or more 10	10 to 60 percent 5	Less than 10 percent 0
3. What percentage of students in your school typically move in and/or out of the school during the course of the school year?	50 percent or more 10	10 to 50 percent 5	Less than 10 percent 0
4. How would you describe the overall attitude of students toward school?	A large percentage hate school and ridicule the students who are motivated. 10	It's a mix, but most students feel okay about school. 5	The vast majority of students like school and are highly motivated. 0
5. How would you describe the overall nature of the interactions between students and adults in your school?	There are frequent confrontations, which include sarcasm and/or disrespect. 10	There is a mix, but most interactions are respectful and positive. 5	The vast majority of interactions are respectful and positive. 0
6. How would you describe the level of interest and support provided by the parents of students in your school?	Many parents are openly antagonistic, and many show no interest in school. 10	Most parents are at least somewhat supportive of school. 5	The majority are interested, involved, and supportive of what goes on in the school. 0

Taken from *Discipline in the Secondary Classroom*, Third Edition, by Randall S. Sprick, copyright © 2013 by John Wiley & Sons, Inc.

Questions 7–11 relate to students in your class this year. Use your most difficult class, or if you are doing this before the school year begins, simply give your best guess.

7. What grade level do you teach?	Ninth grade 20	Tenth grade 5	Eleventh or twelfth grade 0
8. How many students do you have in your class?	30 or more 10	23 to 30 5	22 or fewer 0
9. What is the reputation of this group of students from previous years? For example, if you teach tenth grade, what was the reputation of these students as ninth graders?	This class is going to be awful. 10	It's a mix, but most students work hard and cooperate. 5	This group is very hard working and cooperative. 0
10. How many students in your class have been identified as severely emotionally disturbed (SED)? Note: This label varies from state to state.	Two or more 10	One 5	Zero 0
11. Not including students identified as SED, how many students have a reputation for chronic discipline problems?	Three or more 10	One or two 5	Zero 0

Total: _____

If your total score is:

0 to 30

31 to 60

61 to 120

Your risk factors are:

Low, which means your students can probably be successful with a classroom management plan that involves low, medium, or high structure. The level of structure can be defined by your teaching style.

Medium, which means that for your students to be successful, your classroom management plan should involve medium or high structure.

High, which means that for your students to be successful, your classroom management plan should involve high structure. Regardless of your personal preference or style, your students will probably benefit from a detailed, systematic, and organized classroom management plan.

Appendix B:

Basic Facts About the Americans with Disabilities Act

Title I – Employment

- Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.
- Employers can ask about one's ability to perform a job, but prior to offering a job they cannot inquire if someone has a disability or require medical examinations.
- Employers cannot use tests that tend to screen out people with disabilities unless the tests measure job-related skills.
- Employers need to provide "reasonable accommodation" to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.
- Employers do not need to provide accommodations that impose an "undue hardship" on business operations.
- Who needs to comply:
 - Private employers with 15 or more employees.
 - State and local government employers, regardless of how many employees they have.

Title II – State and Local Governments

- State and local governments may not discriminate against qualified individuals with disabilities.
- State and local government agencies must make reasonable modifications to their policies and procedures to allow equal opportunities for individuals with disabilities to participate.
- All government facilities, services, and communications must be accessible consistent with the requirements of Section 504 of the Rehabilitation Act of 1973.
- All new construction must be accessible.
- New public transit buses must be accessible to individuals with disabilities.
- Transit authorities must provide comparable paratransit or other special transportation services to individuals with disabilities who cannot use fixed route bus services, unless an undue burden would result.
- Existing rail systems must have one accessible car per train.
- New rail cars must be accessible.
- New bus and train stations must be accessible.
- Key stations in rapid light and commuter rail systems must be made accessible by July 26, 1993, with

Unit 5: Rights and Responsibilities Under the Law

extensions up to 20 years for commuter rail (30 years for rapid and light rail).

- All existing Amtrak stations must be accessible by July 26, 2010.

Title III – Public Accommodations

- Private businesses such as restaurants, hotels, banks, and retail stores may not discriminate against individuals with disabilities.
- Auxiliary aids and services must be provided to ensure effective communications with individuals with vision or hearing impairments, unless an undue burden would result.
- Physical barriers in existing facilities must be removed, if removal is readily achievable. If removal is not readily achievable, alternative methods of providing the services must be offered, if they are readily achievable.
- All new construction and alterations of facilities must be accessible.

Title IV – Telecommunications

- Companies offering telephone service to the general public must offer telephone relay services to individuals who use telecommunications devices for the deaf (TDDs) or similar devices.
- All television public service announcements produced or funded in whole or in part by the federal government must include closed captioning.

Title V – Miscellaneous Provisions

- Title V includes information regarding the ADA's relationship with other federal and state laws such as the Rehabilitation Act of 1973.
- Retaliation and coercion are prohibited.
- The U.S. Congress and the agencies of the federal legislative branch are covered; discrimination against individuals with disabilities is prohibited in employment and other programs.

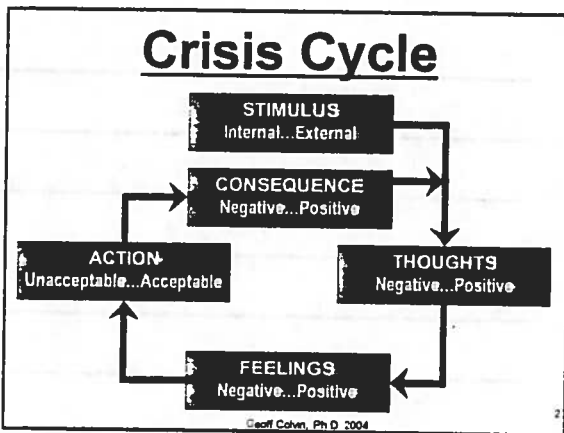
NOTES

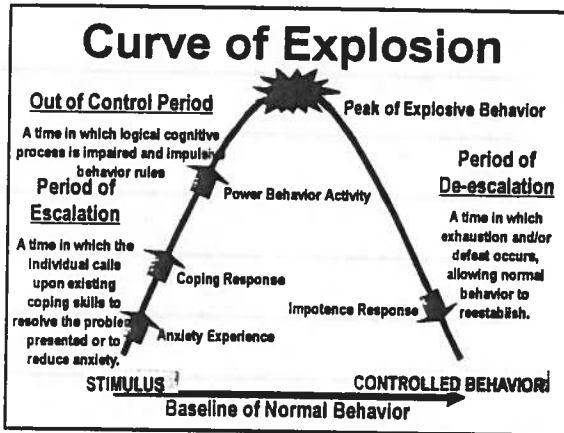


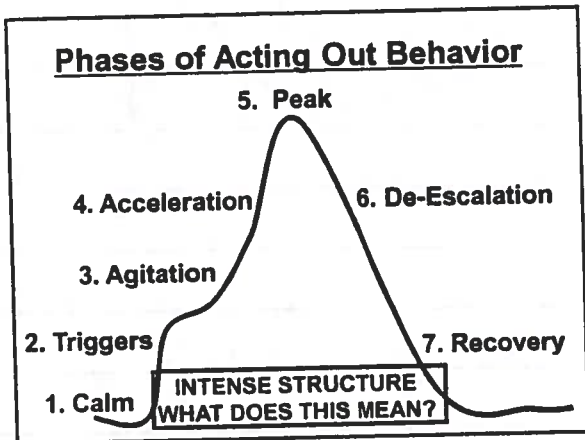
**PRINCIPLES OF BEHAVIOR
MANAGEMENT
MANAGING THE CYCLE OF ACTING
OUT BEHAVIOR
DE-ESCALATION STRATEGIES**

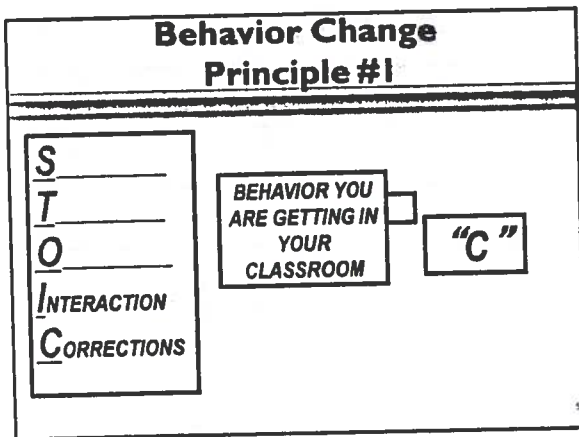
*"You Must First Seek to Understand...
If You Are To Be Understood."*

Geoff Colver, Ph.D. 2004









Behavior Change Principle #1
KNOW THE MAGIC QUESTION

What variables (S-T-O-I-C) can I manipulate to get responsible and engaging behavior from my students?

7/8/2015 Comprehensive Behavior Management Laura Hamilton

INTENTIONAL STOIC

- Structure
- Teach
- Observe
- Interact
- Correct

7/8/2015 Comprehensive Behavior Management Laura Hamilton

Behavior Change Principle #2


TEACH

MONITOR

FEEDBACK

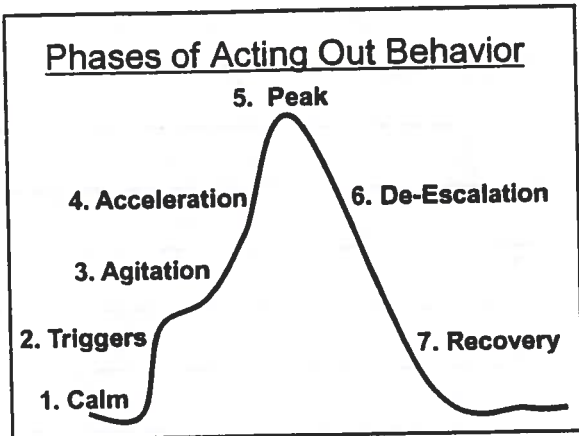
7/8/2015 Comprehensive Behavior Management Laura Hamilton

Behavior Change Principle #3



BEHAVIOR MOMENTUM!

7/8/2015 Comprehensive Behavior Management Laura Hamilton



School Based Triggers
Home Based Triggers

Geoff Colvin, Ph D. 2004 11

Strategies for Managing "Triggers"

- Pre-Correction
- Teaching (***NOT TELLING***)
SOCIAL SKILLS

Geoff Colvin, Ph D. 2004 12

Strategies for Managing "Triggers"

- **Pre-Correction**
- Teaching (***NOT TELLING***)
SOCIAL SKILLS

Geoff Colvin, Ph.D. 2004

Pre-Correction To Social Errors

1. Identify the ***context and the likely problem behavior***
2. Specify the ***expected behaviors***
3. Systematically ***modify the context***
4. Conduct ***Behavioral Rehearsals***
5. Provide ***Strong Reinforcement for Expected Behaviors***
6. ***Prompt*** Expected Behaviors
7. ***Monitor*** the Plan

Geoff Colvin, Ph.D. 2004

Example of *Pre-Correction*

- **Predictable Behavior**
 - When I give Sara Feedback, she is going to want to argue, refuse to listen or accept the feedback, and will refuse to cooperate
- **Expected Behavior**
 - Listen to my feedback without becoming upset or oppositional. She will accept my feedback, say OK, and correct her behavior next time

Geoff Colvin, Ph.D. 2004

Example of Pre-Correction

- **Context Modification**
 - I will tell Sara that she is about to receive feedback and to get ready to use her steps that we have worked on.
 - I might even ask her if she wants the feedback now or later after lunch.
 - I will also give her opportunities to give me feedback so I can model the steps for her

Geoff Colvin, Ph D. 2004

Example of Pre-Correction

- **Behavior Rehearsals**
 - Right before I give Sara feedback I will ask her to tell me what steps she is going to use
- **Strong Reinforcement**
 - When Sara uses the steps that we have worked on, I will give her **specific feedback** about how well she did

Geoff Colvin, Ph D. 2004

Example of Pre-Correction

- **Prompts**
 - Just let Sara know before she gets feedback that feedback is coming and ask if she is ready
- **Monitor Plan**
 - Continue to provide **specific feedback** as she becomes more accustomed in using the skills she has learned

Geoff Colvin, Ph D. 2004

Example of Pre-Correction

- **Predictable Behavior**
 - When I give Sara Feedback, she is going to want to argue, refuse to listen or accept the feedback, and will refuse to cooperate
- **Expected Behavior**
 - Listen to my feedback without becoming upset or oppositional. She will accept my feedback, say OK, and correct her behavior next time

Geoff Colvin, Ph.D. 2004

19

Example of Pre-Correction

- **Context Modification**
 - I will tell Sara that she is about to receive feedback and to get ready to use her steps that we have worked on.
 - I might even ask her if she wants the feedback now or later after lunch.
 - I will also give her opportunities to give me feedback so I can model the steps for her

Geoff Colvin, Ph.D. 2004

20

Example of Pre-Correction

- **Behavior Rehearsals**
 - Right before I give Sara feedback I will ask her to tell me what steps she is going to use
- **Strong Reinforcement**
 - When Sara uses the steps that we have worked on, I will give her ***specific feedback*** about how well she did

Geoff Colvin, Ph.D. 2004

21

Example of Pre-Correction

- **Prompts**

- Just let Sara know before she gets feedback that feedback is coming and ask if she is ready

- **Monitor Plan**

- Continue to provide *specific feedback* as she becomes more accustomed in using the skills she has learned

© Geoff Cohen, Ph.D. 2004

22

Strategies for Managing "Triggers"

- Pre-Correction

- **Teaching (NOT TELLING)
SOCIAL SKILLS**

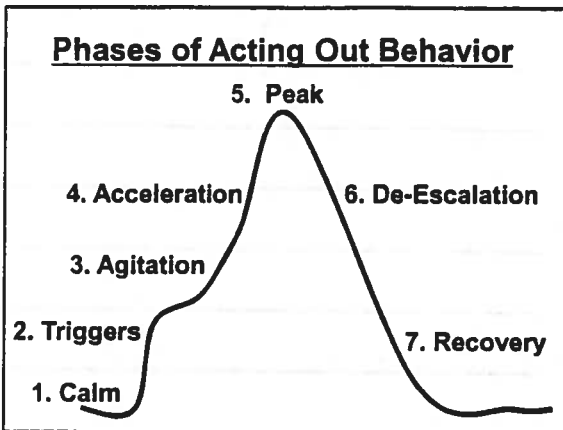
© Geoff Cohen, Ph.D. 2004

23

Parts to a Social Skill Lesson

1. Rational/Goal (Introduction)
2. Introduce the Steps (Tell Phase)
3. Model the Steps (Show Phase)
4. Students Practice the Steps (Do Phase)
5. Generalize/Transfer the Training (Conclusion)
6. Implement in Real Situations (Social Coaching)
7. Feedback, Review, Reinforce (Social Coaching/Monitoring-Feedback)

24



Procedures Designed to Address Agitation In The Classroom

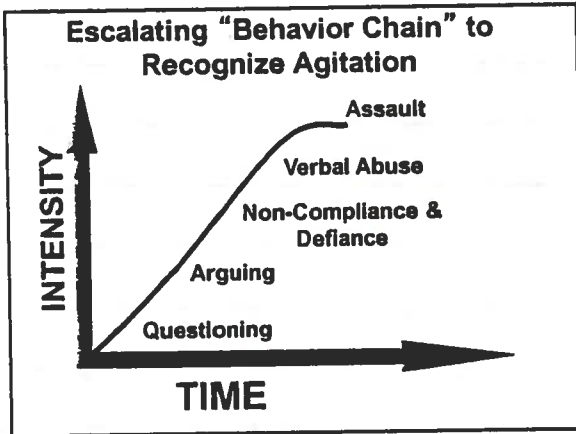
- **Recognize agitation**
 - What are the signs of agitation?
- **One of Two things happen:**
 - Student becomes over active
 - Student becomes under active or withdrawn
- **Goal:**
 - Identify the signs of agitation
 - Use effective strategies to help the student settle and resume class

Geoff Colvin, Ph.D. 2004

**Why is
RECOGNIZING AND RESPONDING
to the behavior at the
AGITATION STAGE so critical?**

*60 seconds to discuss at your
tables*

Geoff Colvin, Ph.D. 2004



"Behavior Chaining"

- **Non-Compliance & Defiance:** "How am I suppose to do HW if you never tell me!"
- **Arguing:** "Since when? Not since I've been here? Calling me a liar? You never told me!"
- **Questioning:** "What homework"?

Geoff Colvin, Ph.D. 2004

"Behavior Chaining"

- **Assault**
- **Verbal Abuse:** "Not working with any of you idiots! What's your problem punk? You think you can make me do this work?! What are you looking at?!"

Geoff Colvin, Ph.D. 2004

Procedures Designed to Address Agitation In The Classroom

- **Recognize** agitation
- **Communicate** concern
- **State** the expected task
- **Allow** space and time
- **Attend** to other students who are on task
- After some time, **Assist** student to begin work

Geoff Colvin, Ph.D. 2004

31

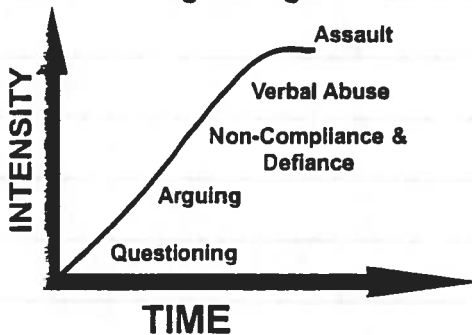
Common Strategies for Reducing Agitation

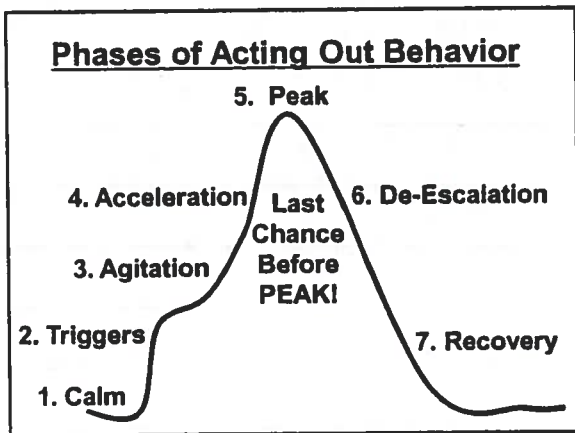
- Teacher recognition and support
- Provide space
- Present options
- Preferred activities
- Teacher proximity (SOMETIMES!)
- Independent activities
- Movement activities
- Relaxation activities
- Involve the student in the plan

Geoff Colvin, Ph.D. 2004

32

Escalating "Behavior Chain" to Recognize Agitation





Crisis is a Function of Position

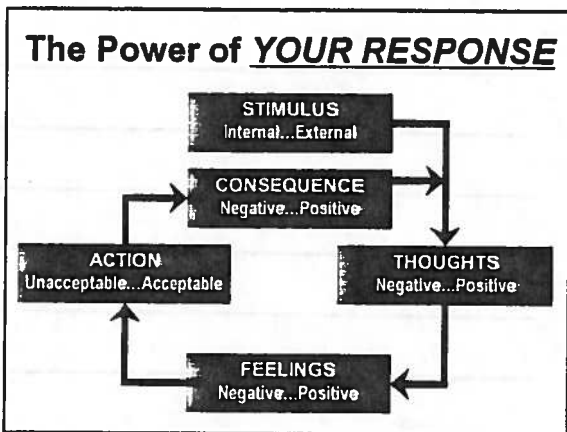
What happens in a crisis situation has more to do *with your own behavior* than the behavior of the child.

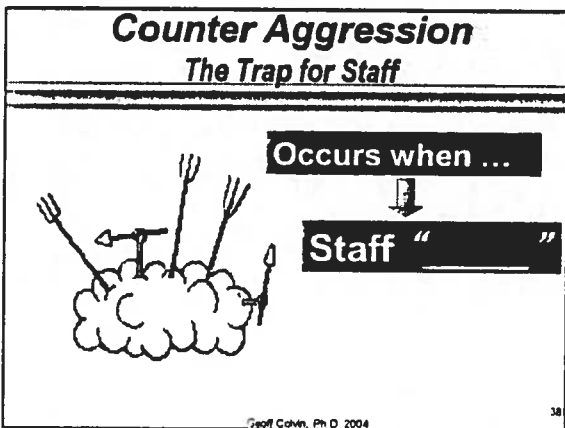
Geoff Cohen, Ph.D. 2004

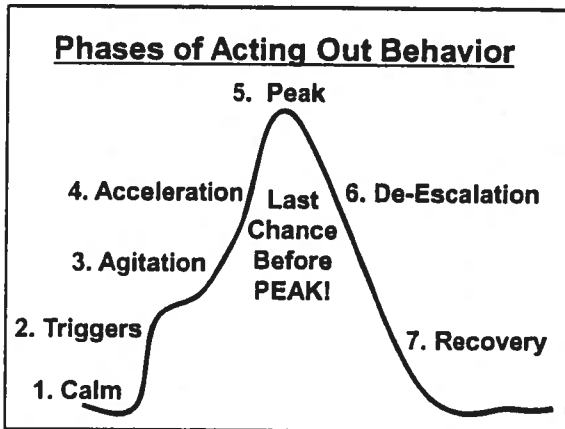
Usual Targets of "Smart Mouth" Remarks

1.
2.
3.

Peaceful







**What Are Some Things You
Should NOT Do When A
Student's Behavior Is
Escalating?**

Be Prepared To Report Out

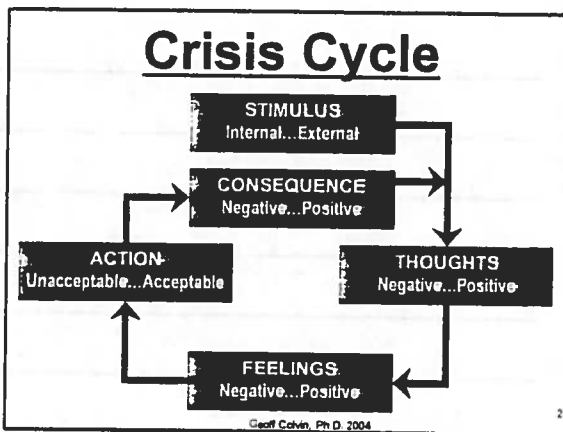
Geoff Colvin, Ph.D. 2004

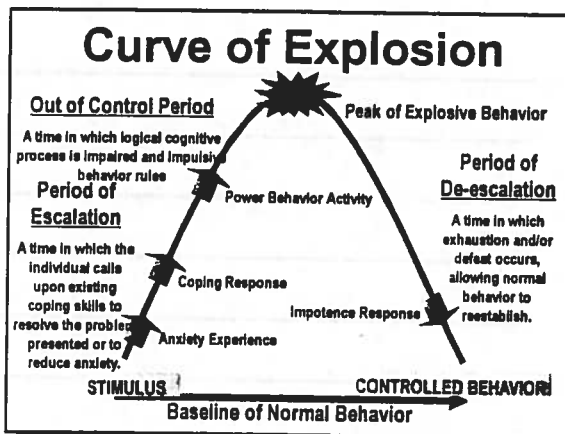
40

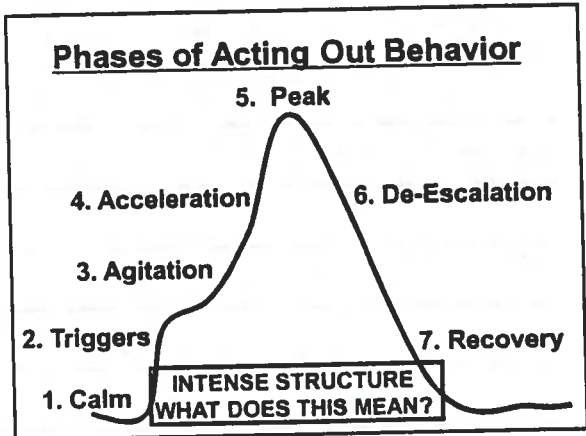
PRINCIPLES OF BEHAVIOR MANAGEMENT
MANAGING THE CYCLE OF ACTING OUT BEHAVIOR
DE-ESCALATION STRATEGIES

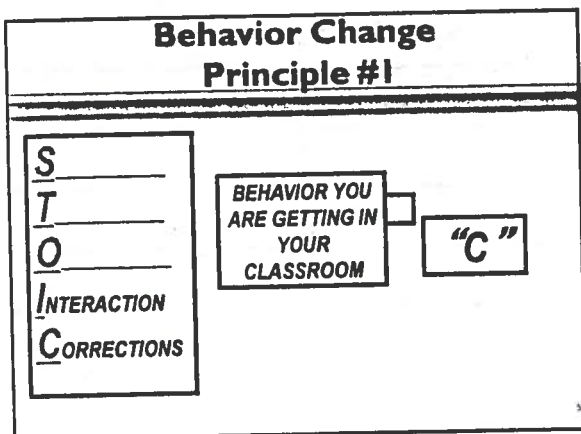
*"You Must First Seek to Understand...
If You Are To Be Understood."*

Geoff Colvin, Ph.D. 2004 1









Behavior Change Principle #1
KNOW THE MAGIC QUESTION

What variables (S-T-O-I-C) can I manipulate to get responsible and engaging behavior from my students?

7/6/2015 Comprehensive Behavior Management Laura Hamilton

INTENTIONAL STOIC

- Structure
- Teach
- Observe
- Interact
- Correct

7/8/2015 Comprehensive Behavior Management Laura Hamilton 7

Behavior Change Principle #2


TEACH

MONITOR

FEEDBACK

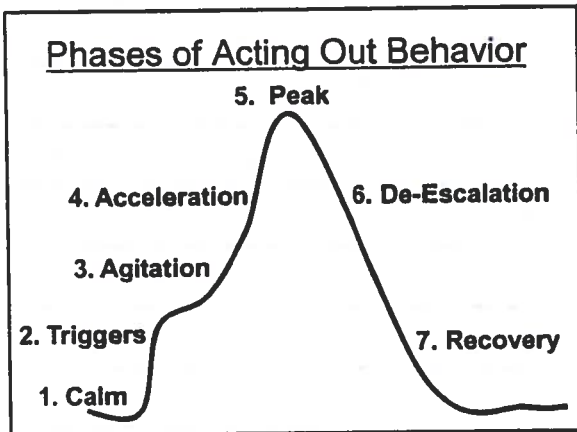
7/8/2015 Comprehensive Behavior Management Laura Hamilton 8

Behavior Change Principle #3



BEHAVIOR MOMENTUM!

7/8/2015 Comprehensive Behavior Management Laura Hamilton 9



School Based Triggers
Home Based Triggers

Strategies for Managing "Triggers"

- Pre-Correction
- Teaching (***NOT TELLING***)
SOCIAL SKILLS

Geoff Colvin, Ph.D. 2004

Strategies for Managing "Triggers"

- **Pre-Correction**
- Teaching (***NOT TELLING***)
SOCIAL SKILLS

Geoff Colvin, Ph.D. 2004

13

Pre-Correction To Social Errors

1. Identify the ***context and the likely problem behavior***
2. Specify the ***expected behaviors***
3. Systematically ***modify the context***
4. Conduct ***Behavioral Rehearsals***
5. Provide ***Strong Reinforcement for Expected Behaviors***
6. ***Prompt*** Expected Behaviors
7. ***Monitor*** the Plan

Geoff Colvin, Ph.D. 2004

14

Example of *Pre-Correction*

- **Predictable Behavior**
 - When I give Sara Feedback, she is going to want to argue, refuse to listen or accept the feedback, and will refuse to cooperate
- **Expected Behavior**
 - Listen to my feedback without becoming upset or oppositional. She will accept my feedback, say OK, and correct her behavior next time

Geoff Colvin, Ph.D. 2004

15

Example of Pre-Correction

- **Context Modification**
 - I will tell Sara that she is about to receive feedback and to get ready to use her steps that we have worked on.
 - I might even ask her if she wants the feedback now or later after lunch.
 - I will also give her opportunities to give me feedback so I can model the steps for her

Geoff Colvin, Ph.D. 2004 16

Example of Pre-Correction

- **Behavior Rehearsals**
 - Right before I give Sara feedback I will ask her to tell me what steps she is going to use
- **Strong Reinforcement**
 - When Sara uses the steps that we have worked on, I will give her **specific feedback** about how well she did

Geoff Colvin, Ph.D. 2004 17

Example of Pre-Correction

- **Prompts**
 - Just let Sara know before she gets feedback that feedback is coming and ask if she is ready
- **Monitor Plan**
 - Continue to provide **specific feedback** as she becomes more accustomed in using the skills she has learned

Geoff Colvin, Ph.D. 2004 18

EXHIBIT I-2

CHAMPS Training

August 5th and August 7th

2015

Agenda

1. Types of students- Opie vs. Beavis
2. 4 common simple solutions
3. CHAMPS- What is it?
4. Intro to CHAMPS
5. Rationale for using CHAMPS
6. C H A M P s acronym
7. STOIC
8. Cultural Competence article
9. Questionnaire- What is your structure?
10. TMF- teach, monitor, feedback
11. Rules vs. procedures
12. motivation factors

CHAMPS MEETING
August 5, 2015

Initial by Name:	
Batchelor, Suzanne	Lively, Michele <i>M</i>
Bedwell, Kevin	McCaffrey, Karla
Brown, Chad <i>CB</i>	Mellon, Charlene
Burns, Jerrell	Miller, Jonathan
Butler, Beverly	Norton, Craig
Cornutt, Kasey	Owen, Rob
Cornutt, Ronald	Riddle, Lauren
Davis, Dewayne <i>D Davis</i>	Roberts, Pam
Duke, Lisa	Swain, Greta <i>D Swain</i>
Feazell, Allison <i>Allison Feazell</i>	Sherer, Nikita
Fincher, Lori	
Ginn, Wes	
Holt, Daniel	
Inglis, Gene	
Ingram, Susan <i>S Ingram</i>	
Keown, Josh	
Leatherwood, Sondra	
	Whaley, Jody
	Derek Cobb <i>D Cobb</i>

CHAMPS MEETING

August 7, 2015


Initial by Name:	
Batchelor, Suzanne <i>SB</i>	Lively, Michele
Bedwell, Kevin <i>Ken Bedwell</i>	McCaffrey, Karla <i>(KM)</i>
Bedwell, Kevin	Mellon, Charlene <i>(CM)</i>
Brown, Chad <i>CB</i>	Miller, Jonathan <i>(JM)</i>
Burns, Jerrell <i>JB</i>	Norton, Craig <i>(CN)</i>
Butler, Beverly <i>on B</i>	Owen, Rob <i>(OR)</i>
Cornutt, Kasey	Riddle, Lauren <i>(LR)</i>
Cornutt, Ronald <i>(RC)</i>	Roberts, Pam <i>(PR)</i>
Davis, Dewayne	Swain, Greta
Duke, Lisa <i>LD</i>	Sherer, Nikita <i>(NS)</i>
Feazell, Allison	
Fincher, Lori <i>(FL)</i>	
Ginn, Wes <i>(WG)</i>	
Holt, Daniel <i>(DH)</i>	
Inglis, Gene	
Ingram, Susan <i>(IS)</i>	
Keown, Josh <i>(JK)</i>	
Easley, Michael <i>(ME)</i>	
Leatherwood, Sondra <i>(LS)</i>	
	Whaley, Jody <i>(JW)</i>
Agenda:	Derek Cobb <i>(DC)</i>

8/25/2015

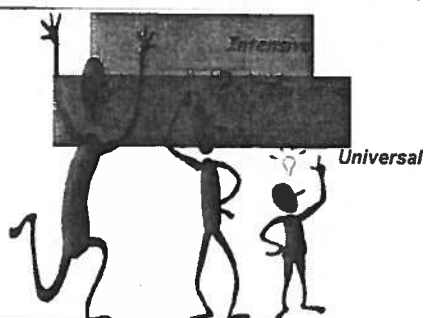
Welcome to CHAMPs
A Proactive and Positive Approach to
Classroom Management

Calhoun County Schools
2015-16
Focused on Success for ALL

*When you teach students how to
behave responsibly during the first
month of school, you dramatically
increase their chances of having a
productive year.*



Who are Our Students Today



Intensive
Universal

8/25/2015

Historical Perspective

- **Opie vs Beavis**
- Attitude that students should just 'DO WHAT WE TELL THEM' leads to an over-dependence on *REACTIVE PROCEDURES*
- *REACTIVE PROCEDURES* are not wrong, they are simply ineffective in changing behavior
- They make us "hold onto" *SIMPLE SOLUTIONS!*

SIMPLE SOLUTION #1: *An Increase in Emotional Intensity*

- "Tough Kids" will ALWAYS raise you one on the emotional scale!
- The trick is to NOT "join in" the escalation cycle with the student
- Instead....DISENGAGE! *"First you deal with the moment... Then you deal with the behavior!"*

SIMPLE SOLUTION # 2 *An Over-Reliance of "Role-Bound" Authority*

- "Role-Bound" power is not enough.
- We tend to think that the *person with the most "power" can MAKE THE KID STOP*.
"It worked with me..."
"It works with most of my students."
- Many of our toughest students just don't get (or have never been taught) this *"SYMBOLIC POWER"* of authority
 - *We are the ones that end up most frustrated, because traditional discipline strategies leave us feeling powerless and ineffective!*

**SIMPLE SOLUTION #3:
An Over-Reliance On
PUNISHMENT**

*WHY DO WE OVER-RELY ON
PUNISHMENT?*

It's Quick!

It's Easy to administer!

It's CHEAP!

It Works!!!

**with students without
challenging behaviors**

- *When punishing doesn't work, we resort to punishing...*
 - *More harshly*
 - *More quickly*
 - *Over longer periods of time*
 - *With more emotional intensity*
- TO MAKE THESE STUDENTS BEHAVE!**
Can we MAKE students behave?

**Why doesn't EMOTIONAL
INTENSITY AND PUNISHMENT work
with ALL students?**

Reinforcement and Punishment:

- *Reinforcement and Punishment are not "things" they are "effects."*
- *Effects are to either "increase" or "decrease" behavior*
- *Consequences that 'punish' the universal kid actually reinforce the intensive kid*

8/25/2015

SIMPLE SOLUTION # 4:
Wishing and Hoping

- I hear they' re moving..."
- "The year ends soon and he will move on to the next grade!"
- "You know, I heard they really don' t live in our district!"
- "Oh, please let her be absent *just one day!*"

So... What DOES work?

The problem today is that we have a
SURPLUS of SIMPLE ANSWERS
and a
SHORTAGE of SIMPLE PROBLEMS!
Syracuse Herald

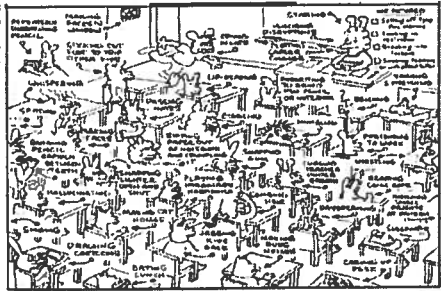


CHAMPs

A Proactive and Positive Approach
 to Classroom Management
 Introduction

8/25/2015

Introduction to CHAMPs



CHAMPs: What IS It?

A set of decisions the teacher must make in order to structure for TODAY'S STUDENTS

A "Template"

A Process

A Common Language Among Staff

CHAMPs: What It Is Not?

- A Canned Program
- Another Bandwagon
- Just a Product
- All teachers ARE NOT expected to have the same CHAMPs expectations!

Introduction to CHAMPs

Why CHAMPs?


The goal of classroom management is to develop students who are:

- Responsible
- Motivated
- Highly engaged in meaningful tasks
- College and Career Ready

Introduction to CHAMPs

Understatement: Not all students come to us motivated and/or responsible.

- Some are responsible and highly motivated. (universal kids)
- Some are responsible, but only moderately motivated. (Targeted kids)
- Some are like Huck Finn, severely at risk. (Intensive kids)



Introduction to CHAMPs

CHAMPs provides research-based techniques and strategies that can improve student behavior, attitude, and motivation.

8/25/2015

Rationale for using CHAMPS

- CHAMPS is not one more thing on the plate -it is the PLATE.
- Our audience in schools has changed. (Universal kids, targeted kids and intensive kids)
- We can't use a method from 1950 with students of 2015.
- CHAMPS has simple solutions.
- We must TEACH the expected behaviors.
- We must become 'consciously competent'
- Each classroom procedures and expectations will differ but use common language.

Office of Civil Rights Directives

- Teach School Rules & Social Emotional Skills
- Reinforce Student Positive Behaviors
- Expand PBIS
- Incorporate A Continuum Of Consequences
- Be Cultural Responsible
- Use Restorative Justice Practices

The CHAMPS Basic Beliefs

- Teachers can structure and organize their classrooms to promote responsible student behavior.
- Teachers should overtly and consciously teach students how to behave responsibly in every classroom/school situation.

The CHAMPs Basic Beliefs

- Teachers should focus more time, attention, and energy on acknowledging responsible behavior than responding to misbehavior.
- Teachers should preplan their responses to misbehavior to ensure that they will respond in a brief, calm, and consistent manner.

Introduction to CHAMPs

- The acronym CHAMPs reflects the "categories" or types of expectations that you, as a teacher need to clarify for students about every major activity or transition that occurs in your classroom.

The CHAMPs Acronym

- C**onversation: Can students talk to each other during this activity/transition?
- H**elp: How can students ask questions during this activity/transition? How do they get your help?
- A**ctivity: What is the task/objective of this activity/transition? What is the expected end product?
- M**ovement: Can students move about during this activity/transition? Can they sharpen their pencil, get water, etc.?
- P**articipation: What does appropriate student work behavior for this activity/transition look/sound like?

8/25/2015

CHAMP Expectations for instruction activities and transitions.

- See handouts

S.T.O.I.C.

The S.T.O.I.C. acronym provides the initial building blocks for developing a classroom management plan:

- *Structure*
- *Teach*
- *Observe and supervise*
- *Interact positively (Ration of interactions)*
- *Correct*

Stoic- somebody who is unemotional, especially somebody who shows patience and endurance during adversity. (Spock)


These are variables that YOU can control.

WHY

Some Students Present Us
With
Challenging Behaviors
When They Walk Through
The School House Door.

(Pause to read and discuss article included about Cultural Competence)

"They can't get your goat if they don't know where it's tied" Bill Jenson



TMF


- Clearly defined behavior expectations are not enough.
- Expectations must also be communicated and taught in a 3-step process:

1 Teach your expectations before the activity or transition begins.	2 Monitor student behavior by circulating and visually scanning.	3 Provide feedback during and at the conclusion of the activity.
---	--	--

Begin the cycle again for the next activity

Correction Procedures

Duck Tape: the Answer to Misbehavior?



8/25/2015

Rules verses Procedures

What is a rule?

- Rules will not change throughout the school day. They remain consistent regardless of activity or location.
 - Our reaction must be 'nauseatingly consistent'

What is a procedure?

- A particular way of accomplishing something or a series of steps followed in a regular definite order

Systems for Monitoring and Feedback

1. Redirects (mild behaviors)
 2. The Misbehavior Recording Form- For rule violations (mild behavior errors) a strategy off of the Menu can be paired with Rule Violation Record (123-142)
 3. The Menu for Responding to Behavior Errors- More moderate or severe behaviors. (These behaviors will still be noted on the rule violation sheet so that you have the data.)
 4. Point sheet: set interval feedback
 5. Token economy system
 6. Level System
 7. Office Referrals
- Samples of these items may be found on the disc attached to the book and in Chapter 8.

What is your structure?

Complete Classroom management and discipline planning questionnaire. This will guide you to discover if your students need high structure, medium structure or low structure to be successful.

- Low structure - Students can probably be successful with a classroom management plan that involves low medium or high structure . They adjust to many environments and procedures.
- Medium structure - For students to be successful your classroom management plan should involve medium or high structure.
- High structure - For your students to be successful, your classroom management plan should involve high structure.

8/25/2015

Motivation

- Formula: Value x Expectancy

- Two conditions that impact motivation:
 - 1-I perceive the task is new and difficult
 - 2-I don't think I can succeed

Correction Procedures

When you treat student misbehavior as an instructional opportunity, you give students the chance to learn from their mistakes.



Champs	Warm-up	Teacher Instruction	Group Activity	Independent Work	Test or Quiz
C onversation	LOW VOICES	SILENCE	LOW VOICES WITH GROUP	SILENCE	ABSOLUTE SILENCE
H elp	ASK A FRIEND OR TEACHER	RAISE HAND	ASK YOUR PARTNER OR TEACHER	RAISE HAND	RAISE HAND
A ctivity	BELL RINGER OR ENGAGE	NOTE-TAKING CLASS DISCUSSION VIDE	table stations sensory work	WORK ALONE AT YOUR SEAT	TESTING
M ovement	LIMITED MOVEMENT	REMAIN SEATED	MOVE WHEN DIRECTED	ONLY WITH PERMISSION	ONLY WITH PERMISSION
D isicipation	WORK INDEPENDENTLY	WORK AS DIRECTED	WORK AS A TEAM	WORK INDEPENDENTLY	WORK INDEPENDENTLY
S uccess!	SUCCESS	SUCCESS	SUCCESS	SUCCESS	SUCCESS

www.essentialclassroomideas.blogspot.com

Salks High



CLASSROOM PROCEDURES

1. Enter classroom and sit in your assigned seat.
2. Complete the Daily Social Science question (Copy question and wait for answer) or write a fact about a president.
3. Take care of any needs such as sharpening pencil, throwing trash away, bathroom, etc. before the bell rings.
4. Once the bell rings and class starts no one should be out of their desk.
5. Get permission to leave your seat for anything.
6. If you must leave the room (bathroom, water, to get a book, etc) you will owe me time after class.
7. If your pencil breaks during class and needs sharpening during class, get permission and then take the shortest route to the sharpener without disturbing others.
8. Devices must not be in use for ANY reason unless we are using them in class or if you have been given permission to use them for music. However, if you are using them for music, you can only put one ear bud in so that I can still communicate with you. If I can hear your music then it's too loud. ALL cell phones will be placed in a box during an exam.
9. If you are absent from class it is your responsibility to look in the assignment notebook and get your assignment. (See me if you missed a worksheet, quiz or test)
10. You will label your papers as shown on the board.
11. A classroom student will be designated to pass out graded papers.
12. Papers will be turned in one row at a time.

CLASSROOM RULES

1. Show RESPECT for your teacher, your peers, and yourself
2. Be Punctual (inside classroom before the bell rings)
3. Only bottled water is permitted in the classroom
4. Be prepared for class everyday
5. Clean up after yourself
6. Follow the classroom personal device policy
7. Collateral is needed for borrowing supplies

S

CONSEQUENCES

1. Verbal Warning
2. Time owed after class or break
3. Writing Assignment
4. Parent contact
5. Office referral

6 Questions to Ensure that You Are Learning

- 1. What is the purpose of this lesson?**
- 2. Why is this important to learn?**
- 3. In what ways are you challenged to think in this lesson?**
- 4. How will you apply, assess, or communicate what you have learned?**
- 5. Do you know the quality of your work and how you can improve it?**
- 6. Do you feel respected by others while in class?**

Saks Students Expectations

Saks students are expected to make every effort to attain and exhibit these skills daily in a professional work environment.

- Strong Work Ethic**
- Good Citizenship**
- Critical Thinking**
- Technologically Savvy**
- Reflective**
- Creative**
- Successful Collaborator**
- Effective Communicator**



Uses and Expectations of Devices in the Classroom

1. Device will not be taken out or turned on until asked to do so.
2. Device will be shut off and put away when asked to do so.
3. Eyes and hands will be off the device while the teacher is speaking or directing your attention away from the device.
4. Device will be connected to Saks High School WI-FI network. It will not be connected using a student's personal data plan. "The teacher may check network connection in class at any time."
5. If any device is used in an inappropriate manner, used to access inappropriate information, or is not being used in the direction the teacher has given that device may be confiscated, turned in to an administrator and/ or the student may lose their privilege to bring to class.
6. Students are responsible for their own device. It would be a good idea to label your device.
7. Bring your device to school charged. Charging is permitted in class but should not be relied upon.



Classroom Rules

1. Be **RESPECTFUL** towards others!!!
2. Be on Time!!! (Be on time is not reporting to class and asking to leave)
3. Be Prepared!!! (Which means having book, paper & pen/ pencil)
4. Do **NOT** talk while others are talking!!! (Show Respect)
5. Adhere to the Student Handbook

CLASSROOM RULES

- 1. Obey all directions given by the teacher.
- 2. Keep hands, feet, and all objects to yourself.
- 3. Bring all materials needed for class each day. (pencil, paper, book, etc.)
- 4. Do not speak or interrupt class without permission from the teacher. (if you want to be recognized raise your hand.)
- 5. No chewing gum or candy in the room.

CONSEQUENCES

- 3. WRITE CHARACTER EDUCATION
- 4. PARENTAL CONTACT
- 5. WRITE-UP/OFFICE REFERENCE
 - ONE DAY AT BREAK FOR
 - SENT TO ISD IF TARDY

S
U
+ M
TOTAL

sub-tract=difference

diferencia

multi
× ply
product

producto

Quo ÷ ien-

coo

he teacher.

CONSEQUENCES

1. WARNING
 2. BREAK
 3. WRITE CHARACTER EDUCATION SHEET (10 MIN)
 4. PARENT CONTACT
 5. WRITE-UP/OFFICE REFERRAL
- ONE DAY AT BREAK FOR GUM
 - SENT TO ISD IF TARDY

multi
× ply
product

Quo ÷ ien ÷

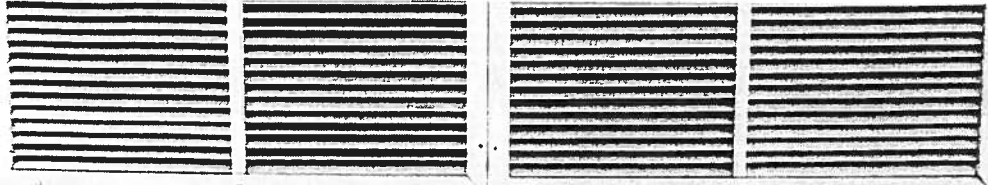


2 •

Uses and Expectations of Devices in the Classroom

- 1. Devices will not be taken out or turned on until asked to do so.
- 2. All devices must be turned off when not in use.
- 3. All devices must be turned off when the teacher is speaking or directing your attention.
- 4. Devices are not allowed to be connected to a school Wi-Fi network. It will not be permitted to connect to any other network. The teacher may check network connections in class at any time.
- 5. If any device is used in an inappropriate manner, used to access inappropriate information, or is not being used in the direction the teacher has given, that device may be confiscated, turned in to an administrator and/or the student may lose their privilege to bring the device to class.
- 6. Students are responsible for their own device. It would be a good idea to label your device.
- 7. Bring your device to school charged. Charging is permitted in class but should not be relied upon.
- 8. Students are not permitted to download apps during class or at school.

Inverse Operations



STAY CONNECTED by coming to CLASS !!!

Here you'll make sure you come to class every day!
What? What's happening?
There is a contest for the best class in school to see who has the most perfect attendance. The winning grade gets a trophy!



Check for status updates every month to see who had perfect attendance!



The class with the highest attendance each month will be tweeted here!



#SaksWildcats

The monthly attendance for grades 9th, 10th, 11th, and 12th will be posted here.



EXHIBIT I-1 PART 2

Example of Pre-Correction

• **Predictable Behavior**

- When I give Sara Feedback, she is going to want to argue, refuse to listen or accept the feedback, and will refuse to cooperate

• **Expected Behavior**

- Listen to my feedback without becoming upset or oppositional. She will accept my feedback, say OK, and correct her behavior next time

Geoff Colvin, Ph.D. 2004

19

Example of Pre-Correction

• **Context Modification**

- I will tell Sara that she is about to receive feedback and to get ready to use her steps that we have worked on.
- I might even ask her if she wants the feedback now or later after lunch.
- I will also give her opportunities to give me feedback so I can model the steps for her

Geoff Colvin, Ph.D. 2004

20

Example of Pre-Correction

• **Behavior Rehearsals**

- Right before I give Sara feedback I will ask her to tell me what steps she is going to use

• **Strong Reinforcement**

- When Sara uses the steps that we have worked on, I will give her ***specific feedback*** about how well she did

Geoff Colvin, Ph.D. 2004

21

Example of Pre-Correction

• **Prompts**

- Just let Sara know before she gets feedback that feedback is coming and ask if she is ready

• **Monitor Plan**

- Continue to provide *specific feedback* as she becomes more accustomed in using the skills she has learned

Geoff Colvin, Ph.D. 2004

22

Strategies for Managing "Triggers"

• Pre-Correction

• **Teaching (NOT TELLING)
SOCIAL SKILLS**

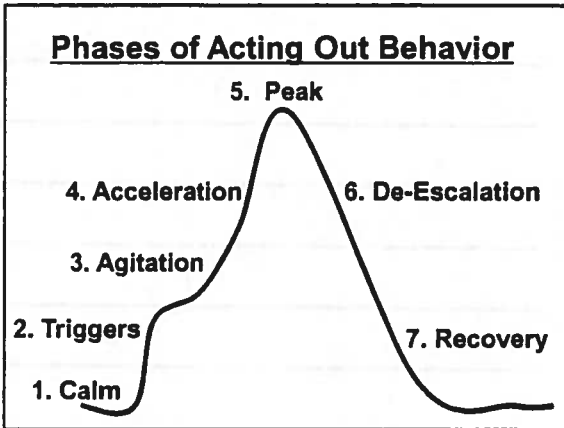
Geoff Colvin, Ph.D. 2004

23

Parts to a Social Skill Lesson

1. Rational/Goal (Introduction)
2. Introduce the Steps (Tell Phase)
3. Model the Steps (Show Phase)
4. Students Practice the Steps (Do Phase)
5. Generalize/Transfer the Training (Conclusion)
6. Implement in Real Situations (Social Coaching)
7. Feedback, Review, Reinforce (Social Coaching/Monitoring-Feedback)

24



Procedures Designed to Address Agitation In The Classroom

- **Recognize agitation**
 - What are the signs of agitation?
- **One of Two things happen:**
 - Student becomes over active
 - Student becomes under active or withdrawn
- **Goal:**
 - Identify the signs of agitation
 - Use effective strategies to help the student settle and resume class

26

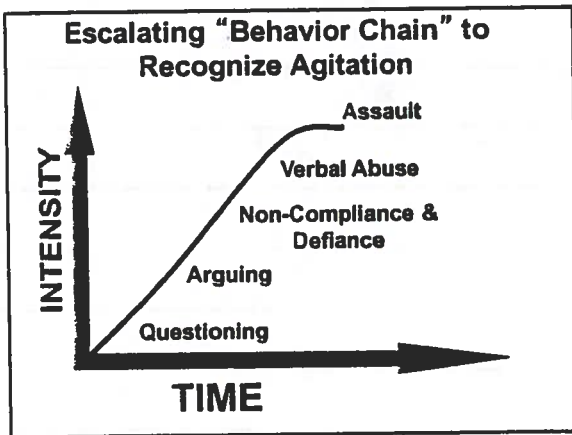
Geoff Cohen, Ph.D. 2004

**Why is
RECOGNIZING AND RESPONDING
to the behavior at the
AGITATION STAGE so critical?**

*60 seconds to discuss at your
tables*

27

Geoff Cohen, Ph.D. 2004



"Behavior Chaining"

- **Non-Compliance & Defiance:** "How am I suppose to do HW if you never tell me!?"
- **Arguing:** "Since when? Not since I've been here? Calling me a liar? You never told me!
- **Questioning:** "What homework"?

Geoff Colvin, Ph.D. 2004

"Behavior Chaining"

- **Assault**
- **Verbal Abuse:** "Not working with any of you idiots! What's your problem punk? You think you can make me do this work?! What are you looking at?!"

Geoff Colvin, Ph.D. 2004

Procedures Designed to Address Agitation In The Classroom

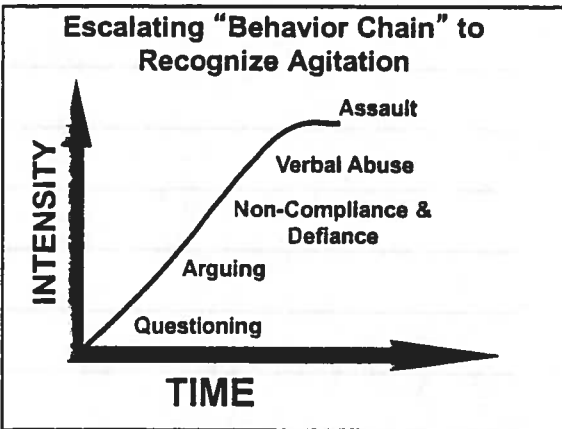
- **Recognize** agitation
- **Communicate** concern
- **State** the expected task
- **Allow** space and time
- **Attend** to other students who are on task
- After some time, **Assist** student to begin work

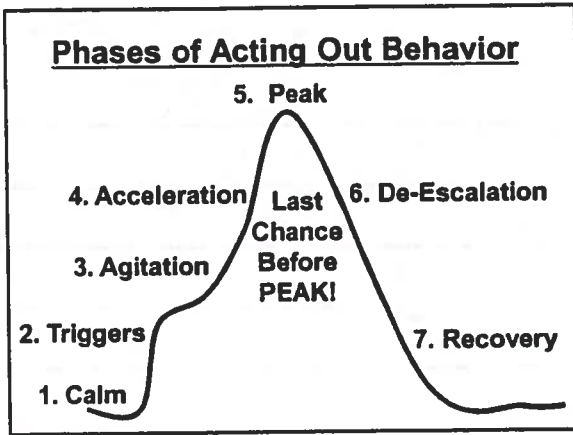
Geoff Cohen, Ph.D. 2004

Common Strategies for Reducing Agitation

- Teacher recognition and support
- Provide space
- Present options
- Preferred activities
- Teacher proximity (SOMETIMES!)
- Independent activities
- Movement activities
- Relaxation activities
- Involve the student in the plan

Geoff Cohen, Ph.D. 2004





Crisis is a Function of Position

What happens in a crisis situation has more to do with your own behavior than the behavior of the child.

Geoff Cohen, Ph.D. 2004

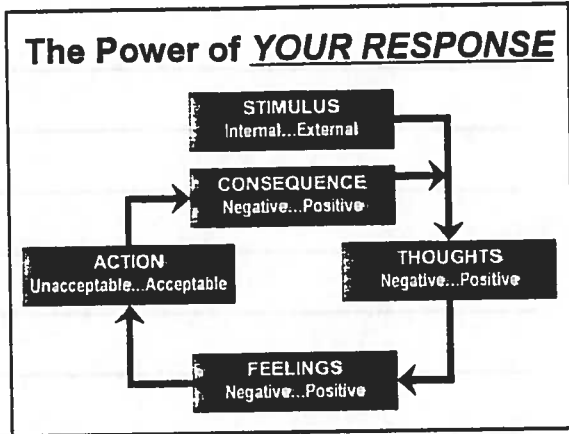
Usual Targets of "Smart Mouth" Remarks

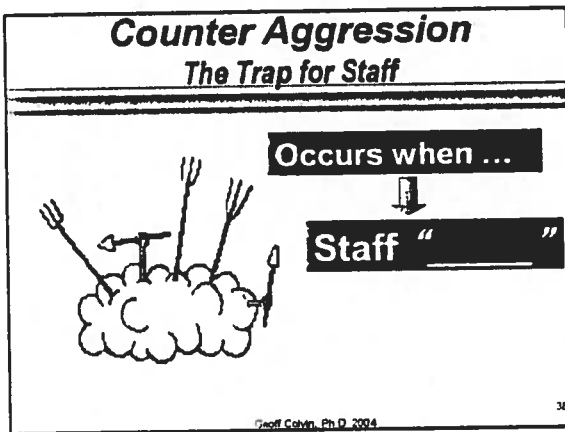
1.

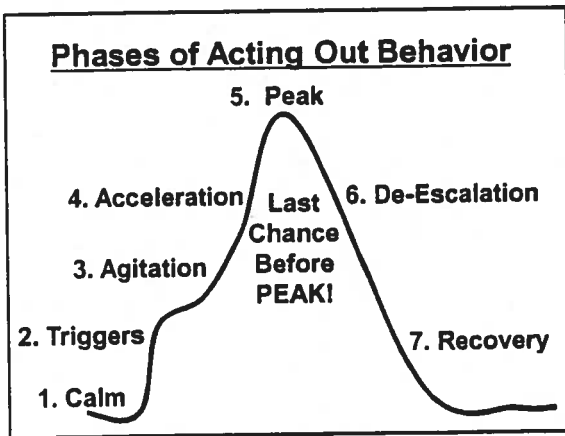
2.

3.

Peaceful








**What Are Some Things You
Should NOT Do When A
Student's Behavior Is
Escalating?**

Be Prepared To Report Out

Geoff Colver, Ph.D. 2004 40



PRESENTED BY: LAURA HAMILTON

- "Tough Kids" will **ALWAYS** raise you one on the emotional scale!
- The trick is to **NOT "join in" the escalation cycle with the student**
- Instead....**DISENGAGE!**
- ***"First you deal with the moment... Then you deal with the behavior!"***

Adapted from Sprick's CHAMPS TTT by Laura Hamilton

- " _____ " power is not enough.
- We tend to think that the **person with the most "power" can MAKE THE KID STOP.**
- "It worked with me..."
- "It works with most of my students."
- Many of our toughest students just don't get (or have never been taught) this **"SYMBOLIC POWER"** of authority
- **We are the ones that end up most frustrated, because traditional discipline strategies leave us feeling powerless and ineffective**

Adapted from Sprick's CHAMPS TTT by Laura Hamilton

**Reinforcement and Punishment:
Function Over Form**

Reinforcement and Punishment are not
"_____ " they are "_____ "

Effects are to either "increase" or "decrease"
behavior


Oxymoronic, "I've tried positive reinforcement,
and it doesn't work."

Adapted from Sprick's CHAMPS TTT (2001). Reprinted by permission. Reprinted on the advice of
by Laura Hamilton under supervision of ethics. Environmental Systems 42, 117-88.

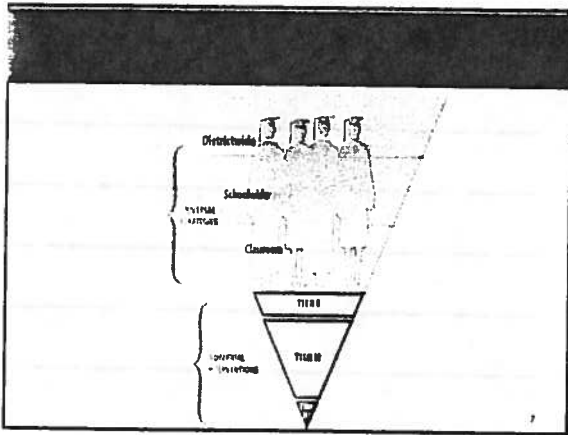
-
-
-
-

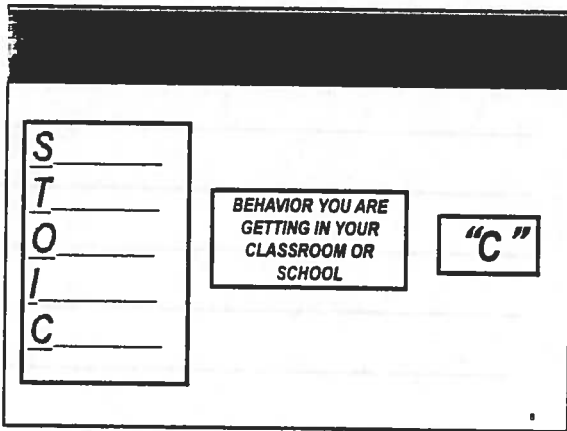
Adapted from Sprick's CHAMPS TTT
by Laura Hamilton

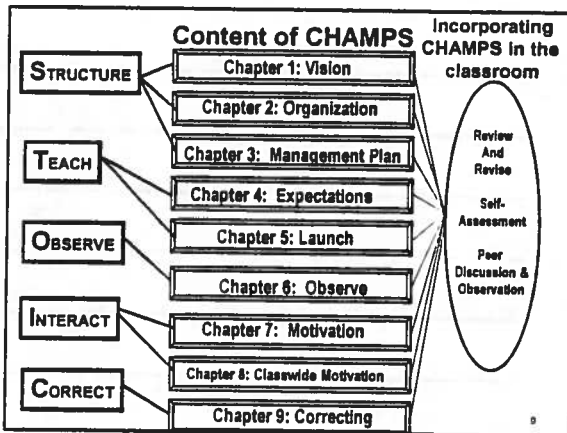
**The problem today is that
we have a SURPLUS of
SIMPLE ANSWERS
and a
SHORTAGE
of SIMPLE PROBLEMS!**
Syracuse Herald



Adapted from Sprick's CHAMPS TTT
by Laura Hamilton







Page 20 of CHAMPS

1. Behavior that is repeated is motivated— behavior does not reoccur when there is no motivation (Katzell & Thompson, 1990)
 - THIS CONCEPT IS ALWAYS TRUE!
2. Most people are motivated to engage in a particular behavior by a **MIX OF INTRINSIC & EXTRINSIC FACTORS**
 - Consider something you enjoy doing and the bonus of being recognized for it!

Adapted from Sprick's CHAMPS TTT by Laura Hamilton 10

Page 21 of CHAMPS

3. There is a relationship between a person's **INTRINSIC MOTIVATION** to engage in a task and that person's **PROFICIENCY** at that task
4. To increase motivation in unmotivated students, **BOTH** must be addressed
 - The line between the two are not as distinct as it may seem

Adapted from Sprick's CHAMPS TTT by Laura Hamilton 11

Page 22 of CHAMPS

- In **EARLY** stages of learning something new OR when learning is difficult, some students are **NOT** likely to be **INTRINSICALLY** motivated to engage in behaviors necessary to learn
- As the student becomes more proficient at the task, **EXTRINSIC** motivators should be faded out
- Chapters 7 & 8 have suggestions for both intrinsic & extrinsic motivators

Adapted from Sprick's CHAMPS TTT by Laura Hamilton 12

1. Include high expectations for student success
2. Build positive relationships with students
3. Create consistent, predictable classroom routines
4. Teach students how to behave successfully
5. Provide frequent positive feedback
6. Correct misbehavior in a calm, consistent, logical manner

Adapted from Sprick's CHAMPS TTT
by Laura Hamilton 13

Vagueness	"Treat others like you want to be treated." "Do your best."
Broad Values— Guidelines for Success	"Be respectful." "Be responsible."
Classroom Expectations	"Raise hand before you speak." "Before leaving your seat, get permission."
Classroom Procedures	"Go to your seat when you enter the room." "Wait for the bell to ring before leaving your desk."

Adapted from Sprick's CHAMPS TTT
by Laura Hamilton 14

Pg. 118-119 of
Book 088 pg. 138

1. Stated **POSITIVELY**
 - Is there ever any exception to this?
2. Should be Specific and Refer to **OBSERVABLE BEHAVIORS**
3. **TEACH** your rules using POSITIVE & NEGATIVE examples
4. Applicable throughout the **ENTIRE CLASS PERIOD**
5. **POSTED** in a prominent, visible location

Adapted from Sprick's CHAMPS TTT
by Laura Hamilton 15

Fair does not mean doing the same thing for all students... it means striving to meet the individual needs of each student.

“There is nothing more unequal than equal treatment of unequals.”

Adapted from Sprick's CHAMPs TTT
by Laura Hamilton

1. To create and maintain a positive, respectful, and safe learning environment for all students
 2. To make behavioral and academic expectations for each student crystal clear
 3. To judge each student's needs and create strategies to meet those needs
 4. To be consistent and fair* in the implementation of classroom expectations and procedures
- Adapted from Sprick's CHAMPs TTT
by Laura Hamilton

Exhibit 4.2

Management and Discipline Planning

1. For each question, circle the number under the statement that best answers the question. When you are unsure about the answer to a question, circle the middle number.
2. Total the scores for all items. You should have a number between 0 and 120.
3. Use the scale at the end of the form to determine the most appropriate structure level for your classroom management plan.

Questions 1 to 6 relate to the population of the entire school:

1. How would you describe the overall behavior of students in your school?	Generally quite irresponsible. I frequently have to nag and/or assign consequences. 10	Most students behave responsibly, but about 10 percent put me in the position where I have to nag and/or assign consequences. 5	Generally responsible. I rarely find it necessary to nag and/or assign consequences. 0
2. What percentage of students in your school qualify for free or reduced lunch?	60 percent or more 10	10 to 60 percent 5	Less than 10 percent 0
3. What percentage of students in your school typically move in and/or out of the school during the course of the school year?	50 percent or more 10	10 to 50 percent 5	Less than 10 percent 0
4. How would you describe the overall attitude of students toward school?	A large percentage hate school and ridicule the students who are motivated. 10	It's a mix, but most students feel okay about school. 5	The vast majority of students like school and are highly motivated. 0
5. How would you describe the overall nature of the interactions between students and adults in your school?	There are frequent confrontations, which include sarcasm and/or disrespect. 10	There is a mix, but most interactions are respectful and positive. 5	The vast majority of interactions are respectful and positive. 0
6. How would you describe the level of interest and support provided by the parents of students in your school?	Many parents are openly antagonistic, and many show no interest in school. 10	Most parents are at least somewhat supportive of school. 5	The majority are interested, involved, and supportive of what goes on in the school. 0

Questions 7-11 relate to students in your class this year. Use your most difficult class, or if you are doing this before the school year begins, simply give your best guess.

7. What grade level do you teach?	Ninth grade 20	Tenth grade 5	Eleventh or twelfth grade 0
8. How many students do you have in your class?	30 or more 10	23 to 30 5	22 or fewer 0
9. What is the reputation of this group of students from previous years? For example, if you teach tenth grade, what was the reputation of these students as ninth graders?	This class is going to be awful. 10	It's a mix, but most students work hard and cooperate. 5	This group is very hard working and cooperative. 0
10. How many students in your class have been identified as severely emotionally disturbed (SED)? Note: This label varies from state to state.	Two or more 10	One 5	Zero 0
11. Not including students identified as SED, how many students have a reputation for chronic discipline problems?	Three or more 10	One or two 5	Zero 0

Total: _____

If your total score is:

0 to 30

31 to 60

61 to 120

Your risk factors are:

Low, which means your students can probably be successful with a classroom management plan that involves low, medium, or high structure. The level of structure can be defined by your teaching style.

Medium, which means that for your students to be successful, your classroom management plan should involve medium or high structure.

High, which means that for your students to be successful, your classroom management plan should involve high structure. Regardless of your personal preference or style, your students will probably benefit from a detailed, systematic, and organized classroom management plan.

Appendix B:

Basic Facts About the Americans with Disabilities Act

Title I – Employment

- Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.
- Employers can ask about one's ability to perform a job, but prior to offering a job they cannot inquire if someone has a disability or require medical examinations.
- Employers cannot use tests that tend to screen out people with disabilities unless the tests measure job-related skills.
- Employers need to provide "reasonable accommodation" to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.
- Employers do not need to provide accommodations that impose an "undue hardship" on business operations.
- Who needs to comply:
 - Private employers with 15 or more employees.
 - State and local government employers, regardless of how many employees they have.

Title II – State and Local Governments

- State and local governments may not discriminate against qualified individuals with disabilities.
- State and local government agencies must make reasonable modifications to their policies and procedures to allow equal opportunities for individuals with disabilities to participate.
- All government facilities, services, and communications must be accessible consistent with the requirements of Section 504 of the Rehabilitation Act of 1973.
- All new construction must be accessible.
- New public transit buses must be accessible to individuals with disabilities.
- Transit authorities must provide comparable paratransit or other special transportation services to individuals with disabilities who cannot use fixed route bus services, unless an undue burden would result.
- Existing rail systems must have one accessible car per train.
- New rail cars must be accessible.
- New bus and train stations must be accessible.
- Key stations in rapid light and commuter rail systems must be made accessible by July 26, 1993, with

Unit 5: Rights and Responsibilities Under the Law

extensions up to 20 years for commuter rail (30 years for rapid and light rail).

- All existing Amtrak stations must be accessible by July 26, 2010.

Title III – Public Accommodations

- Private businesses such as restaurants, hotels, banks, and retail stores may not discriminate against individuals with disabilities.
- Auxiliary aids and services must be provided to ensure effective communications with individuals with vision or hearing impairments, unless an undue burden would result.
- Physical barriers in existing facilities must be removed, if removal is readily achievable. If removal is not readily achievable, alternative methods of providing the services must be offered, if they are readily achievable.
- All new construction and alterations of facilities must be accessible.

Title IV – Telecommunications

- Companies offering telephone service to the general public must offer telephone relay services to individuals who use telecommunications devices for the deaf (TDDs) or similar devices.
- All television public service announcements produced or funded in whole or in part by the federal government must include closed captioning.

Title V – Miscellaneous Provisions

- Title V includes information regarding the ADA's relationship with other federal and state laws such as the Rehabilitation Act of 1973.
- Retaliation and coercion are prohibited.
- The U.S. Congress and the agencies of the federal legislative branch are covered; discrimination against individuals with disabilities is prohibited in employment and other programs.

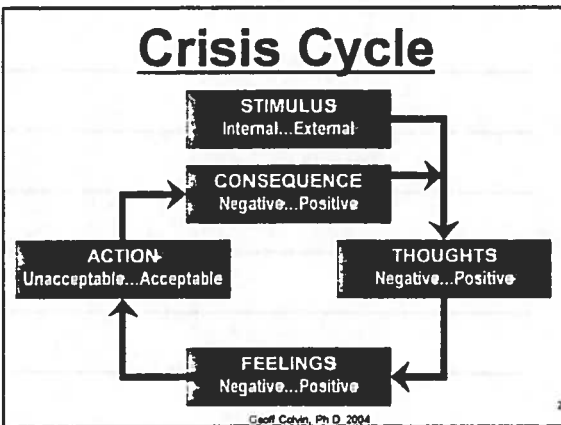
NOTES

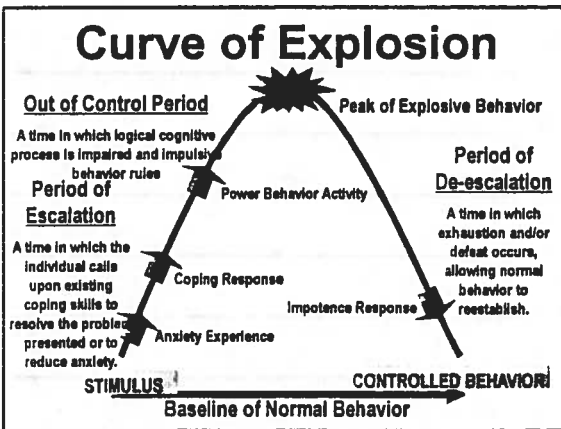


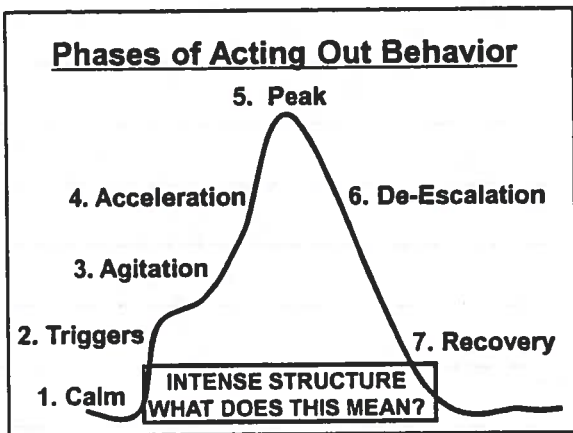
PRINCIPLES OF BEHAVIOR MANAGEMENT
MANAGING THE CYCLE OF ACTING OUT BEHAVIOR
DE-ESCALATION STRATEGIES

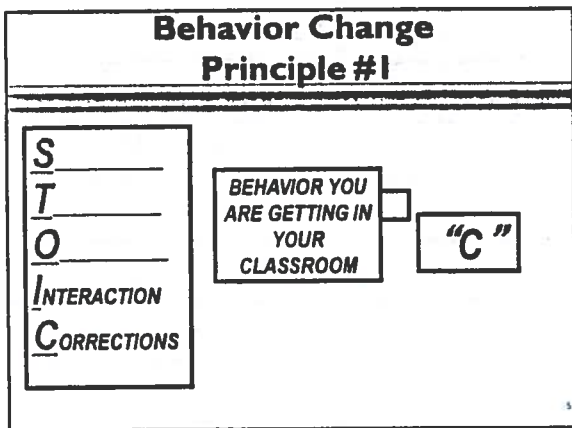
*"You Must First Seek to Understand...
If You Are To Be Understood."*

Geoff Colvin, Ph.D. 2004 1









Behavior Change Principle #1
KNOW THE MAGIC QUESTION

What variables (S-T-O-I-C) can I manipulate to get responsible and engaging behavior from my students?

7/6/2015 Comprehensive Behavior Management Laura Hamilton

INTENTIONAL STOIC

- Structure
- Teach
- Observe
- Interact
- Correct

7/8/2015 Comprehensive Behavior Management Laura Hamilton 7

Behavior Change Principle #2

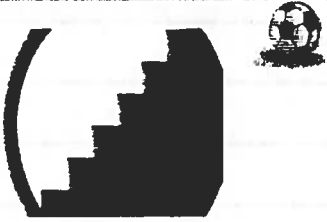
TEACH

MONITOR

FEEDBACK

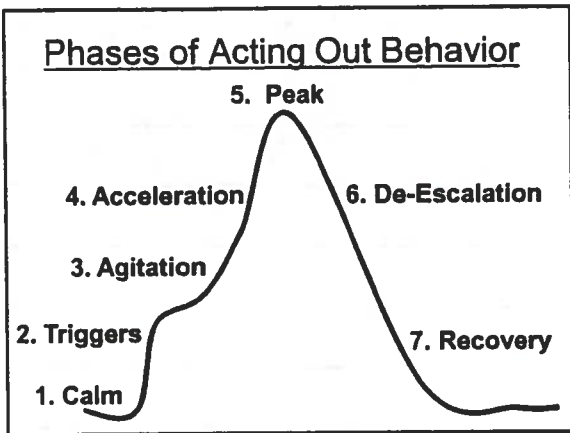
7/8/2015 Comprehensive Behavior Management Laura Hamilton 8

Behavior Change Principle #3



BEHAVIOR MOMENTUM!

7/8/2015 Comprehensive Behavior Management Laura Hamilton 9



School Based Triggers
Home Based Triggers

Geoff Colvin, Ph.D. 2004 11

Strategies for Managing "Triggers"

- Pre-Correction
- Teaching (***NOT TELLING***)
SOCIAL SKILLS

Geoff Colvin, Ph.D. 2004 12

Strategies for Managing "Triggers"

- **Pre-Correction**
- Teaching (***NOT TELLING***)
SOCIAL SKILLS

Geoff Colvin, Ph.D. 2004

13

Pre-Correction To Social Errors

1. Identify the ***context and the likely problem behavior***
2. Specify the ***expected behaviors***
3. Systematically ***modify the context***
4. Conduct ***Behavioral Rehearsals***
5. Provide ***Strong Reinforcement for Expected Behaviors***
6. ***Prompt*** Expected Behaviors
7. ***Monitor*** the Plan

Geoff Colvin, Ph.D. 2004

14

Example of ***Pre-Correction***

- **Predictable Behavior**
 - When I give Sara Feedback, she is going to want to argue, refuse to listen or accept the feedback, and will refuse to cooperate
- **Expected Behavior**
 - Listen to my feedback without becoming upset or oppositional. She will accept my feedback, say OK, and correct her behavior next time

Geoff Colvin, Ph.D. 2004

15

Example of Pre-Correction

- **Context Modification**
 - I will tell Sara that she is about to receive feedback and to get ready to use her steps that we have worked on.
 - I might even ask her if she wants the feedback now or later after lunch.
 - I will also give her opportunities to give me feedback so I can model the steps for her

Geoff Colvin, Ph.D. 2004 16

Example of Pre-Correction

- **Behavior Rehearsals**
 - Right before I give Sara feedback I will ask her to tell me what steps she is going to use
- **Strong Reinforcement**
 - When Sara uses the steps that we have worked on, I will give her ***specific feedback*** about how well she did

Geoff Colvin, Ph.D. 2004 17

Example of Pre-Correction

- **Prompts**
 - Just let Sara know before she gets feedback that feedback is coming and ask if she is ready
- **Monitor Plan**
 - Continue to provide ***specific feedback*** as she becomes more accustomed in using the skills she has learned

Geoff Colvin, Ph.D. 2004 16

Example of Pre-Correction

- **Predictable Behavior**
 - When I give Sara Feedback, she is going to want to argue, refuse to listen or accept the feedback, and will refuse to cooperate
- **Expected Behavior**
 - Listen to my feedback without becoming upset or oppositional. She will accept my feedback, say OK, and correct her behavior next time

Geoff Colvin, Ph.D. 2004

19

Example of Pre-Correction

- **Context Modification**
 - I will tell Sara that she is about to receive feedback and to get ready to use her steps that we have worked on.
 - I might even ask her if she wants the feedback now or later after lunch.
 - I will also give her opportunities to give me feedback so I can model the steps for her

Geoff Colvin, Ph.D. 2004

20

Example of Pre-Correction

- **Behavior Rehearsals**
 - Right before I give Sara feedback I will ask her to tell me what steps she is going to use
- **Strong Reinforcement**
 - When Sara uses the steps that we have worked on, I will give her *specific feedback* about how well she did

Geoff Colvin, Ph.D. 2004

21

Example of Pre-Correction

- **Prompts**
 - Just let Sara know before she gets feedback that feedback is coming and ask if she is ready
- **Monitor Plan**
 - Continue to provide *specific feedback* as she becomes more accustomed in using the skills she has learned

Geoff Cohen, Ph.D. 2004 22

Strategies for Managing "Triggers"

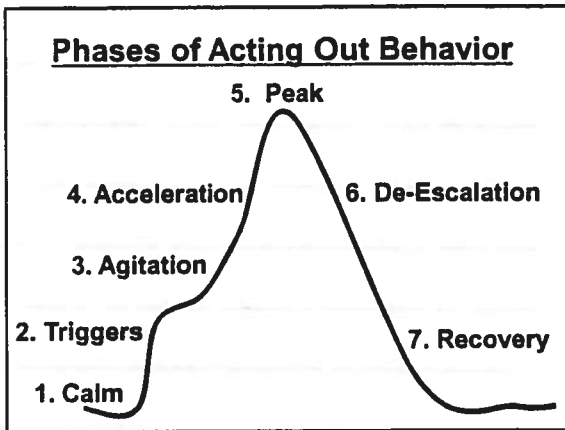
- Pre-Correction
- **Teaching (*NOT TELLING*)**
SOCIAL SKILLS

Geoff Cohen, Ph.D. 2004 23

Parts to a Social Skill Lesson

1. Rational/Goal (Introduction)
2. Introduce the Steps (Tell Phase)
3. Model the Steps (Show Phase)
4. Students Practice the Steps (Do Phase)
5. Generalize/Transfer the Training (Conclusion)
6. Implement in Real Situations (Social Coaching)
7. Feedback, Review, Reinforce (Social Coaching/Monitoring-Feedback)

24

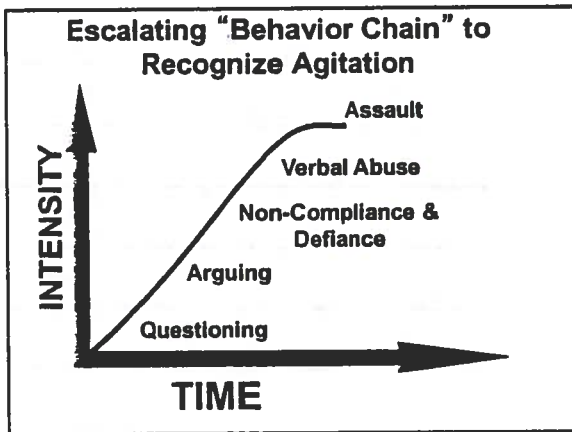


- Procedures Designed to Address Agitation In The Classroom**
- **Recognize agitation**
 - What are the signs of agitation?
 - **One of Two things happen:**
 - Student becomes over active
 - Student becomes under active or withdrawn
 - **Goal:**
 - Identify the signs of agitation
 - Use effective strategies to help the student settle and resume class
- Geoff Colver, Ph.D. 2004

**Why is
RECOGNIZING AND RESPONDING
to the behavior at the
AGITATION STAGE so critical?**

*60 seconds to discuss at your
tables*

Geoff Colver, Ph.D. 2004



"Behavior Chaining"

- **Non-Compliance & Defiance:** "How am I suppose to do HW if you never tell me!?"
- **Arguing:** "Since when? Not since I've been here? Calling me a liar? You never told me!
- **Questioning:** "What homework"?"

© Geoff Colvin, Ph.D. 2004

"Behavior Chaining"

- **Assault**
- **Verbal Abuse:** "Not working with any of you idiots! What's your problem punk? You think you can make me do this work?! What are you looking at?!"

© Geoff Colvin, Ph.D. 2004

Procedures Designed to Address Agitation In The Classroom

- **Recognize** agitation
- **Communicate** concern
- **State** the expected task
- **Allow** space and time
- **Attend** to other students who are on task
- After some time, **Assist** student to begin work

Geoff Cohen, Ph.D. 2004

31

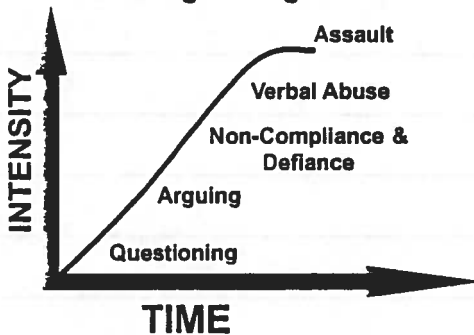
Common Strategies for Reducing Agitation

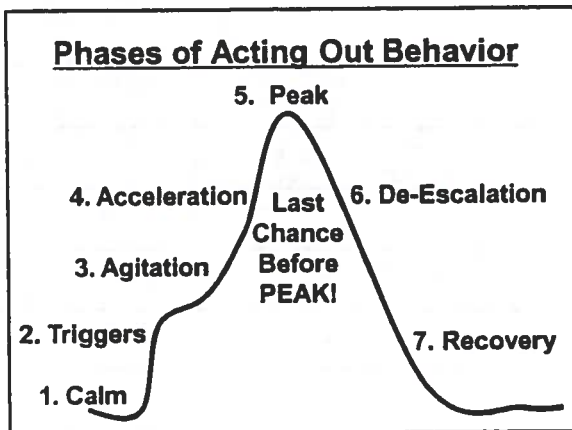
- Teacher recognition and support
- Provide space
- Present options
- Preferred activities
- Teacher proximity (SOMETIMES!)
- Independent activities
- Movement activities
- Relaxation activities
- Involve the student in the plan

Geoff Cohen, Ph.D. 2004

32

Escalating "Behavior Chain" to Recognize Agitation





Crisis is a Function of Position

What happens in a crisis situation has more to do *with your own behavior* than the behavior of the child.

Geoff Cohen, Ph.D. 2004

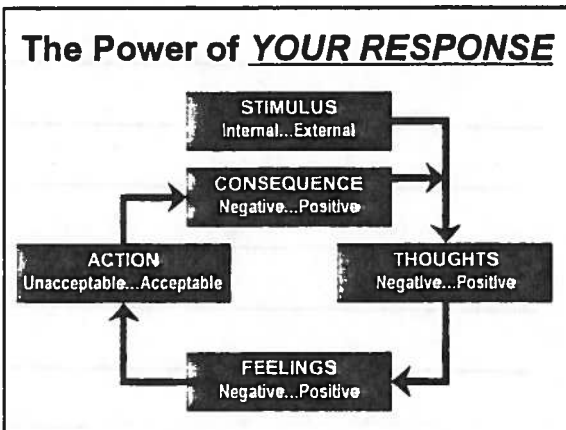
Usual Targets of "Smart Mouth" Remarks

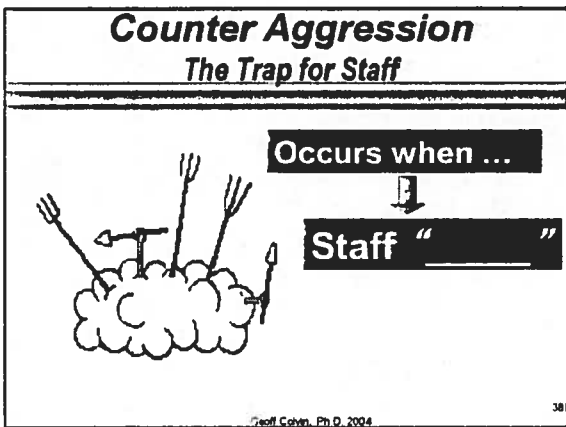
1.

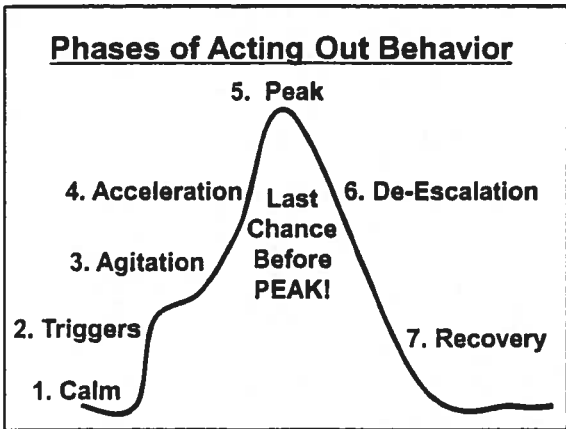
2.

3.

Pascala







**What Are Some Things You
Should NOT Do When A
Student's Behavior Is
Escalating?**

Be Prepared To Report Out

Geoff CoMe, Ph.D. 2004

40

CHAMPS

DISCIPLINE IN THE SECONDARY CLASSROOM

PRESENTED BY: LAURA HAMILTON

- **“Tough Kids” will ALWAYS raise you one on the emotional scale!**
- **The trick is to NOT “join in” the escalation cycle with the student**
- **Instead....DISENGAGE!**
 - **“First you deal with the moment... Then you deal with the behavior!”**

Adapted from Sprick's CHAMPs TTT by Laura Hamilton

- **“_____” power is not enough.**
- **We tend to think that the person with the most “power” can MAKE THE KID STOP.**
 - **“It worked with me...”**
 - **“It works with most of my students.”**
- **Many of our toughest students just don't get (or have never been taught) this “SYMBOLIC POWER” of authority**
 - **We are the ones that end up most frustrated, because traditional discipline strategies leave us feeling powerless and ineffective!**

Adapted from Sprick's CHAMPs TTT by Laura Hamilton

Reinforcement and Punishment:

Function Over Form

Reinforcement and Punishment are not
 “_____” they are “_____.”

Effects are to either “increase” or “decrease”
 behavior


Oxymoronic, “I’ve tried positive reinforcement,
 and it doesn’t work.”

Adapted from Sprick's CHAMPS TTT (2001). Reinforced by punishment: Reflections on the abuse of
 by Laura Hamilton and/or reinforcement in schools. Educational Leadership, 42, 17-20.

-
-
-
-

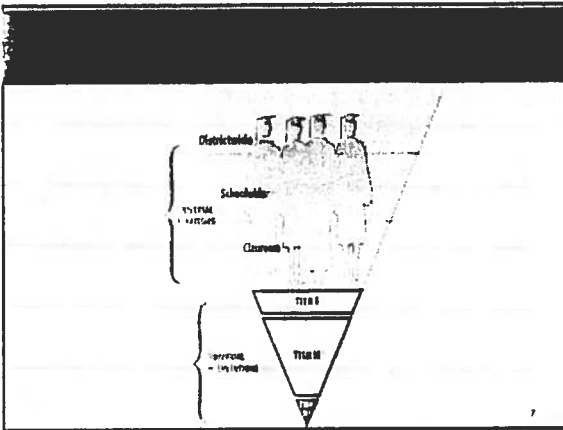
Adapted from Sprick's CHAMPS TTT
 by Laura Hamilton

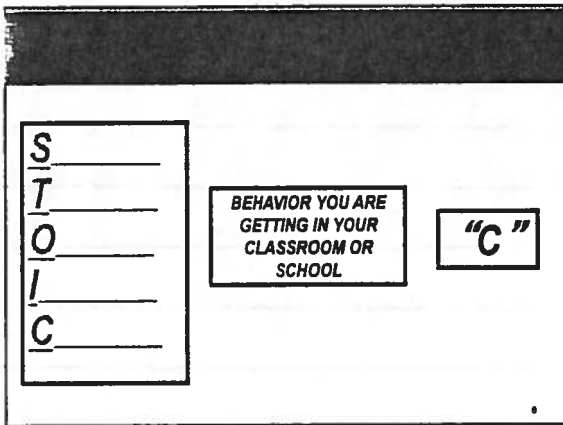
**The problem today is that
 we have a SURPLUS of
SIMPLE ANSWERS
 and a
SHORTAGE
 of SIMPLE PROBLEMS!**

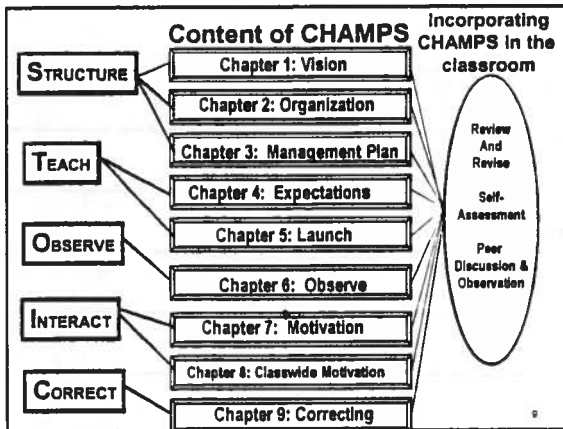


Syracuse Herald

Adapted from Sprick's CHAMPS TTT
 by Laura Hamilton







Pg. 28 of
CHAMPS

1. Behavior that is repeated is motivated—
behavior does not reoccur when there is no
motivation (Katzell & Thompson, 1990)
 - THIS CONCEPT IS ALWAYS TRUE!
2. Most people are motivated to engage in a
particular behavior by a **MIX OF INTRINSIC
& EXTRINSIC FACTORS**
 - Consider something you enjoy doing and the bonus
of being recognized for it!

Adapted from Sprick's CHAMPS ITT
by Laura Hamilton

Pg. 29 of
CHAMPS

3. There is a relationship between a person's
INTRINSIC MOTIVATION to engage in a
task and that person's **PROFICIENCY** at
that task
4. To increase motivation in unmotivated
students, **BOTH** must be addressed
 - The line between the two are not as distinct
as it may seem

Adapted from Sprick's CHAMPS ITT
by Laura Hamilton

Pg. 28 of CHAMPS

- In **EARLY** stages of learning something new OR when
learning is difficult, some students are **NOT** likely to be
INTRINSICALLY motivated to engage in behaviors
necessary to learn
- As the student becomes more proficient at the task,
EXTRINSIC motivators should be faded out
- Chapters 7 & 8 have suggestions for both intrinsic &
extrinsic motivators

Adapted from Sprick's CHAMPS ITT
by Laura Hamilton

1. Include high expectations for student success
 2. Build positive relationships with students
 3. Create consistent, predictable classroom routines
 4. Teach students how to behave successfully
 5. Provide frequent positive feedback
 6. Correct misbehavior in a calm, consistent, logical manner

Adapted from Sprick's CHAMPS TTT by Laura Hamilton

13

Vagueness	"That others like you want to be treated." "Do your best."
Broad Values— Guidelines for Success	"Be respectful." "Be responsible."
Classroom Expectations	"Raise hand before you speak." "Before leaving your seat, get permission."
Classroom Procedures	"Go to your seat when you enter the room." "Wait for the bell to ring before leaving your desk."

Adapted from Sprick's CHAMPS TTT by Laura Hamilton

14

Pg. 110-119 of 151
Book: D&G pg. 134

1. Stated **POSITIVELY**
 - Is there ever any exception to this?
2. Should be Specific and Refer to **OBSERVABLE BEHAVIORS**
3. **TEACH** your rules using POSITIVE & NEGATIVE examples
4. Applicable throughout the **ENTIRE CLASS PERIOD**
5. **POSTED** in a prominent, visible location

Adapted from Sprick's CHAMPS TTT by Laura Hamilton

15

Fair does not mean doing the same thing for all students... it means striving to meet the individual needs of each student.

“There is nothing more unequal than equal treatment of unequals.”

Adapted from Sprick's CHAMPE TTT
by Laura Hamilton

16

1. To create and maintain a positive, respectful, and safe learning environment for all students
2. To make behavioral and academic expectations for each student crystal clear
3. To judge each student's needs and create strategies to meet those needs
4. To be consistent and fair* in the implementation of classroom expectations and procedures

Adapted from Sprick's CHAMPE TTT
by Laura Hamilton

17

Exhibit 4.2

Management and Discipline Planning

1. For each question, circle the number under the statement that best answers the question. When you are unsure about the answer to a question, circle the middle number.
2. Total the scores for all items. You should have a number between 0 and 120.
3. Use the scale at the end of the form to determine the most appropriate structure level for your classroom management plan.

Questions 1 to 6 relate to the population of the entire school:

1. How would you describe the overall behavior of students in your school?	Generally quite irresponsible. I frequently have to nag and/or assign consequences. 10	Most students behave responsibly, but about 10 percent put me in the position where I have to nag and/or assign consequences. 5	Generally responsible. I rarely find it necessary to nag and/or assign consequences. 0
2. What percentage of students in your school qualify for free or reduced lunch?	60 percent or more 10	10 to 60 percent 5	Less than 10 percent 0
3. What percentage of students in your school typically move in and/or out of the school during the course of the school year?	50 percent or more 10	10 to 50 percent 5	Less than 10 percent 0
4. How would you describe the overall attitude of students toward school?	A large percentage hate school and ridicule the students who are motivated. 10	It's a mix, but most students feel okay about school. 5	The vast majority of students like school and are highly motivated. 0
5. How would you describe the overall nature of the interactions between students and adults in your school?	There are frequent confrontations, which include sarcasm and/or disrespect. 10	There is a mix, but most interactions are respectful and positive. 5	The vast majority of interactions are respectful and positive. 0
6. How would you describe the level of interest and support provided by the parents of students in your school?	Many parents are openly antagonistic, and many show no interest in school. 10	Most parents are at least somewhat supportive of school. 5	The majority are interested, involved, and supportive of what goes on in the school. 0

Questions 7–11 relate to students in your class this year. Use your most difficult class, or if you are doing this before the school year begins, simply give your best guess.

7. What grade level do you teach?	Ninth grade 20	Tenth grade 5	Eleventh or twelfth grade 0
8. How many students do you have in your class?	30 or more 10	23 to 30 5	22 or fewer 0
9. What is the reputation of this group of students from previous years? For example, if you teach tenth grade, what was the reputation of these students as ninth graders?	This class is going to be awful. 10	It's a mix, but most students work hard and cooperate. 5	This group is very hard working and cooperative. 0
10. How many students in your class have been identified as severely emotionally disturbed (SED)? Note: This label varies from state to state.	Two or more 10	One 5	Zero 0
11. Not including students identified as SED, how many students have a reputation for chronic discipline problems?	Three or more 10	One or two 5	Zero 0

Total: _____

If your total score is:

0 to 30

31 to 60

61 to 120

Your risk factors are:

Low, which means your students can probably be successful with a classroom management plan that involves low, medium, or high structure. The level of structure can be defined by your teaching style.

Medium, which means that for your students to be successful, your classroom management plan should involve medium or high structure.

High, which means that for your students to be successful, your classroom management plan should involve high structure. Regardless of your personal preference or style, your students will probably benefit from a detailed, systematic, and organized classroom management plan.

Appendix B:

Basic Facts About the Americans with Disabilities Act

Title I – Employment

- Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.
- Employers can ask about one's ability to perform a job, but prior to offering a job they cannot inquire if someone has a disability or require medical examinations.
- Employers cannot use tests that tend to screen out people with disabilities unless the tests measure job-related skills.
- Employers need to provide "reasonable accommodation" to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.
- Employers do not need to provide accommodations that impose an "undue hardship" on business operations.
- Who needs to comply:
 - Private employers with 15 or more employees.
 - State and local government employers, regardless of how many employees they have.

Title II – State and Local Governments

- State and local governments may not discriminate against qualified individuals with disabilities.
- State and local government agencies must make reasonable modifications to their policies and procedures to allow equal opportunities for individuals with disabilities to participate.
- All government facilities, services, and communications must be accessible consistent with the requirements of Section 504 of the Rehabilitation Act of 1973.
- All new construction must be accessible.
- New public transit buses must be accessible to individuals with disabilities.
- Transit authorities must provide comparable paratransit or other special transportation services to individuals with disabilities who cannot use fixed route bus services, unless an undue burden would result.
- Existing rail systems must have one accessible car per train.
- New rail cars must be accessible.
- New bus and train stations must be accessible.
- Key stations in rapid light and commuter rail systems must be made accessible by July 26, 1993, with

Unit 5: Rights and Responsibilities Under the Law

extensions up to 20 years for commuter rail (30 years for rapid and light rail).

- All existing Amtrak stations must be accessible by July 26, 2010.

Title III – Public Accommodations

- Private businesses such as restaurants, hotels, banks, and retail stores may not discriminate against individuals with disabilities.
- Auxiliary aids and services must be provided to ensure effective communications with individuals with vision or hearing impairments, unless an undue burden would result.
- Physical barriers in existing facilities must be removed, if removal is readily achievable. If removal is not readily achievable, alternative methods of providing the services must be offered, if they are readily achievable.
- All new construction and alterations of facilities must be accessible.

Title IV – Telecommunications

- Companies offering telephone service to the general public must offer telephone relay services to individuals who use telecommunications devices for the deaf (TDDs) or similar devices.
- All television public service announcements produced or funded in whole or in part by the federal government must include closed captioning.

Title V – Miscellaneous Provisions

- Title V includes information regarding the ADA's relationship with other federal and state laws such as the Rehabilitation Act of 1973.
- Retaliation and coercion are prohibited.
- The U.S. Congress and the agencies of the federal legislative branch are covered; discrimination against individuals with disabilities is prohibited in employment and other programs.

NOTES



Menu for Effectively Responding to Classroom Misbehavior

B E H A V I O R	Mild Misbehaviors	Moderate Misbehaviors	Severe Misbehaviors
• Talking out		• Disrespect	• Strong and Repetitive Defiance
• Off Task		• Defiance	• Physical Aggression
• No Materials		• Verbal Aggression	• Severe Verbal Aggression
• No Homework		• Mild Physical Aggression	• Severe/Repetitive Class
• Delay in following directions		• Class Disruption	• Disruption (i.e. Temper Tantrum)
• Dress Code Violation		• Repeat Offenses	
• Non-compliance			
• Proximity		<u>Previous responses plus:</u>	<u>Previous responses, plus:</u>
• Change Seating/Location		• Positive Practice	• Reference Level System
• Verbal Reprimand		• Conference with Teacher (paired with Behavior Improvement Form)	• Individualized Behavior Intervention Plan
• Signal/Gesture/Look		• Timeout	• TEACHING AND PRACTICE OF EXPECTED BEHAVIORS
• Record Misbehavior		• Time Owed	• Parental Involvement
• Model/Practice Expectation		• Loss of Privileges, points, etc. (Response Cost)	• De-Escalation
• TEACHING AND PRACTICE OF EXPECTED BEHAVIOR		• Restitution	• Interagency Support
• Discussion with Student		• TEACHING AND PRACTICE OF EXPECTED BEHAVIOR	• Detention
• Planned Feedback		• Emotional Reaction	• Suspension
• Reference Behavior		• (only 2x a year)	• Office Referral
• Monitor/Feedback Sheet			
• Social Skill Correction Procedure			
• Pre-correction			
• Humor			
• <u>Planned Ignoring</u>			
• <u>Parental Contact</u>			

Adapted from Sprick's CHAMPs TTT
by Laura Hamilton

EXHIBIT J-1

CHAMPS Training

August 5th and August 7th

2015

Agenda

1. Types of students- Opie vs. Beavis
2. 4 common simple solutions
3. CHAMPS- What is it?
4. Intro to CHAMPS
5. Rationale for using CHAMPS
6. C H A M P s acronym
7. STOIC
8. Cultural Competence article
9. Questionnaire- What is your structure?
10. TMF- teach, monitor, feedback
11. Rules vs. procedures
12. motivation factors

CHAMPS MEETING

August 5, 2015

Initial by Name:	
Batchelor, Suzanne	Lively, Michele <i>ML</i>
Bedwell, Kevin	McCaffrey, Karla
Brown, Chad <i>CB</i>	Mellon, Charlene
Burns, Jerrell	Miller, Jonathan
Butler, Beverly	Norton, Craig
Cornutt, Kasey	Owen, Rob
Cornutt, Ronald	Riddle, Lauren
Davis, Dewayne <i>DD</i>	Roberts, Pam
Duke, Lisa	Swain, Greta <i>DS</i>
Feazell, Allison <i>AF</i>	Sherer, Nikita
Fincher, Lori	
Ginn, Wes	
Holt, Daniel	
Inglis, Gene	
Ingram, Susan <i>AI</i>	
Keown, Josh	
Leatherwood, Sondra	
	Whaley, Jody
	Derek Cobb <i>DC</i>

CHAMPS MEETING

August 7, 2015

Initial by Name:	
Batchelor, Suzanne <i>SB</i>	Lively, Michele
Bedwell, Kevin <i>Ken Bedwell</i>	McCaffrey, Karla <i>(KM)</i>
Bedwell, Kevin	Mellon, Charlene <i>(CM)</i>
Brown, Chad <i>CB</i>	Miller, Jonathan <i>(JM)</i>
Burns, Jerrell <i>JB</i>	Norton, Craig <i>(CN)</i>
Butler, Beverly <i>on B</i>	Owen, Rob <i>(OR)</i>
Cornutt, Kasey	Riddle, Lauren <i>(LR)</i>
Cornutt, Ronald <i>(RC)</i>	Roberts, Pam <i>(PR)</i>
Davis, Dewayne	Swain, Greta
Duke, Lisa <i>LD</i>	Sherer, Nikita <i>(NS)</i>
Feazell, Allison	
Fincher, Lori <i>(FL)</i>	
Ginn, Wes <i>(WG)</i>	
Holt, Daniel <i>(DH)</i>	
Inglis, Gene	
Ingram, Susan <i>(IS)</i>	
Keown, Josh <i>(JK)</i>	
Easley, Michael <i>(ME)</i>	
Leatherwood, Sondra <i>(SL)</i>	
	Whaley, Jody <i>(JW)</i>
Agenda:	Derek Cobb <i>(DC)</i>

8/25/2015

Welcome to CHAMPs

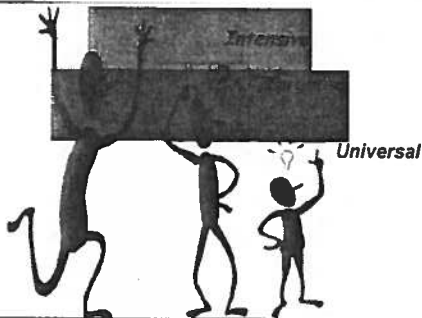
A Proactive and Positive Approach to
Classroom Management

Calhoun County Schools
2015-16
Focused on Success for ALL

*When you teach students how to
behave responsibly during the first
month of school, you dramatically
increase their chances of having a
productive year.*



Who are Our Students Today



8/25/2015

Historical Perspective

- **Opie vs Beavis**
- Attitude that students should just 'DO WHAT WE TELL THEM' leads to an over-dependence on *REACTIVE PROCEDURES*
- *REACTIVE PROCEDURES* are not wrong, they are simply ineffective in changing behavior
- They make us "hold onto" *SIMPLE SOLUTIONS!*

SIMPLE SOLUTION #1: *An Increase in Emotional Intensity*

- "Tough Kids" will ALWAYS raise you one on the emotional scale!
- The trick is to NOT "join in" the escalation cycle with the student
- Instead....DISENGAGE! *"First you deal with the moment... Then you deal with the behavior!"*

SIMPLE SOLUTION # 2 *An Over-Reliance of "Role-Bound" Authority*

- "Role-Bound" power is not enough.
- We tend to think that the *person with the most "power" can MAKE THE KID STOP*.
"It worked with me..."
"It works with most of my students."
- Many of our toughest students just don't get (or have never been taught) this *"SYMBOLIC POWER"* of authority
 - *We are the ones that end up most frustrated, because traditional discipline strategies leave us feeling powerless and ineffective!*

**SIMPLE SOLUTION #3:
An Over-Reliance On
PUNISHMENT**

*WHY DO WE OVER-RELY ON
PUNISHMENT?*

It's Quick!

It's Easy to administer!

It's CHEAP!

It Works!!!

**with students without
challenging behaviors**

- *When punishing doesn't work, we resort to punishing...*
 - *More harshly*
 - *More quickly*
 - *Over longer periods of time*
 - *With more emotional intensity*
- TO
MAKE THESE STUDENTS BEHAVE!**
Can we MAKE students behave?

**Why doesn't EMOTIONAL
INTENSITY AND PUNISHMENT work
with ALL students?**

Reinforcement and Punishment:

- *Reinforcement and Punishment are not "things" they are "effects."*
- *Effects are to either "increase" or "decrease" behavior*
- *Consequences that 'punish' the universal kid actually reinforce the intensive kid*

8/25/2015

SIMPLE SOLUTION # 4:
Wishing and Hoping

- I hear they' re moving..."
- "The year ends soon and he will move on to the next grade!"
- "You know, I heard they really don' t live in our district!"
- "Oh, please let her be absent *just one day!*"

So... What DOES work?

The problem today is that we have a
SURPLUS of SIMPLE ANSWERS
and a
SHORTAGE of SIMPLE PROBLEMS!
Syracuse Herald

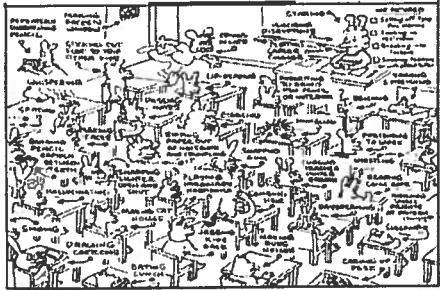


CHAMPs

A Proactive and Positive Approach
 to Classroom Management
 Introduction

8/25/2015

Introduction to CHAMPs



CHAMPs: What IS It?

A set of decisions the teacher must make in order to structure for TODAY'S STUDENTS

A "Template"

A Process

A Common Language Among Staff

CHAMPs: What It Is Not?

- A Canned Program
- Another Bandwagon
- Just a Product
- All teachers ARE NOT expected to have the same CHAMPs expectations!

Introduction to CHAMPs

Why CHAMPs?


The goal of classroom management is to develop students who are:

- Responsible
- Motivated
- Highly engaged in meaningful tasks
- College and Career Ready

Introduction to CHAMPs

Understatement: Not all students come to us motivated and/or responsible.

- Some are responsible and highly motivated. (universal kids)
- Some are responsible, but only moderately motivated. (Targeted kids)
- Some are like Huck Finn, severely at risk. (Intensive kids)



Introduction to CHAMPs

CHAMPs provides research-based techniques and strategies that can improve student behavior, attitude, and motivation.

8/25/2015

Rationale for using CHAMPS

- CHAMPS is not one more thing on the plate -it is the PLATE.
- Our audience in schools has changed. (Universal kids, targeted kids and intensive kids)
- We can't use a method from 1950 with students of 2015.
- CHAMPS has simple solutions.
- We must TEACH the expected behaviors.
- We must become 'consciously competent'
- Each classroom procedures and expectations will differ but use common language.

Office of Civil Rights Directives

- Teach School Rules & Social Emotional Skills
- Reinforce Student Positive Behaviors
- Expand PBIS
- Incorporate A Continuum Of Consequences
- Be Cultural Responsible
- Use Restorative Justice Practices

The CHAMPS Basic Beliefs

- Teachers can structure and organize their classrooms to promote responsible student behavior.
- Teachers should overtly and consciously teach students how to behave responsibly in every classroom/school situation.

The CHAMPs Basic Beliefs

- Teachers should focus more time, attention, and energy on acknowledging responsible behavior than responding to misbehavior.
- Teachers should preplan their responses to misbehavior to ensure that they will respond in a brief, calm, and consistent manner.

Introduction to CHAMPs

- The acronym CHAMPs reflects the "categories" or types of expectations that you, as a teacher need to clarify for students about every major activity or transition that occurs in your classroom.

The CHAMPs Acronym

- C**onversation: Can students talk to each other during this activity/transition?
- H**elp: How can students ask questions during this activity/transition? How do they get your help?
- A**ctivity: What is the task/objective of this activity/transition? What is the expected end product?
- M**ovement: Can students move about during this activity/transition? Can they sharpen their pencil, get water, etc.?
- P**articipation: What does appropriate student work behavior for this activity/transition look/sound like?

8/25/2015

CHAMP Expectations for instruction activities and transitions.

- See handouts

S.T.O.I.C.

The S.T.O.I.C. acronym provides the initial building blocks for developing a classroom management plan:

- *Structure*
- *Teach*
- *Observe and supervise*
- *Interact positively (Ration of interactions)*
- *Correct*

Stoic- somebody who is unemotional, especially somebody who shows patience and endurance during adversity. (Spock)


These are variables that YOU can control.

WHY

Some Students Present Us
With
Challenging Behaviors
When They Walk Through
The School House Door.

(Pause to read and discuss article included about Cultural Competence)

"They can't get your goat if they don't know where it's tied" Bill Jenson



TMF


- Clearly defined behavior expectations are not enough.
- Expectations must also be communicated and taught in a 3-step process:

1 Teach your expectations before the activity or transition begins.	2 Monitor student behavior by circulating and visually scanning.	3 Provide feedback during and at the conclusion of the activity.
---	--	--

Begin the cycle again for the next activity

Correction Procedures

Duck Tape: the Answer to Misbehavior?



8/25/2015

Rules verses Procedures

What is a rule?

- Rules will not change throughout the school day. They remain consistent regardless of activity or location.
 - Our reaction must be 'nauseatingly consistent'

What is a procedure?

- A particular way of accomplishing something or a series of steps followed in a regular definite order

Systems for Monitoring and Feedback

1. Redirects (mild behaviors)
 2. The Misbehavior Recording Form- For rule violations (mild behavior errors) a strategy off of the Menu can be paired with Rule Violation Record (123-142)
 3. The Menu for Responding to Behavior Errors- More moderate or severe behaviors. (These behaviors will still be noted on the rule violation sheet so that you have the data.)
 4. Point sheet: set interval feedback
 5. Token economy system
 6. Level System
 7. Office Referrals
- Samples of these items may be found on the disc attached to the book and in Chapter 8.

What is your structure?

Complete Classroom management and discipline planning questionnaire. This will guide you to discover if your students need high structure, medium structure or low structure to be successful.

- Low structure - Students can probably be successful with a classroom management plan that involves low medium or high structure . They adjust to many environments and procedures.
- Medium structure - For students to be successful your classroom management plan should involve medium or high structure.
- High structure - For your students to be successful, your classroom management plan should involve high structure.

8/25/2015

Motivation

- Formula: Value x Expectancy

- Two conditions that impact motivation:
 - 1-I perceive the task is new and difficult
 - 2-I don't think I can succeed

Correction Procedures

When you treat student misbehavior as an instructional opportunity, you give students the chance to learn from their mistakes.



Champs	Warm-up	Teacher Instruction	Group Activity	Independent Work	Test or Quiz
C onversation	LOW VOICES	SILENCE	LOW VOICES WITH GROUP	SILENCE	ABSOLUTE SILENCE
H elp	ASK A FRIEND OR TEACHER	RAISE HAND	ASK YOUR PARTNER OR TEACHER	RAISE HAND	RAISE HAND
A ctivity	BELL RINGER OR ENGAGE	NOTE-TAKING CLASS DISCUSSION VIDE	table stations sensory work	WORK ALONE AT YOUR SEAT	TESTING
M ovement	LIMITED MOVEMENT	REMAIN SEATED	MOVE WHEN DIRECTED	ONLY WITH PERMISSION	ONLY WITH PERMISSION
D isicipation	WORK INDEPENDENTLY	WORK AS DIRECTED	WORK AS A TEAM	WORK INDEPENDENTLY	WORK INDEPENDENTLY
S uccess!	SUCCESS	SUCCESS	SUCCESS	SUCCESS	SUCCESS

www.essentialclassroomideas.blogspot.com

Salks High



CLASSROOM PROCEDURES

1. Enter classroom and sit in your assigned seat.
2. Complete the Daily Social Science question (Copy question and wait for answer) or write a fact about a president.
3. Take care of any needs such as sharpening pencil, throwing trash away, bathroom, etc. before the bell rings.
4. Once the bell rings and class starts no one should be out of their desk.
5. Get permission to leave your seat for anything.
6. If you must leave the room (bathroom, water, to get a book, etc) you will owe me time after class.
7. If your pencil breaks during class and needs sharpening during class, get permission and then take the shortest route to the sharpener without disturbing others.
8. Devices must not be in use for ANY reason unless we are using them in class or if you have been given permission to use them for music. However, if you are using them for music, you can only put one ear bud in so that I can still communicate with you. If I can hear your music then it's too loud. ALL cell phones will be placed in a box during an exam.
9. If you are absent from class it is your responsibility to look in the assignment notebook and get your assignment. (See me if you missed a worksheet, quiz or test)
10. You will label your papers as shown on the board.
11. A classroom student will be designated to pass out graded papers.
12. Papers will be turned in one row at a time.

CLASSROOM RULES

1. Show RESPECT for your teacher, your peers, and yourself
2. Be Punctual (inside classroom before the bell rings)
3. Only bottled water is permitted in the classroom
4. Be prepared for class everyday
5. Clean up after yourself
6. Follow the classroom personal device policy
7. Collateral is needed for borrowing supplies

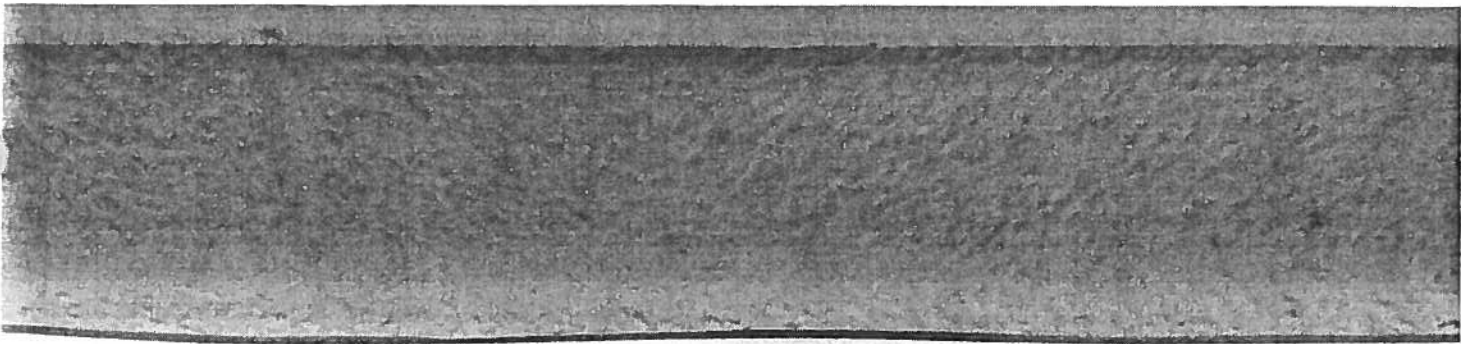
S

CONSEQUENCES

1. Verbal Warning
2. Time owed after class or break
3. Writing Assignment
4. Parent contact
5. Office referral

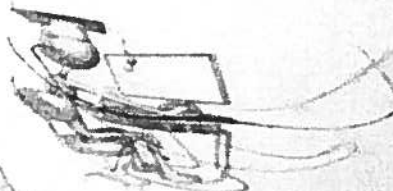

6 Questions to Ensure that You Are Learning

- 1. What is the purpose of this lesson?**
- 2. Why is this important to learn?**
- 3. In what ways are you challenged to think in this lesson?**
- 4. How will you apply, assess, or communicate what you have learned?**
- 5. Do you know the quality of your work and how you can improve it?**
- 6. Do you feel respected by others while in class?**



Saks Students Expectations

Saks students are expected to make every effort to attain and exhibit these skills daily in a professional work environment.



- Strong Work Ethic**
- Good Citizenship**
- Critical Thinking**
- Technologically Savvy**
- Reflective**
- Creative**
- Successful Collaborator**
- Effective Communicator**

Uses and Expectations of Devices in the Classroom

1. Device will not be taken out or turned on until asked to do so.
2. Device will be shut off and put away when asked to do so.
3. Eyes and hands will be off the device while the teacher is speaking or directing your attention away from the device.
4. Device will be connected to Saks High School WI-FI network. It will not be connected using a student's personal data plan. "The teacher may check network connection in class at any time."
5. If any device is used in an inappropriate manner, used to access inappropriate information, or is not being used in the direction the teacher has given that device may be confiscated, turned in to an administrator and/ or the student may lose their privilege to bring to class.
6. Students are responsible for their own device. It would be a good idea to label your device.
7. Bring your device to school charged. Charging is permitted in class but should not be relied upon.



Classroom Rules

1. Be **RESPECTFUL** towards others!!!
2. Be on Time!!! (Be on time is not reporting to class and asking to leave)
3. Be Prepared!!! (Which means having book, paper & pen/ pencil)
4. Do **NOT** talk while others are talking!!! (Show Respect)
5. Adhere to the Student Handbook

CLASSROOM RULES

- 1. Obey all directions given by the teacher.
- 2. Keep hands, feet, and all objects to yourself.
- 3. Bring all materials needed for class each day. (pencil, paper, book, etc.)
- 4. Do not speak or interrupt class without permission from the teacher. (if you want to be recognized raise your hand.)
- 5. No chewing gum or candy in the room.

CONSEQUENCES

- 3. WRITE CHARACTER EDUCATION
- 4. PARENTAL CONTACT
- 5. WRITE-UP/OFFICE REFERENCE
 - ONE DAY AT BREAK FOR
 - SENT TO ISD IF TARDY

S
U
+ M
TOTAL

sub-tract=difference

diferencia

multi
× ply
product

producto

Quo ÷ ien-

coo

he teacher.

CONSEQUENCES

1. WARNING
 2. BREAK
 3. WRITE CHARACTER EDUCATION SHEET (10 MIN)
 4. PARENT CONTACT
 5. WRITE-UP/OFFICE REFERRAL
- ONE DAY AT BREAK FOR GUM
 - SENT TO ISD IF TARDY

multi
× ply
product

Quo ÷ ien ÷

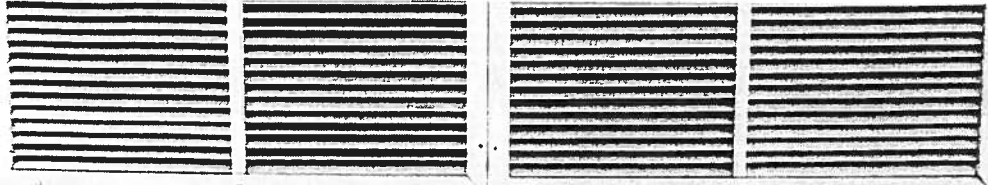


2 •

Uses and Expectations of Devices in the Classroom

- 1. Devices will not be taken out or turned on until asked to do so.
- 2. All devices must be turned off when asked to do so.
- 3. Students must not use devices when the teacher is speaking or directing your attention.
- 4. Devices are not allowed to be connected to the school's Wi-Fi network. It will not be permitted to connect to any other network. The teacher may check network connections in class at any time.
- 5. If any device is used in an inappropriate manner, used to access inappropriate information, or is not being used in the direction the teacher has given, that device may be confiscated, turned in to an administrator and/or the student may lose their privilege to bring the device to class.
- 6. Students are responsible for their own device. It would be a good idea to label your device.
- 7. Bring your device to school charged. Charging is permitted in class but should not be relied upon.
- 8. Students are not permitted to download apps during class or at school.

Inverse Operations



STAY CONNECTED by coming to CLASS !!!

Here you'll make sure you come to class every day!
What? What's happening?
There is a contest for the best class in school to see who has the most perfect attendance. The winning grade gets a trophy!



Check for status updates every month to see who had perfect attendance!



The class with the highest attendance each month will be tweeted here!



#SaksWildcats

The monthly attendance for grades 9th, 10th, 11th, and 12th will be posted here.



EXHIBIT J-2

CHAMPS Training

August 5th and August 7th

2015

Agenda

1. Types of students- Opie vs. Beavis
2. 4 common simple solutions
3. CHAMPS- What is it?
4. Intro to CHAMPS
5. Rationale for using CHAMPS
6. C H A M P s acronym
7. STOIC
8. Cultural Competence article
9. Questionnaire- What is your structure?
10. TMF- teach, monitor, feedback
11. Rules vs. procedures
12. motivation factors

CHAMPS MEETING
August 5, 2015

Initial by Name:	
Batchelor, Suzanne	Lively, Michele <i>M</i>
Bedwell, Kevin	McCaffrey, Karla
Brown, Chad <i>CB</i>	Mellon, Charlene
Burns, Jerrell	Miller, Jonathan
Butler, Beverly	Norton, Craig
Cornutt, Kasey	Owen, Rob
Cornutt, Ronald	Riddle, Lauren
Davis, Dewayne <i>D Davis</i>	Roberts, Pam
Duke, Lisa	Swain, Greta <i>D Swain</i>
Feazell, Allison <i>Allison Feazell</i>	Sherer, Nikita
Fincher, Lori	
Ginn, Wes	
Holt, Daniel	
Inglis, Gene	
Ingram, Susan <i>S Ingram</i>	
Keown, Josh	
Leatherwood, Sondra	
	Whaley, Jody
	Derek Cobb <i>D Cobb</i>

CHAMPS MEETING

August 7, 2015

Initial by Name:	
Batchelor, Suzanne <i>SB</i>	Lively, Michele
Bedwell, Kevin <i>Ken Bedwell</i>	McCaffrey, Karla <i>(KM)</i>
Bedwell, Kevin	Mellon, Charlene <i>(CM)</i>
Brown, Chad <i>CB</i>	Miller, Jonathan <i>(JM)</i>
Burns, Jerrell <i>JB</i>	Norton, Craig <i>(CN)</i>
Butler, Beverly <i>on B</i>	Owen, Rob <i>(OR)</i>
Cornutt, Kasey	Riddle, Lauren <i>(LR)</i>
Cornutt, Ronald <i>(RC)</i>	Roberts, Pam <i>(PR)</i>
Davis, Dewayne	Swain, Greta
Duke, Lisa <i>LD</i>	Sherer, Nikita <i>(NS)</i>
Feazell, Allison	
Fincher, Lori <i>(FL)</i>	
Ginn, Wes <i>(WG)</i>	
Holt, Daniel <i>(DH)</i>	
Inglis, Gene	
Ingram, Susan <i>(IS)</i>	
Keown, Josh <i>(JK)</i>	
Easley, Michael <i>(ME)</i>	
Leatherwood, Sondra <i>(LS)</i>	
	Whaley, Jody <i>(JW)</i>
Agenda:	Derek Cobb <i>(DC)</i>

8/25/2015

Welcome to CHAMPs

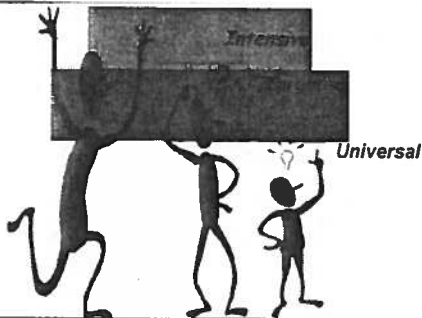
A Proactive and Positive Approach to
Classroom Management

Calhoun County Schools
2015-16
Focused on Success for ALL

*When you teach students how to
behave responsibly during the first
month of school, you dramatically
increase their chances of having a
productive year.*



Who are Our Students Today



8/25/2015

Historical Perspective

- **Opie vs Beavis**
- Attitude that students should just 'DO WHAT WE TELL THEM' leads to an over-dependence on *REACTIVE PROCEDURES*
- *REACTIVE PROCEDURES* are not wrong, they are simply ineffective in changing behavior
- They make us "hold onto" *SIMPLE SOLUTIONS!*

SIMPLE SOLUTION #1: *An Increase in Emotional Intensity*

- "Tough Kids" will ALWAYS raise you one on the emotional scale!
- The trick is to NOT "join in" the escalation cycle with the student
- Instead....DISENGAGE! *"First you deal with the moment... Then you deal with the behavior!"*

SIMPLE SOLUTION # 2 *An Over-Reliance of "Role-Bound" Authority*

- "Role-Bound" power is not enough.
- We tend to think that the *person with the most "power" can MAKE THE KID STOP*.
"It worked with me..."
"It works with most of my students."
- Many of our toughest students just don't get (or have never been taught) this *"SYMBOLIC POWER"* of authority
 - *We are the ones that end up most frustrated, because traditional discipline strategies leave us feeling powerless and ineffective!*

SIMPLE SOLUTION #3:
An Over-Reliance On
PUNISHMENT

WHY DO WE OVER-RELY ON PUNISHMENT?

It's *Quick!*
It's *Easy to administer!*
It's *CHEAP!*
It *Works!!!*
with students without challenging behaviors

• *When punishing doesn't work, we resort to punishing...*

- *More harshly*
- *More quickly*
- *Over longer periods of time*
- *With more emotional intensity*

TO MAKE THESE STUDENTS BEHAVE!
Can we MAKE students behave?

Why doesn't EMOTIONAL INTENSITY AND PUNISHMENT work with ALL students?

Reinforcement and Punishment:

- *Reinforcement and Punishment are not "things" they are "effects."*
- *Effects are to either "increase" or "decrease" behavior*
- *Consequences that 'punish' the universal kid actually reinforce the intensive kid*

8/25/2015

SIMPLE SOLUTION # 4:
Wishing and Hoping

- "I hear they're moving..."
- "The year ends soon and he will move on to the next grade!"
- "You know, I heard they really don't live in our district!"
- "Oh, please let her be absent *just one day!*"

So... What DOES work?

*The problem today is that we have a **SURPLUS of SIMPLE ANSWERS** and a **SHORTAGE of SIMPLE PROBLEMS!***
Syracuse Herald

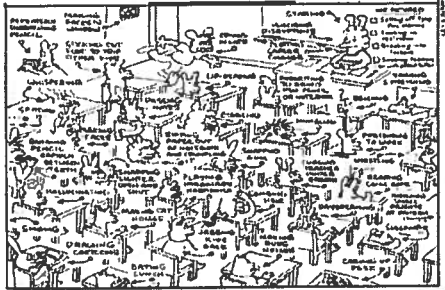


CHAMPs

A Proactive and Positive Approach
to Classroom Management
Introduction

8/25/2015

Introduction to CHAMPs



CHAMPs: What IS It?

A set of decisions the teacher must make in order to structure for TODAY'S STUDENTS

A "Template"

A Process

A Common Language Among Staff

CHAMPs: What It Is Not?

- A Canned Program
- Another Bandwagon
- Just a Product
- All teachers ARE NOT expected to have the same CHAMPs expectations!

Introduction to CHAMPs

Why CHAMPs?


The goal of classroom management is to develop students who are:

- Responsible
- Motivated
- Highly engaged in meaningful tasks
- College and Career Ready

Introduction to CHAMPs

Understatement: Not all students come to us motivated and/or responsible.

- Some are responsible and highly motivated. (universal kids)
- Some are responsible, but only moderately motivated. (Targeted kids)
- Some are like Huck Finn, severely at risk. (Intensive kids)



Introduction to CHAMPs

CHAMPs provides research-based techniques and strategies that can improve student behavior, attitude, and motivation.

8/25/2015

Rationale for using CHAMPS

- CHAMPS is not one more thing on the plate -it is the PLATE.
- Our audience in schools has changed. (Universal kids, targeted kids and intensive kids)
- We can't use a method from 1950 with students of 2015.
- CHAMPS has simple solutions.
- We must TEACH the expected behaviors.
- We must become 'consciously competent'
- Each classroom procedures and expectations will differ but use common language.

Office of Civil Rights Directives

- Teach School Rules & Social Emotional Skills
- Reinforce Student Positive Behaviors
- Expand PBIS
- Incorporate A Continuum Of Consequences
- Be Cultural Responsible
- Use Restorative Justice Practices

The CHAMPS Basic Beliefs

- Teachers can structure and organize their classrooms to promote responsible student behavior.
- Teachers should overtly and consciously teach students how to behave responsibly in every classroom/school situation.

The CHAMPs Basic Beliefs

- Teachers should focus more time, attention, and energy on acknowledging responsible behavior than responding to misbehavior.
- Teachers should preplan their responses to misbehavior to ensure that they will respond in a brief, calm, and consistent manner.

Introduction to CHAMPs

- The acronym CHAMPs reflects the "categories" or types of expectations that you, as a teacher need to clarify for students about every major activity or transition that occurs in your classroom.

The CHAMPs Acronym

- C**onversation: Can students talk to each other during this activity/transition?
- H**elp: How can students ask questions during this activity/transition? How do they get your help?
- A**ctivity: What is the task/objective of this activity/transition? What is the expected end product?
- M**ovement: Can students move about during this activity/transition? Can they sharpen their pencil, get water, etc.?
- P**articipation: What does appropriate student work behavior for this activity/transition look/sound like?

8/25/2015

CHAMP Expectations for instruction activities and transitions.

- See handouts

S.T.O.I.C.

The S.T.O.I.C. acronym provides the initial building blocks for developing a classroom management plan:

- *Structure*
- *Teach*
- *Observe and supervise*
- *Interact positively (Ration of interactions)*
- *Correct*

Stoic- somebody who is unemotional, especially somebody who shows patience and endurance during adversity. (Spock)


These are variables that YOU can control.

WHY

Some Students Present Us
With
Challenging Behaviors
When They Walk Through
The School House Door.

(Pause to read and discuss article included about Cultural Competence)

"They can't get your goat if they don't know where it's tied" Bill Jenson



TMF


- Clearly defined behavior expectations are not enough.
- Expectations must also be communicated and taught in a 3-step process:

1 Teach your expectations before the activity or transition begins.	2 Monitor student behavior by circulating and visually scanning.	3 Provide feedback during and at the conclusion of the activity.
---	--	--

Begin the cycle again for the next activity

Correction Procedures

Duck Tape: the Answer to Misbehavior?



8/25/2015

Rules verses Procedures

What is a rule?

- Rules will not change throughout the school day. They remain consistent regardless of activity or location.
 - Our reaction must be 'nauseatingly consistent'

What is a procedure?

- A particular way of accomplishing something or a series of steps followed in a regular definite order

Systems for Monitoring and Feedback

1. Redirects (mild behaviors)
 2. The Misbehavior Recording Form- For rule violations (mild behavior errors) a strategy off of the Menu can be paired with Rule Violation Record (123-142)
 3. The Menu for Responding to Behavior Errors- More moderate or severe behaviors. (These behaviors will still be noted on the rule violation sheet so that you have the data.)
 4. Point sheet: set interval feedback
 5. Token economy system
 6. Level System
 7. Office Referrals
- Samples of these items may be found on the disc attached to the book and in Chapter 8.

What is your structure?

Complete Classroom management and discipline planning questionnaire. This will guide you to discover if your students need high structure, medium structure or low structure to be successful.

- Low structure - Students can probably be successful with a classroom management plan that involves low medium or high structure . They adjust to many environments and procedures.
- Medium structure - For students to be successful your classroom management plan should involve medium or high structure.
- High structure - For your students to be successful, your classroom management plan should involve high structure.

8/25/2015

Motivation

- Formula: Value x Expectancy

- Two conditions that impact motivation:
 - 1-I perceive the task is new and difficult
 - 2-I don't think I can succeed

Correction Procedures

When you treat student misbehavior as an instructional opportunity, you give students the chance to learn from their mistakes.



8/27/2015

IMG_0663.JPG

Champs	Warm-up	Teacher Instruction	Group Activity	Independent Work	Test or Quiz
C onversation	LOW VOICES	SILENCE	LOW VOICES WITH GROUP	SILENCE	ABSOLUTE SILENCE
H elp	ASK A FRIEND OR TEACHER	RAISE HAND	ASK YOUR PARTNER OR TEACHER	RAISE HAND	RAISE HAND
A ctivity	BELL RINGER OR ENGAGE	NOTE-TAKING CLASS DISCUSSION VIDE	table stations sensory work	WORK ALONE AT YOUR SEAT	TESTING
M ovement	LIMITED MOVEMENT	REMAIN SEATED	MOVE WHEN DIRECTED	ONLY WITH PERMISSION	ONLY WITH PERMISSION
D isicipation	WORK INDEPENDENTLY	WORK AS DIRECTED	WORK AS A TEAM	WORK INDEPENDENTLY	WORK INDEPENDENTLY
S uccess!	SUCCESS	SUCCESS	SUCCESS	SUCCESS	SUCCESS

www.essentialclassroomideas.blogspot.com

Salks High



CLASSROOM PROCEDURES

1. Enter classroom and sit in your assigned seat.
2. Complete the Daily Social Science question (Copy question and wait for answer) or write a fact about a president.
3. Take care of any needs such as sharpening pencil, throwing trash away, bathroom, etc. before the bell rings.
4. Once the bell rings and class starts no one should be out of their desk.
5. Get permission to leave your seat for anything.
6. If you must leave the room (bathroom, water, to get a book, etc) you will owe me time after class.
7. If your pencil breaks during class and needs sharpening during class, get permission and then take the shortest route to the sharpener without disturbing others.
8. Devices must not be in use for ANY reason unless we are using them in class or if you have been given permission to use them for music. However, if you are using them for music, you can only put one ear bud in so that I can still communicate with you. If I can hear your music then it's too loud. ALL cell phones will be placed in a box during an exam.
9. If you are absent from class it is your responsibility to look in the assignment notebook and get your assignment. (See me if you missed a worksheet, quiz or test)
10. You will label your papers as shown on the board.
11. A classroom student will be designated to pass out graded papers.
12. Papers will be turned in one row at a time.

CLASSROOM RULES

1. Show RESPECT for your teacher, your peers, and yourself
2. Be Punctual (inside classroom before the bell rings)
3. Only bottled water is permitted in the classroom
4. Be prepared for class everyday
5. Clean up after yourself
6. Follow the classroom personal device policy
7. Collateral is needed for borrowing supplies

S

CONSEQUENCES

1. Verbal Warning
2. Time owed after class or break
3. Writing Assignment
4. Parent contact
5. Office referral

6 Questions to Ensure that You Are Learning

- 1. What is the purpose of this lesson?**
- 2. Why is this important to learn?**
- 3. In what ways are you challenged to think in this lesson?**
- 4. How will you apply, assess, or communicate what you have learned?**
- 5. Do you know the quality of your work and how you can improve it?**
- 6. Do you feel respected by others while in class?**

Uses and Expectations of Devices in the Classroom

1. Device will not be taken out or turned on until asked to do so.
2. Device will be shut off and put away when asked to so.
3. Eyes and hands will be off the device while the teacher is speaking or directing your attention away from the device.
4. Device will be connected to Saks High School WI-FI network. It will not be connected using a student's personal data plan. "The teacher may check network connection in class at any time."
5. If any device is used in an inappropriate manner, used to access inappropriate information, or is not being used in the direction the teacher has given that device may be confiscated, turned in to an administrator and/ or the student may lose their privilege to bring to class.
6. Students are responsible for their own device. It would be a good idea to label your device.
7. Bring your device to school charged. Charging is permitted in class but should not be relied upon.



Classroom Rules

1. Be **RESPECTFUL** towards others!!!
2. Be on Time!!! (Be on time is not reporting to class and asking to leave)
3. Be Prepared!!! (Which means having book, paper & pen/ pencil)
4. Do **NOT** talk while others are talking!!! (Show Respect)
5. Adhere to the Student Handbook

CLASSROOM RULES

- 1. Obey all directions given by the teacher.
- 2. Keep hands, feet, and all objects to yourself.
- 3. Bring all materials needed for class each day. (pencil, paper, book, etc.)
- 4. Do not speak or interrupt class without permission from the teacher. (if you want to be recognized raise your hand.)
- 5. No chewing gum or candy in the room.

CONSEQUENCES

- 3. WRITE CHARACTER EDUCATION
- 4. PARENTAL CONTACT
- 5. WRITE-UP/OFFICE REFERENCE
 - ONE DAY AT BREAK FOR
 - SENT TO ISD IF TARDY

S
U
+ M
TOTAL

sub-tract=difference

diferencia

multi
× ply
product

producto

Quo ÷ ien-

coo

he teacher.

CONSEQUENCES

1. WARNING
 2. BREAK
 3. WRITE CHARACTER EDUCATION SHEET (10 MIN)
 4. PARENT CONTACT
 5. WRITE-UP/OFFICE REFERRAL
- ONE DAY AT BREAK FOR GUM
 - SENT TO ISD IF TARDY

multi
× ply
product

Quo ÷ ien ÷

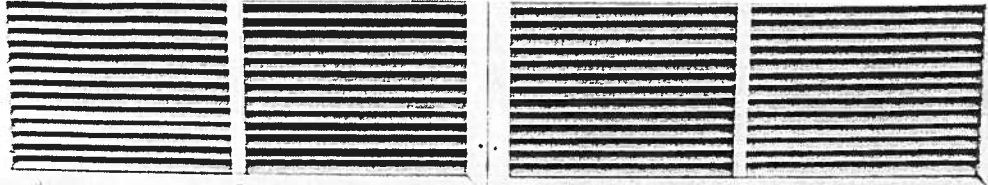
ORDER IN THE MIDDLE
Order in the middle
G
E
M D
A S

2 •

Uses and Expectations of Devices in the Classroom

- 1. Devices will not be taken out or turned on until asked to do so.
- 2. All devices must be turned off when asked to do so.
- 3. All devices must be turned off when the teacher is speaking or directing your attention.
- 4. Devices are not allowed to be connected to the school's Wi-Fi network. It will not be permitted to connect to any other network. The teacher may check network connections in class at any time.
- 5. If any device is used in an inappropriate manner, used to access inappropriate information, or is not being used in the direction the teacher has given, that device may be confiscated, turned in to an administrator and/or the student may lose their privilege to bring the device to class.
- 6. Students are responsible for their own device. It would be a good idea to label your device.
- 7. Bring your device to school charged. Charging is permitted in class but should not be relied upon.
- 8. Students are not permitted to download apps during class or at school.

Inverse Operations



STAY CONNECTED by coming to CLASS !!

Here you'll make sure you come to class every day!
What? What's happening?
There is a contest for the best class in school to see who has the most perfect attendance. The winning grade gets a trophy!



Check for status updates every month to see who had perfect attendance!



The class with the highest attendance each month will be tweeted here!



#SaksWildcats

The monthly attendance for grades 9th, 10th, 11th, and 12th will be posted here.



EXHIBIT J-3

Weaver
Elem.

Aug. 7, 2015

Professional Development

Agenda

- 8:00- Breakfast
- 8:30- Motivational Speaker- Jeff Winn, Board Member
- 9:15- Google Ed Intro-Google Mail-PD
- 10:00- Faculty Meeting
- 11:30- 12:45- Lunch – FBC of Weaver- Providing Lunch for all WES and WHS staff.
- 1:00- 2:00- CHAMPS
 - Consent Decree
 - Purpose and Rationale
 - Review Common Areas
 - Correction Steps
 - Levels of Structure
 - Book Chapters
- 2:00- Grade levels- Chalkable- Introduction- Grade Rep needs to provide turnaround training for Chalkable for at least attendance and entering grades.

Faculty Meeting

Sign- In

8/7/15

Julie Allison	Ant Burns
Emily Reece	Heather Ponder
Cynthia Horca	Laura Shiner
Lisa Whaley	Jonathan Wolfe
Ashley Quinn	
Ruffly Green	
Rachel Hutchins	
April [unclear]	
[unclear]	
Kim Patterson	
Amler Martin	
Tracy Williams	
Jawana Bond	
Sandy Wall	
Sean Barker	
Rachel [unclear]	

Faculty Meeting

Sign- In

8/7/15

Whitney Remington	
Caroeka Battles	
Charity Phillips	
Mandy Anderson	
Tracey Reeves	
Chris Hall	
Alex Lavigne	
Christina Miller	
April Miller	
Michelle Chesson	
Summer Davis	
Timber Ray	

Faculty Meeting

Sign- In

8/7/15

Cynthia Hampton	
Robert Dick	
D. Summers	
Rhonda Chambers	
Brandy Stinson	
Rachel Whittell	
Jina Cleveland	
Asliet Meese	
Barbara Wright	
James Clendenin	
Weketa Sharp-JSU	
Dana Mobley	
Sharon Finch	
Brandy Russell	
Kay Hous	

Menu for Effectively Responding to Classroom Misbehavior

BEHAVIOR RESPONSE

Mild Misbehaviors

- Talking out
- Off-Task
- No Materials
- No Homework
- Delay in following directions
- Dress Code Violation
- Non-compliance

Moderate Misbehaviors

- Disrespect
- Defiance
- Verbal Aggression
- Mild Physical Aggression
- Class Disruption
- Repeat Offenses

Severe Misbehaviors

- Strong and Repetitive Defiance
- Physical Aggression
- Severe Verbal Aggression
- Severe/Repetitive Class Disruption (i.e. Temper Tantrum)

Proximity

- Change Seating/Location
- Verbal Reprimand
- Signal/Gesture/Look
- Record Misbehavior
- Model/Practice Expectation
- TEACHING AND PRACTICE OF EXPECTED BEHAVIOR
- Discussion with Student
- Planned Feedback
- Reference Behavior
- Monitor/Feedback Sheet
- Social Skill Correction Procedure
- Pre-correction
- Humor
- Planned Ignoring
- Parental Contact

Previous responses, plus:

- Positive Practice
- Conference with Teacher (paired with Behavior Improvement Form)
- Timeout
- Time Owed
- Loss of Privileges, points, etc. (Response Cost)
- Restitution
- TEACHING AND PRACTICE OF EXPECTED BEHAVIOR
- Emotional Reaction (only 2x a year)

Previous responses, plus:

- Reference Level System
- Individualized Behavior Intervention Plan
- TEACHING AND PRACTICE OF EXPECTED BEHAVIORS
- Parental Involvement
- De-Escalation
- Interagency Support
- Detention
- Suspension
- Office Referral

Adapted from Sprick's CHAMPs, TTT by Laura Hamilton

* Only used Planned Ignoring when beh. is in chronic box.

Planning Retreat



8:00- Welcome and Breakfast

8:30-9:30: PreK-2nd - Computer Lab- Chris Mitchell

3rd- 6th - Depth of Knowledge- Library

9:45- 10:45: 3rd- 6th- Computer Lab- Chris Mitchell

PreK- 2nd- Depth of Knowledge- Library

11:00- 12:30- Lunch on your own

12:30- 1:30- CHAMPS- Overview

1:30- 2:30- Grade Level Meeting

2:30- Dismiss

"...
A TEACHER
OPENS MINDS
AND TOUCHES
HEARTS ♡
..."

Planning Retreat

Sign- In

July 16th

Amber Ray
 Becky Huggs
 Penni Crook
 Michelle Chesson
 Amy Hall
 Antio Suskey
 Courtney Madrigal
 Tracy Williams
 Kim Patterson
 Amber Martin
 Mandy Anderson
 Bridget Brown
 Leah Bank

Whitney Remington
 Charity Phillips
 Joy Adams
 Jarwana Bonds
 Cynthia M. Thompson
 Rhonda W Chambers
 Chaele
 Niana J. Jones
 April Rodan
 Rachel Hutchins
 Buffy Jones
 Tracy Reeves
 Emily Peerce
 Ashley Quinn

Cynthia Adams

Jule Allison

Barbara Arrington

Nina Cleveland

Dana Mobley

James Clendenin

Brandy Russell

Lisa Whaley

Stacy Monson

Tiki Maunt

Summer Davis

Jonathan Wolfe

Greg Lee

Canada's Battle

Sharon Finck

CHAMPS

voice

levels

0- Silent



1- Spy



2- elbow buddies



3- Say it proud



4- Outside



Morning Announcements

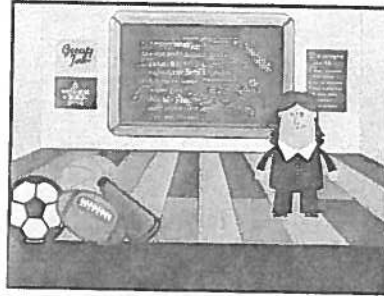
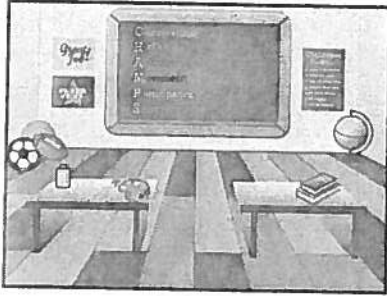
8/13/15

I want to talk to you about 2 different things that we are practicing here at our school. I know that your teachers have already started talking to you about CHAMPS. In CHAMPS, we have 2 things that we are really working on so far this year. The first one is our school wide hand signal to get quiet. If you see an adult lift his or her hand in the air that is your signal to get quiet and raise your hand too. When everyone's hand is in the air, then we know that you are looking at the adult and waiting quietly for instructions. This allows us to calmly give out directions to the class, the lunchroom, the gym or wherever we might be.. If there was an emergency, you could quietly listen for directions. Teachers take just a few seconds to practice this with your class. (Pause for 15 seconds to practice.)

The 2nd thing I want to talk about is our voice levels set for the school. I am so excited to hear the conversation about our common voice levels all around the school. If you are called to attention and your teachers call out level 0- then you must be silent, this would be for times when you are walking down the hall to the lunchroom and classes are going on. Level 1 is spy talk. When you talk like a spy, you whisper so quietly that only those listening very carefully can hear. At level 2, your volume level is for elbow buddies. That means that those sitting to your right and left can hear you, but not friends at another table. Level 2 is an appropriate voice level for you to use at lunch. Level 3 is say it proud. When you answer a question for a teacher, or present a paper to a class, then that is the level voice that you want to use. Say it proud. The last level is level 4 and that is reserved for outside voice only. When you are at the playground or on the track or doing an activity in the gym that is when you use level 4. Thank you all for practicing these voice levels! We are excited about CHAMPS in our school.

Mrs. Davis on intercom.

8/25/2015



Things to consider when writing your behavior management plan:

1. Your style
2. Your students' needs
3. What effective school research says

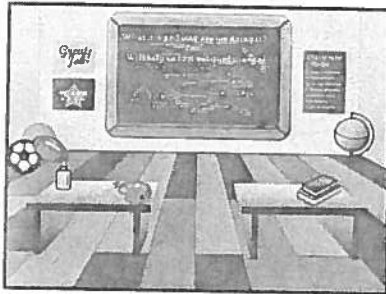
The needs of your students ALWAYS TRUMPIS your style

Types of students:

- Universal rule follower
- 85% of students should fall in this category
- Target (can cause some pain)
- Innovative (More challenging)

What is low, medium and high structure and what does it look like?

Let's compare the management and discipline plan for each group.

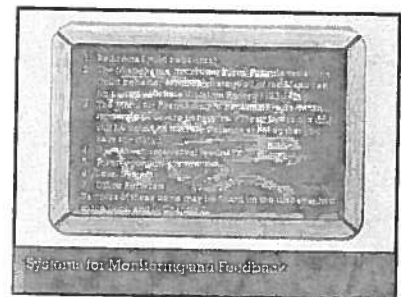
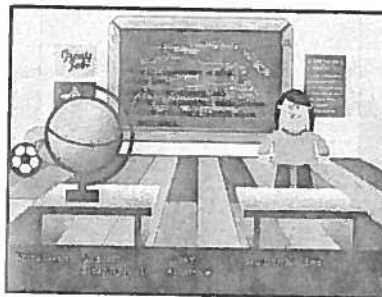
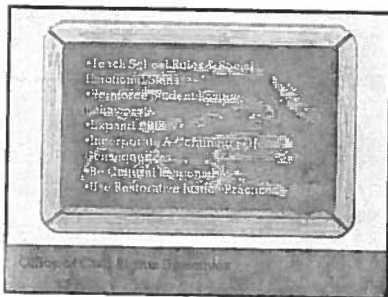


Conversation: Can students talk to each other during this activity/transition?
Help: How can students ask questions during this activity/transition? How do they get your help?
Activity: What is the task/objective of this activity/transition? What is the expected end product?
Movement: Can students move about during this activity/transition? Can they sharpen their pencil, get water, etc.?
Participation: What does appropriate student work behavior for this activity/transition look/sound like?

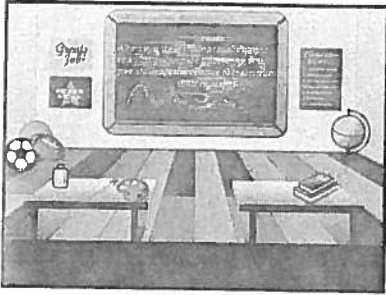
TEP

Clearly defined behavior expectations are not enough. Expectations must also be communicated and taught in a 3-step process:

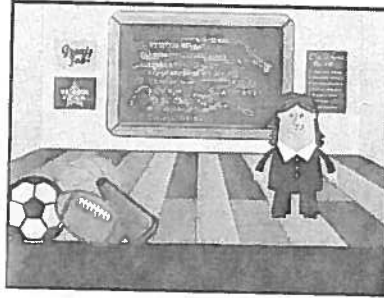
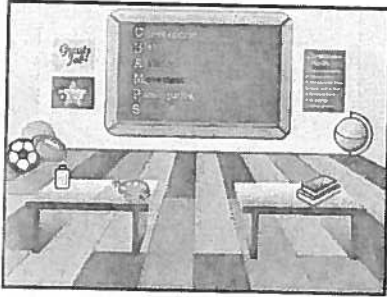
1. Provide students with the opportunity to learn the expectation and why it is important.
2. Provide students with the opportunity to practice the expectation and receive feedback.
3. Provide students with the opportunity to demonstrate the expectation and receive feedback.



8/25/2015



8/25/2015



Things to consider when writing your behavior management plan

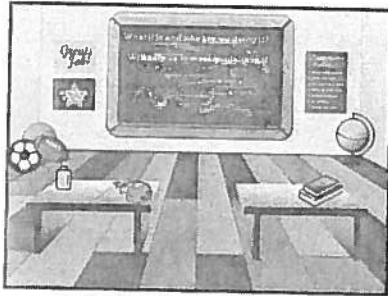
1. Your style
2. Your students' needs
3. What effective school research says

The needs of your students ALWAYS TRUMPHS your style!

Types of students:
 U- universal- rule followers
 85% of students should fall in this category
 T- Target (can cause some pain)
 I- Insensitive (Most challenging)

"What is low, flexible and high structure and clear does it look like?"

Let's complete the management and discipline plan...



Conversation: Can students talk to each other during this activity/transition?
Help: How can students ask questions during this activity/transition? How do they get your help?
Activity: What is the task/objective of this activity/transition? What is the expected end product?
Movement: Can students move about during this activity/transition? Can they sharpen their pencil, get water, etc.?
Participation: What does appropriate student work behavior for this activity/transition look/sound like?

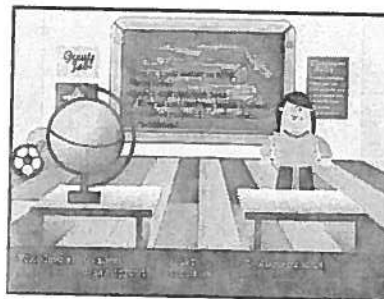
DEF

Clearly defined behavior expectations are one enough.
 Expectations must also be standardized and taught in a 3-step process:

1. Teach your expectations before the start of every lesson.
2. Establish positive behavior by modeling and verbally praising.
3. Provide feedback during and at the end of every lesson.

Office of Child Care Services

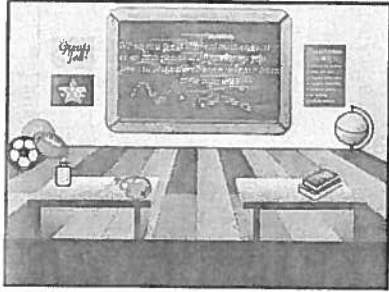
- Teach School Rules & Social Competency Skills
- Reinforce Student Safety Behaviors
- Expand SEL
- Incorporate Assessment into the Curriculum
- Be Culture Responsive
- Use Restorative Practices



Systems for Monitoring and Feedback

1. Monitor student behavior
2. Provide immediate feedback
3. Use data to inform instruction
4. Provide positive reinforcement
5. Use restorative practices
6. Use data to inform instruction
7. Provide positive reinforcement
8. Use restorative practices

8/25/2015



C.H.A.M.P.S. Parent information:

This year Weaver Elementary implemented a school-wide behavior management system called CHAMPS: A Proactive and Positive Approach to Classroom Management. The CHAMPS program was adopted so teachers and staff can maximize learning while promoting a healthy and safe school environment. The proactive approach is intended to assist teachers with classroom management and create a "Structure for Success". The program focuses on student expectations and behaviors, resulting in higher rates of student achievement and a reduction in the frequency and intensity of misbehavior. With this approach, the focus is on prevention and on teaching expectations to students for each setting and activity throughout the school day. Every Weaver staff member has been trained to effectively use CHAMPS as a behavior management program. We will continue to implement CHAMPS as we found this approach to be successful across our campus.

CHAMPS stands for Conversation, Help, Activity, Movement, Participation, and Success. Students have been taught this acronym and it is referenced across all school settings. By following the CHAMPS expectations, students will be successful each day. We encourage you to ask your child about CHAMPS. Ask how students in the class can talk, get help, and get out of their seats. Ask how students can demonstrate following these expectations and what the teacher is looking and listening for as they work on their daily activities.

We continue to strive for a safe and happy school environment. If you have any questions about the CHAMPS behavior management program or how it is being implemented in your child's classroom, please contact your child's teacher. Thank you for all you do to continuously make our school the best school around!

Expectations

assignments

Morning Work

Voice Level 1

ask a neighbor

Morning Work

yes; relevant

assigned task

Stations

Voice Level 2

ask 3 before me

assigned task

yes; relevant

complete work

Whole Group

with permission

Voice Level 0

raise hand

actively listening

None

collaborating

discussion

Independent Work

Voice Level 1

self-assessment cards

assigned task

None

complete work

CLASSROOM RULES

Use Kind Words

Keep hands, feet, and objects to yourself

Follow Directions

Go to your seat when asked

Follow CHAMP Expectations

Work toward completing quality assignments

Morning Work

Voice Level 1

ask a neighbor

Morning Work

yes, relevant

assigned task

Whole Group

with permission

Voice Level 0

raise hand

actively listening

None

collaborating

discussion

Stations

Voice Level 2

ask 3 before me

assigned task

yes, relevant

complete work

Independent Work

Voice Level 1

self-assessment cards

assigned task

None




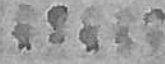


complete

NUMBER TALKS



CHAMPS

Hallway

C Conversation	Level 2 Elbow Buddies	
H Help	Ask a friend or adult	
A Activity	Beginning and end of the day hallway activity	
M Movement	Walk on the right side of the hall	
P Participation	Walk quietly to your destination	
S Success	Success	

Conversation

- Level 0- Quiet
- Level 1- Partner
- Level 2-Group
- Level 3-Strong Speaker

Help

- 1. Quietly ask the teacher.
- 2. Raise your hand.
- 3. Ask 3 before me.

Activity

- 1. Seatwork by myself
- 2. Partner Work
- 3. Centers
- 4. Whole Class

Movement

- 1. Stay in your seat
- 2. Restroom
- 3. Sharpen Pencils
- 4. Turn in work

Participation

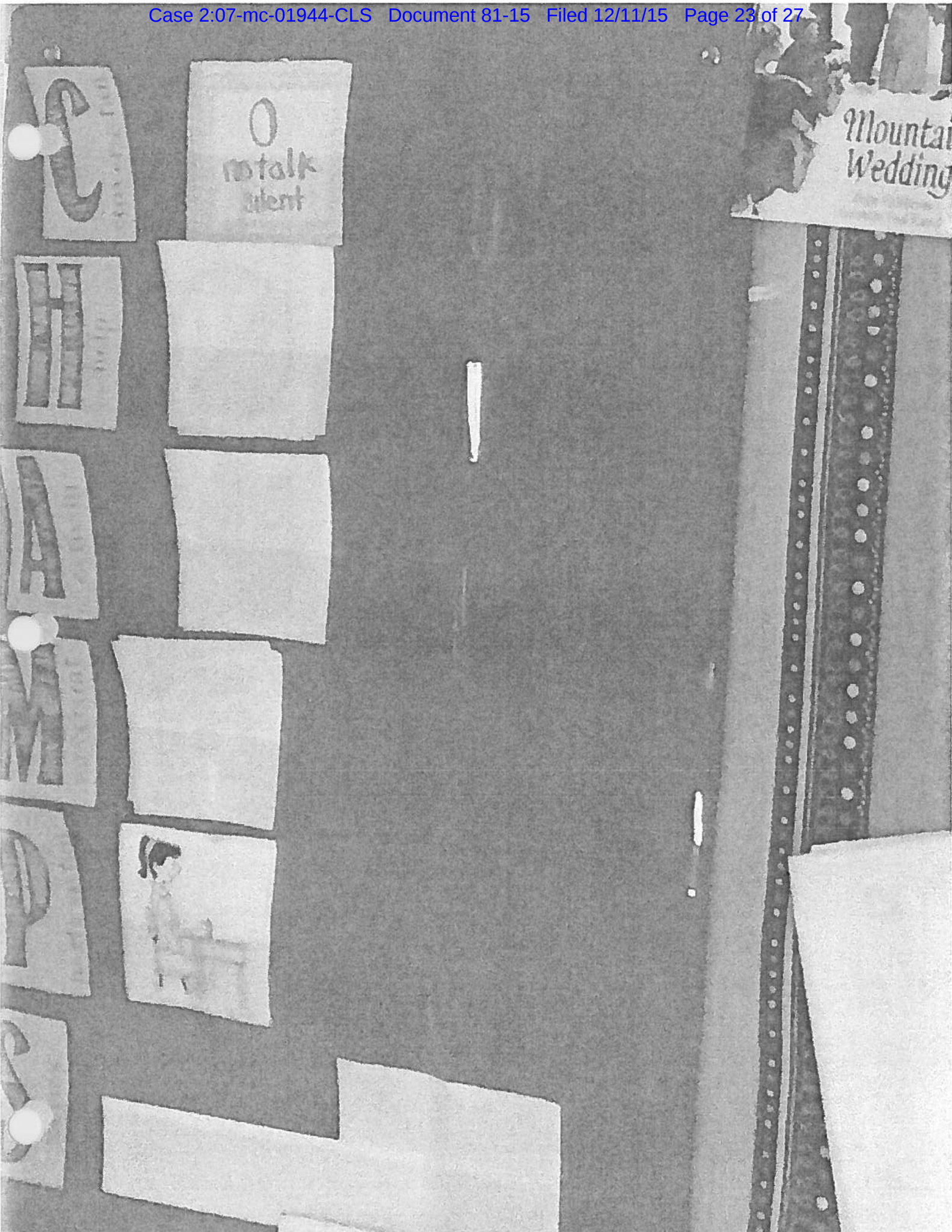
- 1. Listen, ask, answer 2's
- 2. Work with a partner
- 3. Work independently
- 4. Work with a group

2

Ask
your
elbow
buddy

Group Work
work

Only necessary
movement for
morning
procedures





2
quiet voice
elbow buddy

C
C... ..

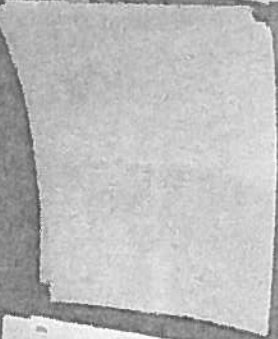
H
H... ..



A
A... ..



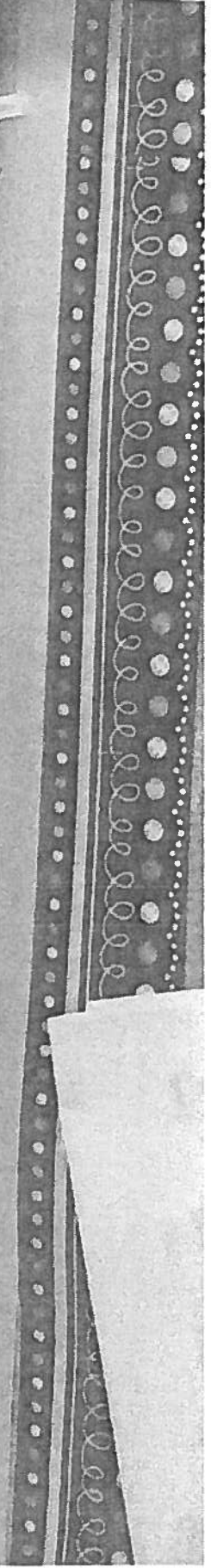
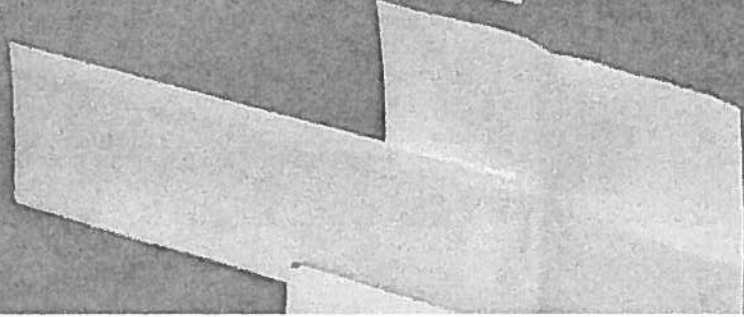
M
M... ..



P
P... ..



S
S... ..



CLASSROOM RULES

Use Kind Words

Keep hands, feet, and objects to yourself

Follow Directions

Go to your seat when asked

Follow CHAMP Expectations

Work toward completing quality assignments

Morning Work

Voice Level 1

ask a neighbor

Morning Work

yes, relevant

assigned task

Whole Group

with permission

Voice Level 0

raise hand

actively listening

None

collaborating

discussion

Stations

Voice Level 2

ask 3 before me

assigned task

yes, relevant

complete work

Independent Work

Voice Level 1

self-assessment cards

assigned task

None

complete work

Reading

grammar

writing






reading

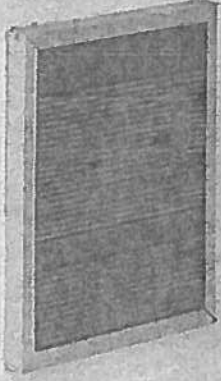
math

NUMBER TALKS



CHAMPS

Hallway		
C Conversation	Level 2 Elbow Buddies	
H Help	Ask a friend or adult	
A Activity	Beginning and end of the day hallway activity	
M Movement	Walk on the right side of the hall	
P Participation	Walk quietly to your destination	
S Success	Success	



C.H.A.M.P.S. Parent information:

This year Weaver Elementary implemented a school-wide behavior management system called CHAMPS: A Proactive and Positive Approach to Classroom Management. The CHAMPS program was adopted so teachers and staff can maximize learning while promoting a healthy and safe school environment. The proactive approach is intended to assist teachers with classroom management and create a "Structure for Success". The program focuses on student expectations and behaviors, resulting in higher rates of student achievement and a reduction in the frequency and intensity of misbehavior. With this approach, the focus is on prevention and on teaching expectations to students for each setting and activity throughout the school day. Every Weaver staff member has been trained to effectively use CHAMPS as a behavior management program. We will continue to implement CHAMPS as we found this approach to be successful across our campus.

CHAMPS stands for Conversation, Help, Activity, Movement, Participation, and Success. Students have been taught this acronym and it is referenced across all school settings. By following the CHAMPS expectations, students will be successful each day. We encourage you to ask your child about CHAMPS. Ask how students in the class can talk, get help, and get out of their seats. Ask how students can demonstrate following these expectations and what the teacher is looking and listening for as they work on their daily activities.

We continue to strive for a safe and happy school environment. If you have any questions about the CHAMPS behavior management program or how it is being implemented in your child's classroom, please contact your child's teacher. Thank you for all you do to continuously make our school the best school around!

EXHIBIT J-4

Faculty Focus: Planning for 2015-2016

August 7, 2015 • White Plains Elementary School
 Faculty Meeting - Safety/Calendars/Policies & Procedures

Kindergarten		First Grade	
Candi Cronan	Candi Cronan	Paige Crumley	Paige Crumley
Candi Glass	Candi Glass	Jana Hadley	Jana Hadley
Lorri Johnson	Lorri Johnson	Michelle Mooneyham	Michelle Mooneyham
Abbie Keel	Abbie Keel	Donna Thompson	Donna Thompson
Angie Moore	Angie Moore	Holly Wilson	Holly Wilson
Rhonda Wineman	Rhonda Wineman	Beth Young	Beth Young
Second Grade		Third Grade	
Kim Burrage	Kim Burrage	Regan Brewer	Regan Brewer
Malarry Burt	Malarry Burt	Laura Knighton	Laura Knighton
Lynda Doss	Lynda Doss	Katie Palmer	Katie Palmer
Kelly Hale	Kelly Hale	Dana Prickett	Dana Prickett
Megan Hale	Megan Hale	Aimee Shiflett	Aimee Shiflett
Kim Johnson	Kim Johnson	Noel Tillison	Noel Tillison
Jennifer Rosier	Jennifer Rosier	SPED/Others	
Fourth Grade		Shelley Austin	Shelley Austin
Stacey Greenwood	Stacey Greenwood	April Blakeney	April Blakeney
Ariel Jackson	Ariel Jackson	Susan Brown	Susan Brown
Wendy Turner	Wendy Turner	Tina Garrett	Tina Garrett
Terri Weaver	Terri Weaver	Katrina Ginn	Katrina Ginn
Parapros/Aides		Stephen Ellison	Stephen Ellison
Amanda Barbo	Amanda Barbo	Christine Hollis	Christine Hollis
Cindy Bussey	Cindy Bussey	Nicole Mouchka	Nicole Mouchka
Patsy Cronan	Patsy Cronan	George Strott	George Strott
Phyllis Heath	Phyllis Heath	Shelia Dickson	Shelia Dickson
Marta Huddleston	Marta Huddleston	Karen Easterwood	Karen Easterwood
LeighAnn McCareeth	LeighAnn McCareeth	Administration	
Jennifer Miller	Jennifer Miller	Jonathan Gilbert	Jonathan Gilbert
		Jennifer Edwards	Jennifer Edwards

Faculty Agenda

Code of Conduct

- Will be here in a few weeks
- Use electronic copy to review with students
- Notice change in name - Student Handbook for Learning Success
- Aspiration (pg 1)
- Attendance (pg 10)
- Seclusion/Isolation (pg 23)
- CHAMPS (pg 31)
- Violations (pg 35)
- Bus Rules (pg 39)

Supervision of Students

- Students should be supervised at all times

Textbooks

- Checkout by grade level (one homeroom at a time)
- Begin with 4th grade and work backward

Inventory

- update inventory no later than Friday, August 21st
- Remember, inventory is linked to the room not the person
- deletion of items - all online
- keep up-to-date as you purchase

Title I

- Compacts - document all parent contacts (email, phone calls, conferences, etc)
- Purchases - TAG cards
- Ideas for purchases - must relate to ACIP
- Becky Cox will assist with parent issues - please let me know when you contact Becky
- 'Twas the Day We Were Reading - Wednesday, December 16th
- Title I Parent Meeting - September 15th 8:00 a.m. and 5:30 p.m. - add to newsletters and will send invitations home in September

Schedules

- School calendar
- Character ed - 10 mins daily
- Report Card calendar
- Assessment calendar
- PE schedule - drop students off in gym, PE will deliver them to your hallway
- Meeting schedule - correct August dates
- Rotation schedule

STIPD

- Update history of outside training ASAP - send me an email you have added something

Grade Level Board

- August -
- September - 2nd grade
- October - 3rd grade
- November - 4th grade
- December - Kindergarten
- January - 1st grade
- February - 4th grade
- March - 3rd grade
- April - 1st grade
- May - 2nd grade

Transportation & Afternoon Bus Duty

- New lineup - career tech buses may need to hold those buses (#42 and #158)
- On your assigned skill day
- Bring an umbrella/rain boots

Faculty Focus: Implementing CHAMPS

August 6, 2015 • White Plains Elementary School

Kindergarten	First Grade
CANDI CRONAN Candi Cronan	Paige Crumley Paige Crumley
CANDI GLASS Candi Glass	JANA HADLEY Jana Hadley
LORRI JOHNSON Lorri Johnson	Michelle Moonheyham Michelle M. R.
Abbie Keel Abbie Keel	DONNA THOMPSON Donna Thompson
ANGIE MOORE Angie Moore	Holly Wilson Holly Wilson
RHONDA WINEMAN Rhonda Wineman	Beth Young Beth Young
Second Grade	Third Grade
Kim Burrage Kim Burrage	Regan Brewer maternity leave
MALARRY BURT Malarry Burt	Laura Knighton L. Knighton
LYNDA DOSS Lynda Doss	Katie Palmer Katie Palmer
Kelly Hale Kelly Hale	Dana Prickett Dana Prickett
Megan Hale Megan Hale	Aimee Shiflett Aimee Shiflett
Kim Johnson Kim Johnson	Noel Tillison Noel Tillison
JENNIFER ROSIER Jennifer Rosier	
Fourth Grade	SPED/Others
Stacey Greenwood Stacey Greenwood	Shelley Austin Shelley Austin
Ariel Jackson Ariel Jackson	April Blakeney April Blakeney
Wendy Turner Wendy Turner	SUSAN BROWN Susan Brown
TERRI WEAVER Terri Weaver	TINA GARRETT Tina Garrett
	KATRINA GINN Katrina Ginn
	STEPHEN ELLISON Stephen Ellison
	CHRISTINE HOLLIS Christine Hollis
	NICOLE MOUCHKA Nicole Mouchka
	GEORGE STROTT George Strott
Paraprofessionals/Aides	Administration
AMANDA BARNO Amanda Barno	JONATHAN GILBERT Jonathan Gilbert
CINDY BUSSEY Cindy Bussey	JENNIFER EDWARDS Jennifer Edwards
MARTA HUDDLESTON Marta Huddleston	
LEIGHANN MCCARRETH Leighann McCarreth	
JUSTIN MALICOAT Justin Malicoat	
JENNIFER MILLER Jennifer Miller	

Patsy Cronan
 Kyle Hall
 Kay Eastwood

Shelia Dickson

Faculty Focus: CHAMPS Implementation

August 6, 2015

CHAMPS acronym

Voice levels (common terminology)

Hallway behavior/expectation

Common area expectation

- Computer lab
- Lunchroom
- PE (gym)
- PE (playground)

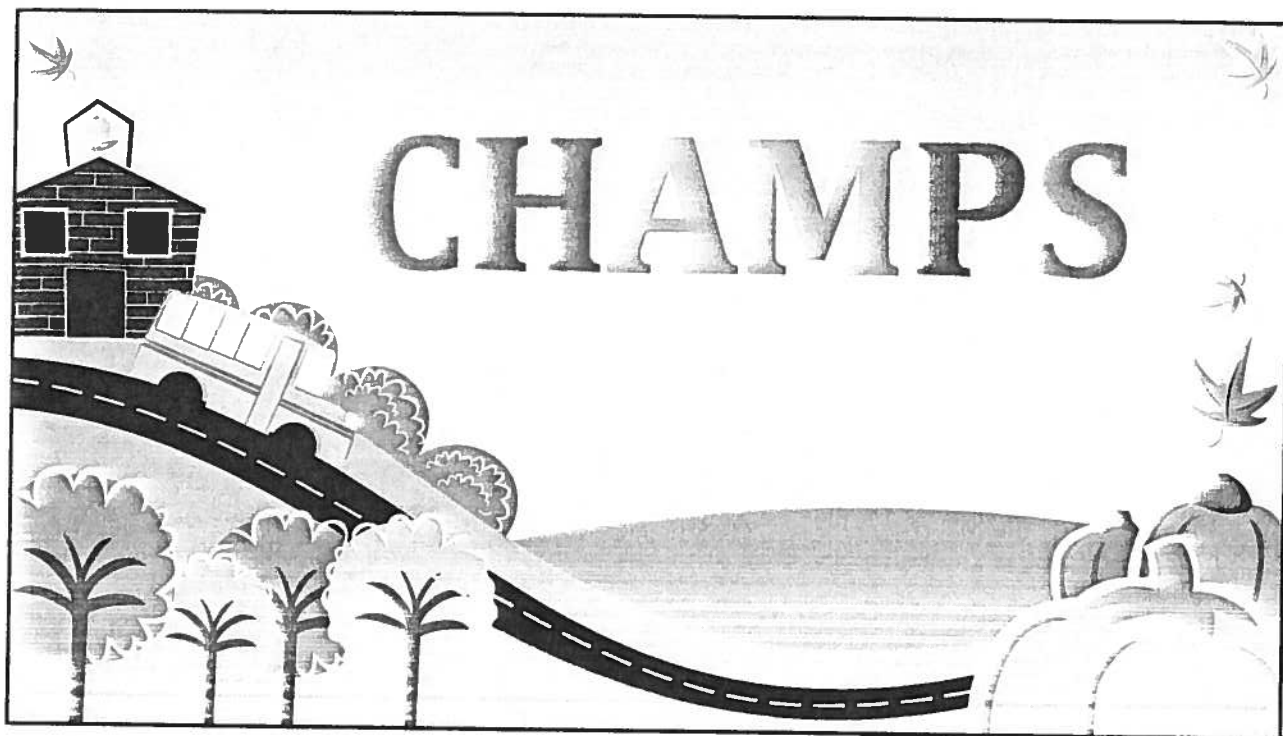
Menu for Effectively Responding to Classroom Misbehavior


Bookstudies

- Keith Secrest (Learning In the Fast Lane)
- CHAMPS (during grade level/PLT meetings)

CHAMPS walkthroughs - August 20th 7:30-9:00 a.m.

Grade Level Implementation



 What Does it Mean?

C Conversation level -
What should our voices sound like?


H Do You need help?

A What is our Activity?

M Movement - What can you do?

P Participation -
What should you be doing?

S SUCCESS is the GOAL!




THIS IS MY INSIDE VOICE!

VOICE LEVELS	
0	Silence is Golden No talking - Zero, Zilch, None
1	Spy Talk Whisper - Only the person to who you are speaking can hear your voice
2	Elbow Buddies Only Conversation Voice - Only the person closest to you can hear your voice
3	Strong Speaker Presentation Voice - whole class can hear your voice













Hallway Behavior:

- Hands at your side
- All eyes forward
- Level 0 voice
- Low speed
- Stay in your lane













Hands to self
All eyes forward
Level 0
Low speed
tay in your lane














Computer Lab Behavior

	 Level 0
	 Raise hand if you need help
	 Complete task assigned
	 Line up when instructed by your teacher
	 Eyes on your own work
	















LUNCHROOM BEHAVIOR

	 Level 1 Spy Talk
	 Take care of yourself Ask a teacher for help
	 Eat your breakfast or lunch
	 Walk and line up when directed
	 Eat lunch Clean up table area
	

Lunchroom Behavior

	 Level I Spy Talk
	Take care of yourself
	 Use the restroom
	 Walk and line up when directed
	 Eat lunch Clean up table area
	

PE Behavior (Gym)

	 Level 0 During instruction  Level I During activity
	 Come to coach for help
	 Exercises Activities/games Skill stations
	 Walk  Line up when directed
	 Be kind Play fair Follow direction
	

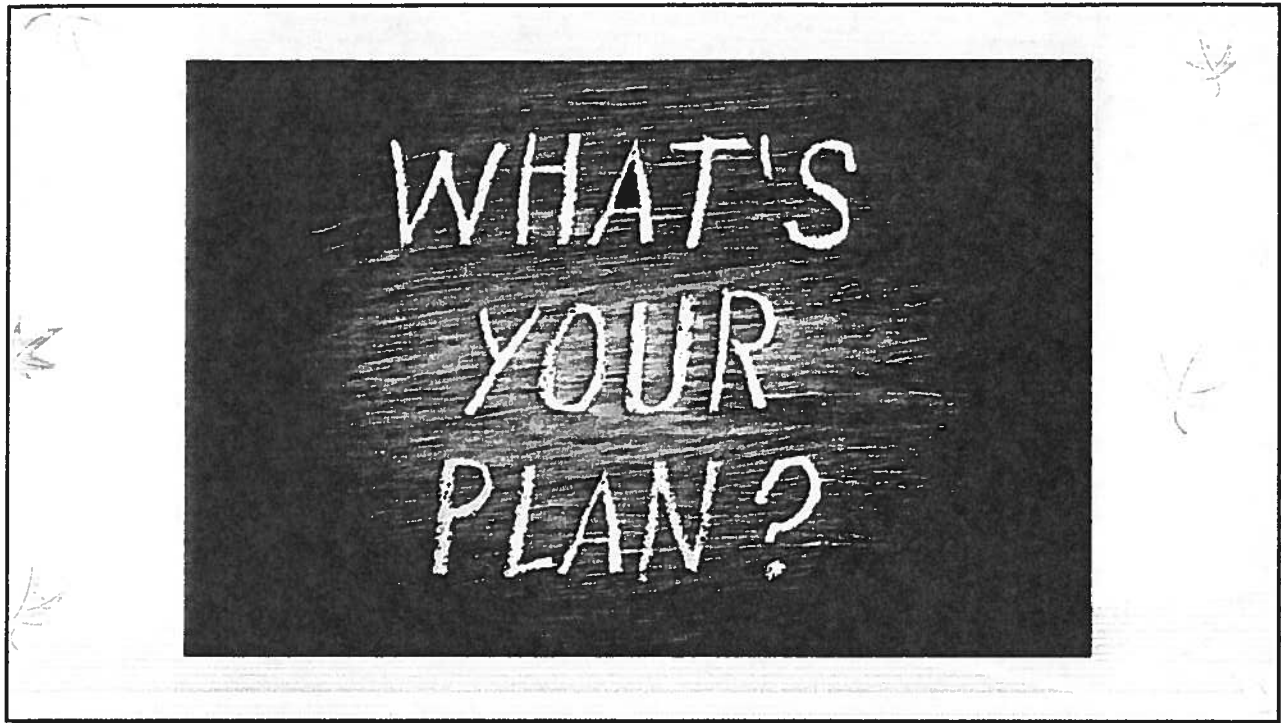
PE Behavior (Playground)

	Level 0 During instruction Level 3 Outside Voice During activity
	Come to coach for help
	Activities/games Skill stations
	Run Line up when directed
	Be kind Play fair Follow direction

Menu for Effectively Responding to Classroom Misbehavior

	Mild Misbehaviors	Moderate Misbehaviors	Severe Misbehaviors
BEHAVIORS	<ul style="list-style-type: none"> • Talking out • Off Task • No Materials • No Homework • Delay in following directions • Dress Code Violation • Non-compliance 	<ul style="list-style-type: none"> • Disrespect • Defiance • Verbal Aggression • Mild Physical Aggression • Class Disruption • Repeat Offenses 	<ul style="list-style-type: none"> • Strong and Repetitive Defiance • Physical Aggression • Severe Verbal Aggression • Severe/Repetitive Class Disruptions (i.e., Temper Tantrums) <p><small>* Non-negotiable items from your school handbook.</small></p>
RESPONSES	<ul style="list-style-type: none"> • Proximity • Change Seating/Location • Verbal Reprimand • Signal/Gesture/Look • Record Misbehavior • Model/Practice Expectation • TEACHING AND PRACTICE OF EXPECTED BEHAVIOR • Discussion with Student • Planned Feedback • Reference Behavior Monitor/Feedback Sheet • Social Skill Correction Procedure • Pre-Correction • Humor • Planned Ignoring • Parental Contact 	<p>Previous responses plus:</p> <ul style="list-style-type: none"> • Positive Practice • Conference with Teacher (paired with Behavior Improvement Form) • Timeout • Time Owed • Loss of Privileges, points, etc. (Response Cost) • Restitution • TEACHING AND PRACTICE OF EXPECTED BEHAVIOR • Emotional Reaction (only 2x a year) 	<p>Previous responses plus:</p> <ul style="list-style-type: none"> • Reference Level System • Individualized Behavior Intervention Plan • TEACHING AND PRACTICE OF EXPECTED BEHAVIOR • Parent Involvement • De-Escalation • Interagency Support • Detention • Suspension

CHAMPS – Safe & Civil Schools (2008)



CHAMPS @ WPES

Make WISE Choices

Class Rules

1. Listen carefully.
2. Follow directions.
3. Keep hands, feet and objects to yourself.
4. Use Kind words.
5. Take care of our classroom.

Helping Hands

Success For All

CHAMPS

- C Conversation**
- H Help**
- A Activity**
- M Movement**
- P Participation**
- S Success For All**

0 1
2 3

1 2 3

2 3

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

64

65

66

67

68

69

70

71

72

73

74

75

76

77

78

79

80

81

82

83

84

85

86

87

88

89

90

91

92

93

94

95

96

97

98

99

100

RESPOND

CONVERSATION

HELP

ACTIVITY

MOVEMENT

PARTICIPATION

SUCCESS

1 2 3

2 3

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

64

65

66

67

68

69

70

71

72

73

74

75

76

77

78

79

80

81

82

83

84

85

86

87

88

89

90

91

92

93

94

95

96

97

98

99

100

VOICE LEVELS

4	OUTSIDE
3	strong
2	
1	WHISPER
0	no talking

CHAMPS

- C Conversation**
- H Help**
- A Activity**
- M Movement**
- P Participation**
- S Success For All**

1 2 3

2 3

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

64

65

66

67

68

69

70

71

72

73

74

75

76

77

78

79

80

81

82

83

84

85

86

87

88

89

90

91

92

93

94

95

96

97

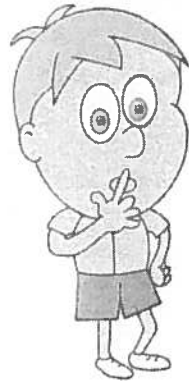
98

99

100

voice LEVELS

0



Silence is Golden

No talking -
Zero, Zilch, None

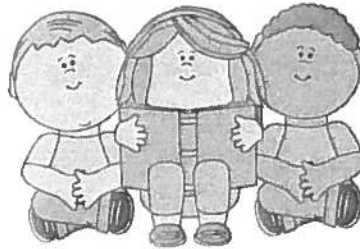
1



Spy Talk

Whisper—Only the person to
who you are speaking can
hear your voice

2



Elbow Buddies Only

Conversation Voice—Only
the person closest to you
can hear your voice

3



**Strong
Speaker**

Presentation Voice -
Whole class can hear
your voice

Hallway Behavior

Hands at your side

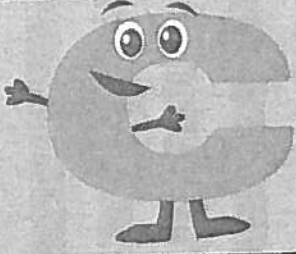

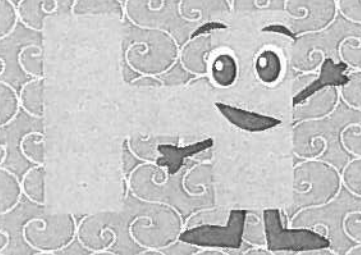


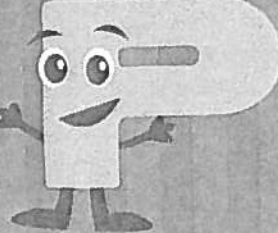

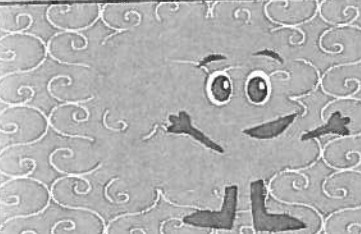
All eyes forward

Level 0 voice

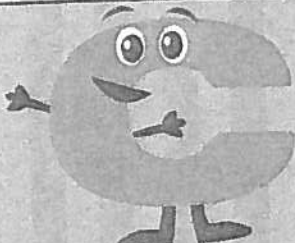

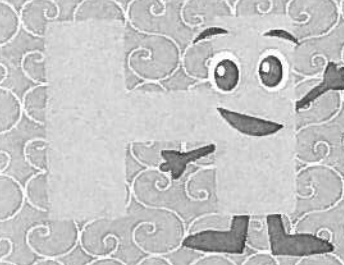

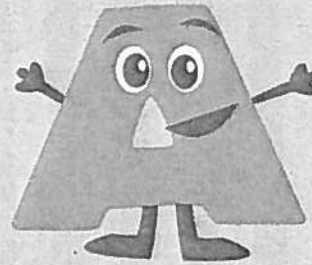
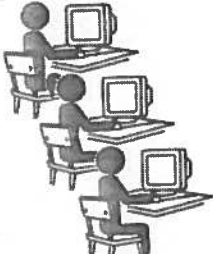

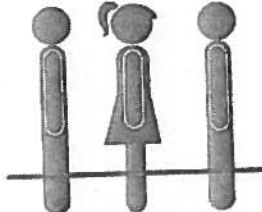
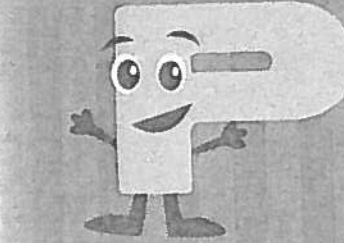
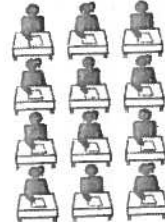
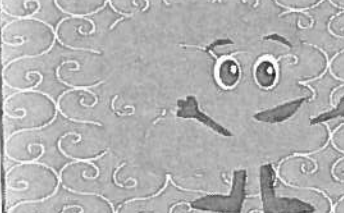
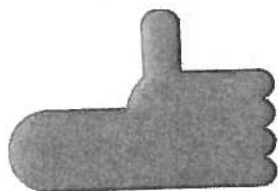
Low speed

Stay in your lane

Bathroom Behavior

	 Level 0
	 Take care of yourself
	 Use the restroom
	 walk
	 Use the restroom Wash and dry hands
	

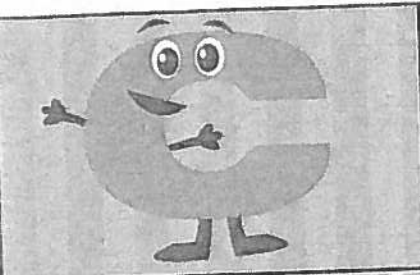
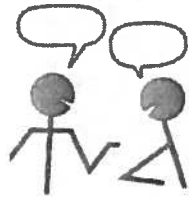
COMPUTER Lab BEHAVIOR

	 <h2>Level 0</h2>
	 <p>Raise hand if you need help</p>
	 <p>Complete task assigned</p>
	 <p>Line up when instructed by your teacher</p>
	 <p>Eyes on your own work</p>
	

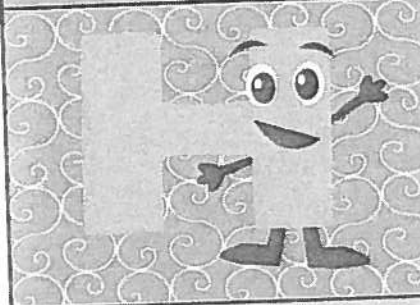
LUNCHROOM BEHAVIOR

Level 1

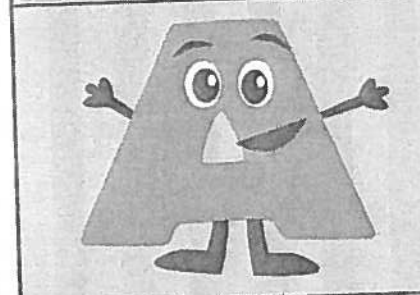
Spy Talk



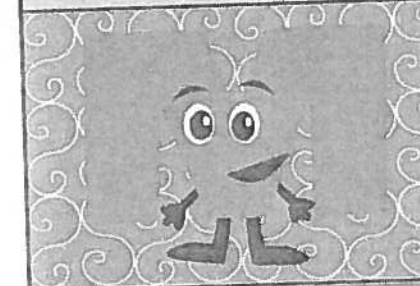
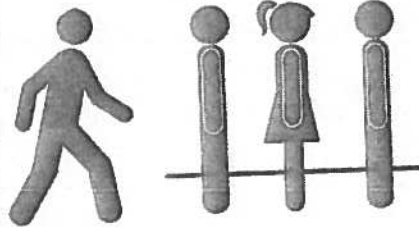
Take care of yourself
Ask a teacher for help



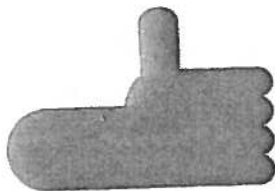
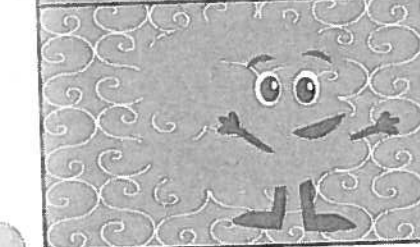
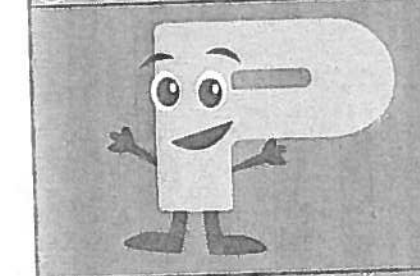
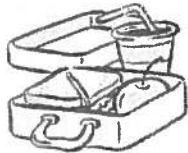
Eat your breakfast
or lunch






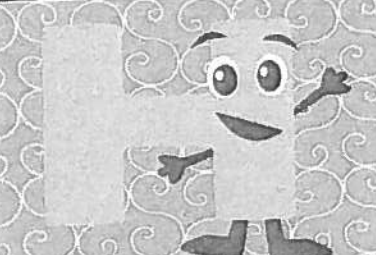

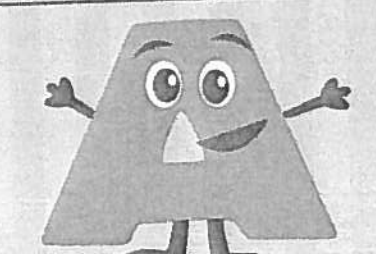
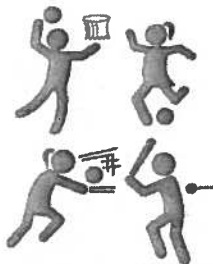


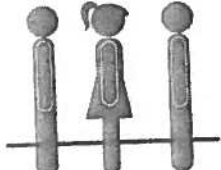
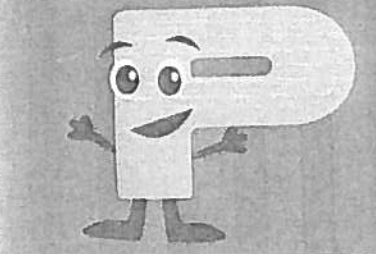

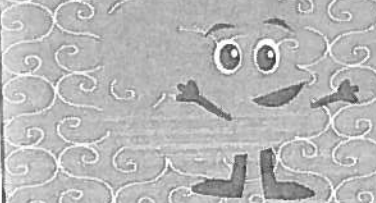
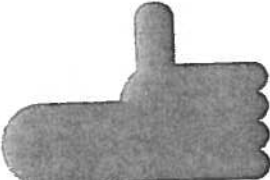
Walk and line up
when directed



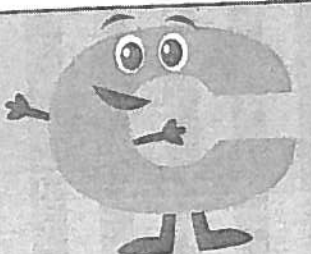


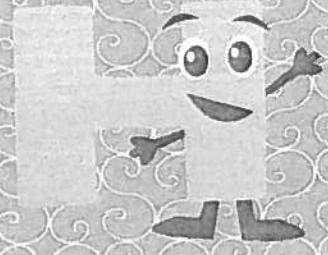

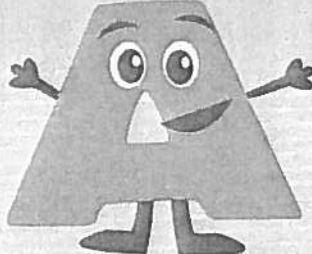
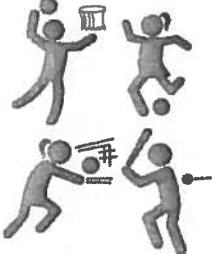
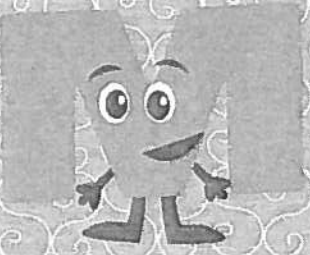

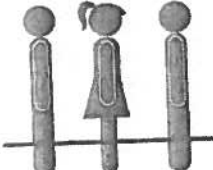
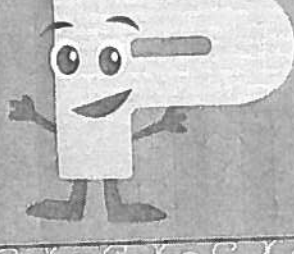

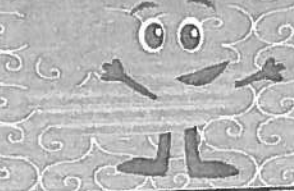
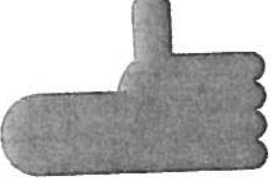
Eat lunch
Clean up table area



PE BEHAVIOR (GYM)

	 Level 0 During instruction  Level 1 During activity
	 Come to coach for help
	 Exercises Activities/games Skill stations
	 Walk  Line up when directed
	 Be kind Play fair Follow direction
	

PE BEHAVIOR (PLAYGROUND)

	 Level 0 During instruction  Level 3 Outside Voice During activity
	 Come to coach for help
	 Activities/games Skill stations
	 Run  Line up when directed
	 Be kind Play fair Follow direction
	

CHAMPS @ WPES

CHAMPS @ WPES

C Conversation	0 1 2 3
H Help	Ask the Teacher
A Activity	Partner - Small Group Work
M Movement	Partner - Small Group Work
P Participation	Partner - Small Group Work
S	Success For All

Class Rules

- 1 Listen carefully.
- 2 Follow directions.
- 3 Keep hands, feet and objects to yourself.
- 4 Use kind words.
- 5 Take care of our classroom.

Helping Hands

CHAMPS @ WPES

C	CONVERSATION
H	HELP
A	ACTIVITY
M	MOVEMENT
P	PARTICIPATION
S	SUCCESS

RESPOND

VOICE LEVEL

4	OUTSIDE
3	STRONG
2	
1	WHISPER
0	NO TALKING

CHAMPS @ WPES

C Conversation	2 3
H Help	Ask the Teacher
A Activity	Partner - Small Group Work
M Movement	Partner - Small Group Work
P Participation	Partner - Small Group Work
S	Success For All

Success For All

White Plains Elem

Grade Level Agenda

August 17-21, 2015

Lee vs. Macon

Dismissal and Morning Procedures

Drills

Educate Alabama

Grade Level Planning

<p>Kindergarten</p> <ul style="list-style-type: none"> • Field Trip - 10/9 Pumpkin Patch • Report Cards • McCarreth to help w/ procedures 	<p>1st grade</p> <ul style="list-style-type: none"> • Grandparents Day 15 - Y/W } 1:00 - 1:30 16 - T/M } 17 - H/C } 	<p>2nd grade</p> <ul style="list-style-type: none"> • Bulletin board • Science pacing/ AMSTI kits • Rosier needs CHAMP book • Copiers
<p>3rd grade</p> <ul style="list-style-type: none"> • Inventory • STRIDE - custom quizzes on new logins 	<p>4th grade</p> <ul style="list-style-type: none"> • CHAMPS - love procedures • Aspire Data <ul style="list-style-type: none"> - longitudinal - STAR vs. Aspire 	

Aspire data (8/20/15)

- question types
- standards transition

Grade Level Meetings

August 17-21, 2015 • White Plains Elementary School

Kindergarten 8/17/15		First Grade 8/21/15	
Candi Cronan	<i>Candi Cronan</i>	Paige Crumby	<i>Paige Crumby</i>
Candi Glass	<i>Candi Glass</i>	Jana Hadley	<i>Jana Hadley</i>
Lorri Johnson	<i>Lorri Johnson</i>	Michelle Mooneyham	<i>Michelle Mooneyham</i>
Abbie Keel	<i>Abbie Keel</i>	DONNA THOMPSON	
Angie Moore	<i>Angie Moore</i>	Holly Wilson	
Rhonda Wineman	<i>Rhonda Wineman</i>	Beth Young	<i>Beth Young</i>
Second Grade 8/18/15		Third Grade 8/19/15	
Kim Burrage	<i>Kim Burrage</i>	Regan Brewer	
Malarry Burt	<i>Malarry Burt</i>	Laura Knighton	<i>Laura Knighton</i>
Lynda Doss	<i>Lynda Doss</i>	Katie Palmer	<i>Katie Palmer</i>
Kelly Hale	<i>Kelly Hale</i>	Dana Prickett	<i>Dana Prickett</i>
Megan Hale	<i>Megan Hale</i>	Aimee Shiflett	<i>Aimee Shiflett</i>
Kim Johnson	<i>Kim Johnson</i>	Noel Tillison	<i>Noel Tillison</i>
JENNIFER ROSIER	<i>Jennifer Rosier</i>		
Fourth Grade 8/20/15		SPED/Others	
Stacey Greenwood	<i>Stacey Greenwood</i>	Shelley Austin	
Ariel Jackson	<i>Ariel Jackson</i>	April Blakeney	
Wendy Turner	<i>Wendy Turner</i>	Susan Brown	
Terri Weaver	<i>Terri Weaver</i>	Tina Garrett	
		KATRINA GINN	
		STEPHEN ELLISON	
		CHRISTINE HOLLIS	
		Nicole Mouchka	
		George Strott	
		Shelia Dickson	
		KAREN EASTERWOOD	
Paraprofessionals/Aides		Administration	
Amanda Barbo		JONATHAN GILBERT	
Cindy Bussey		JENNIFER EDWARDS	<i>Jennifer Edwards</i>
Patsy Cronan			
Phyllis Heath			
Marta Huddleston			
LeighAnn McCareeth			
JENNIFER MILLER			

Lee vs. Macon County BOE
CONSENT DECREE

Annual Administrator Training

Calhoun County Schools

Central Office

July 30, 2015

Whit Colvin

Bishop, Colvin, Johnson & Kent, LLC

1910 First Avenue North, Birmingham, AL 35203

(205) 251-2391

For more than 40 years

Calhoun County Schools has remained under the jurisdiction of the United States District Court in the desegregation case of *Lee vs. Macon County BOE*.

This presentation will:

- Provide some historical background regarding the court's jurisdiction
- Review the system's general obligations under the 2015 Consent Decree
- Review the Personnel Plan for Certified Positions and Anticipated Changes
- Review the Findings on Student Discipline and Anticipated Changes
- Focus on the role of administrators in fulfilling the remaining Consent Decree obligations

Let's start with a little history...

In the 1954 landmark decision of *Brown v Board of Education of Topeka*, the United States Supreme Court held that state laws establishing separate schools for students of different races were unconstitutional.

In 1963...

a federal lawsuit was brought in Alabama against the Macon County Board of Education on behalf of students seeking an end to the operation of a racially segregated school system.

As the case progressed...

the State was added as a defendant and the State Superintendent was ordered to require all Alabama school systems to desegregate their schools.

On October 23, 1969...

the U.S. District Court in *Lee v. Macon County BOE* ordered the Calhoun County BOE to file a proposed plan "for the complete disestablishment of its dual school system...."

A local plan was approved in 1971...

and the Calhoun County BOE has operated under a court-ordered desegregation plan since that time.

To be dismissed...

from a desegregation case a school board must show that it has complied with the court's orders and, in so doing, has eliminated the vestiges of past discrimination to achieve "unitary status."

The U.S. Supreme Court...

has identified certain factors that must be considered in determining whether a school district has achieved "unitary status."

Courts must consider the Green factors:

- student assignment
- transportation
- extracurricular activities
- physical facilities
- faculty and staff

Green v. School Board of Kent County, 391 U.S. 430 (1968).

In addition to the Green factors...

federal courts must consider "quality of education" factors that relate to a student's day-to-day experiences within a school.

Freeman v. Pitts, 503 U.S. 467 (1992).



In December 2009...

CCBOE entered a Consent Decree that addressed the *Green* factors and furnished a "roadmap to the end of judicial supervision" and a challenging a plan for achieving unitary status.

The 2009 Consent Decree

- End of its term in 2014
- Parties reviewed progress and whether unitary status had been achieved
- The Court decided that much progress was made but in a few areas, there was still work to do

The Consent Decree

is a binding agreement between the plaintiffs, the U. S. Department of Justice, and the school board that was approved by the Court and now operates as a Court Order.



In February 2015 . . .

The parties entered into a new Consent Decree and it was approved by the Court.

A copy of the Decree is being provided to each school with the handout.

In The 2015 Consent Decree...

- The Court granted partial unitary status in areas of
 - ❖ Student Assignment
 - ❖ Transportation
 - ❖ Extracurricular Activities
 - ❖ Facilities
- and withdrew "its jurisdiction of those areas of the case"

The Two Areas of Continued Jurisdiction

- ❑ Faculty & Staff
- ❑ Student Discipline

Faculty & Staff By the Numbers

- ❑ CCBOE did not make anticipated progress in faculty and staff hiring.
- ❑ Committed to three more years of judicial supervision.
- ❑ The foundation of the personnel component is the Personnel Plan.
- ❑ Will improve the Plan where needed and focus on execution.

The Personnel Plan

- ❑ **Calhoun County Schools - Personnel Plan for Certified Positions** –
 - ❑ Addresses recruitment, hiring, assignment, and retention of certified personnel.
 - ❑ Emphasizes recruitment of a diverse teaching force.
 - ❑ Provides an applicant database for tracking and monitoring hiring efforts.
 - ❑ Centralizes the application process and establishes an employment committee.

Additional Obligations – Faculty & Staff

- Hire a Faculty Equity Consultant
 - Southeastern Equity Center – Drs. Roberts and Elam
- Revise Personnel Plan (where needed) to
 - Clearly describe diversity goals
 - Follow uniform policies
 - Provide for targeted recruitment and hiring
 - Describe incentives (if any)
 - Ensure equitable distribution of minority staff
 - Require training
 - Improve tracking process

The Court Report due annually on October 15 must include...

- Description of targeted recruitment efforts
- A report of current certified personnel with counts and percentages by school and by race
- A detailed report of applicants, persons interviewed, job offers, and hires by race for all certified position vacancies
- Training materials and information
- Names and positions of those trained and dates trained
- Summary of participation in Professional Development and Mentorship Program

Additional Obligations – Faculty & Staff

- Implement Professional Development and Mentorship Program
 - Cultivate and Train Administrators
 - Develop Annual Training
 - Designate a "Point Person"
 - Holly Box
- Provide a Status Report each October 15

Reports on applicants, interviews, and hiring decisions are made possible by our unique Applicant Database.

Example of Data from Last Year

	# Applicants	% Applicants
White	1811	84.7%
Black	263	12.3%
Other	65	3.0%
Total	2139	

	# Applicants	% Applicants
White	467	81.2%
Black	89	15.5%
Other	19	3.3%
Total	575	

Category	Total	White		Black		Other	
		#	%	#	%	#	%
Teacher	66	56	84.9%	7	10.6%	3	4.5%
Certified	11	10	90.9%	1	9.1%	0	0.0%
Admin	11	10	90.9%	1	9.1%	0	0.0%
Total	88	76	86.4%	9	10.2%	3	3.4%

Student Discipline Disproportionality

- Disproportionality – the percentage of students of a specific ethnicity or race found in a specific category is significantly greater or significantly less than the percentage of that specific ethnicity or race found in the general population
- Overrepresentation – exists when a group is represented in a specific category at a higher rate than its population average

Student Discipline Findings

- “African American students were significantly more likely than White students to be referred for disciplinary action and to be subject to exclusionary consequences.”
- Disparity “was most evident for minor infractions and existed across multiple categories of consequences, including in-school detention, out of school suspension and corporal punishment.”

Student Discipline Steps

- Hire Discipline Equity Consultant
 - Southeastern Equity Center – Drs. Roberts and Elam
- Review Discipline Procedures and Recommend Revisions
 - Specify appropriate behavior and strategies to reach behavior goals
 - Clear guidelines on discretionary discipline
 - Limit use of exclusionary discipline (suspensions, expulsions) by using alternatives
 - Discipline should minimize loss of instruction and permit make-up work
- Specific criteria for returning after exclusionary discipline

Student Discipline PBIS

- Develop and Implement PBIS
 - CHAMPS Program
 - Teams from each school being trained
 - Will train faculty and staff at each school
- Everyone has to be trained
- BUY IN AND USE IT

Student Discipline Data Collection

- Number of referrals
- Specific conduct for each referral
- Outcome of referral and reasons for outcome
- Person who made referral and who decided sanction
- Positive behavioral supports and pre-referral action
- Name, race, ethnicity, sex, disability and grade of student referral and others involved

Must be stored electronically and evaluated by Discipline Administrator

The Court Report due on October 15 must also include...

- Annual status report describing activities and steps taken
- Report of Discipline Data (See Data Collection Slide)
- Handouts and materials used in PBIS training
- Documentation for training

Make sure EVERY instructional employee gets the training!

Student Discipline Analysis

- Discipline Administrator will analyze data
- Identify racial disparities in referrals and outcomes
- Investigate cause of disparities, other contributing factors, needs of affected students and take appropriate steps
- Identify and address other areas of concern

So where is Calhoun County...

on the road to unitary status?



Progress is not always perfectly smooth...

Total Certified Personnel 2009-2014

	White	Black	Other	Total	%White	%Black
2009	622	29	5	656	94.8%	4.4%
2010	615	35	5	655	94.0%	5.3%
2011	606	42	6	654	92.7%	6.4%
2012	603	47	5	655	92.1%	7.2%
2013	604	37	5	646	93.5%	5.7%
2014	606	41	5	652	92.9%	6.3%
2015	?	?	?	?	?	?

We still have some work to do.

And your role remains pivotal...

Substantial effort and commitment are required to achieve the goal of unitary status and much of that work falls to our school administrators.

Goals and requirements of this effort should be actively considered in your decisions in the areas of personnel and discipline.

This effort is more than aspirational — the Board, the parties and the Court expect execution of the Personnel Plan and the measures being developed under the Decree.

The New Factor - Discipline

- Efforts under the former decree did not include discipline
- Have to rethink approach to discipline
- Consultants working with the Board to identify strategies and changes
- PBIS training going on
- Code of Conduct changes may result
- Accountability

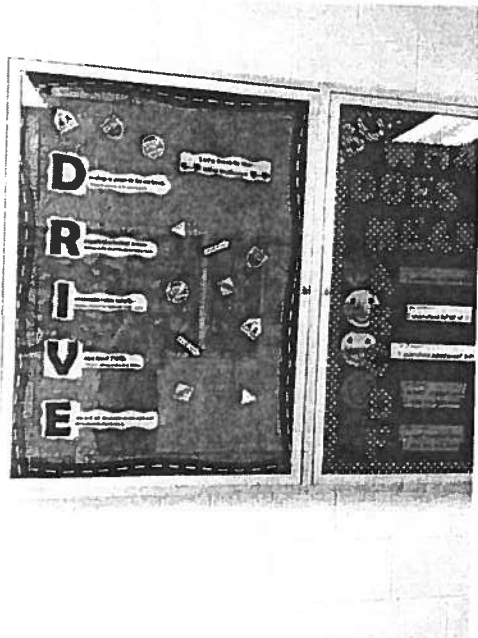
QUESTIONS... ?

Bishop Colvin
BISHOP, COLVIN, JOHNSON & KENT, LLC

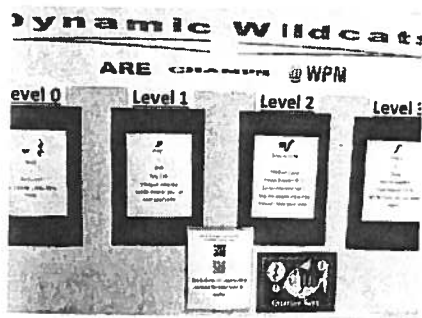
Whit Colvin
Robin Andrews
205.251.2881
wcolvin@bishopcolvin.com
randrews@bishopcolvin.com
1910 First Avenue North
Birmingham, Alabama 35203

EXHIBIT J-5

White Plains Middle School



DRIVE - our hallway/sidewalk procedures



Our band director's explanation of voice levels...tying it all together!!

Guidelines for success

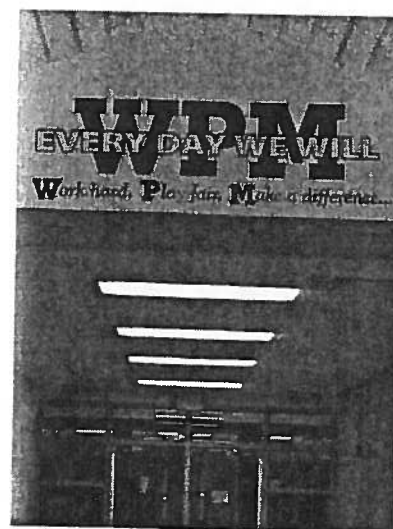
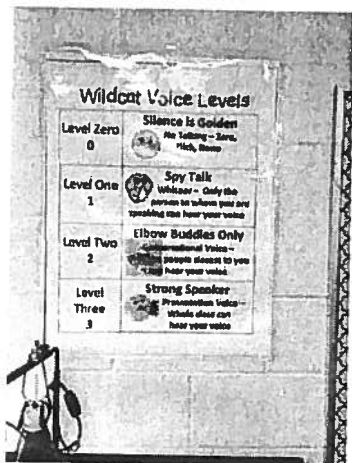


EXHIBIT J-6

Chatchee Elem

Welcome Back!!

August 6, 2015

8:00-11:30- Institute at Hillcrest

11:30-1:00- Lunch

1:00-3:00- Faculty Meeting- Handbooks

Wahl/Johnson

(Mr. Jones special ed. Meeting 1:00-3:00)

August 7, 2015

8:00-9:30- Google Training- Beecham

9:30-10:30 Chalkable and break

10:30-12:00- Student Handbook for Learning Success, Hood/McFry

12:00-12:45- Lunch

12:45-3:00- CHAMPS Training- Hood, McFry, Chandler, Cook, and Zurchin

Ground Rules for Meetings:

- *Attend all meetings and be on time.
- *Actively listen and participate.
- *Turn volume off and put away cell phones.

- Adults assisting in all areas: Custodians help ^{am} bus unloading
- Book study in progress - Quick Answers for Busy Teachers
Solutions to 60 Common Challenges, Abreux & Whitake
- NED program scheduled for 8/26/15
 - Never Give up
 - Encourage others

Sign In

Case 2:07-mc-01944-CLS Document 81-18 Filed 12/11/15 Page 3 of 14
2015-2016

Date Aug 7, 2015

Name	Print Name	Signature	Assignment
Amber Brown	Amber Brown	Amber Brown	Pre-K Teacher
Breann Cunningham	Breann Cunningham	Breann Cunningham	Pre-K Teacher
Regina Bailey	Regina Bailey	Regina Bailey	K Teacher
Tiffany Ellis	Tiffany Ellis	Tiffany Ellis	K Teacher
Michelle Roberts	Michelle Roberts	Michelle Roberts	K Teacher
Susan Shirai	Susan Shirai	Susan Shirai	K Teacher
April Berry	April Berry	April Berry	1st Teacher
Lynn Christopher	Lynn Christopher	Lynn Christopher	1st teacher
Brooke Harper	Brooke Harper	Brooke Harper	1st teacher
Maureen Davis	Maureen Davis	Maureen Davis	2 nd teacher
Anita Isbell	Anita Isbell	Anita Isbell	2 nd Gr.
Angie Loucks	Angie Loucks	Angie Loucks	2 nd grade teacher
Debbie Stator	Debbie Stator	Debbie Stator	2 nd grade teacher
Christy Cook	Christy Cook	Christy Cook	3 rd teacher
Dana Poe	Dana Poe	Dana Poe	3 rd teacher
Lindsey Silvey	Lindsey Silvey	Lindsey Silvey	3 rd teacher
Emily Smith	Emily Smith	Emily Smith	3 rd teacher
Lori Vice	Lori Vice	Lori Vice	
Katrina Graben	Katrina Graben	Katrina Graben	4 th Grade
Jenni Jones	Jenni Jones	Jenni Jones	4 th Grade teacher
Bonnie West	Bonnie West	Bonnie West	4 th Grade
Brandi Barnes	Brandi Barnes	Brandi Barnes	5 th Grade
Tammy Haynes	Tammy Haynes	Tammy Haynes	5 th Grade
Nicolle Smith	Nicolle Smith	Nicolle Smith	5 th grade
Carmen Harrell	Carmen Harrell	Carmen Harrell	6 th Grade
Regina Jinks	Regina Jinks	Regina Jinks	6 th Grade
Gina Whiting	Gina Whiting	Gina Whiting	6 th Grade

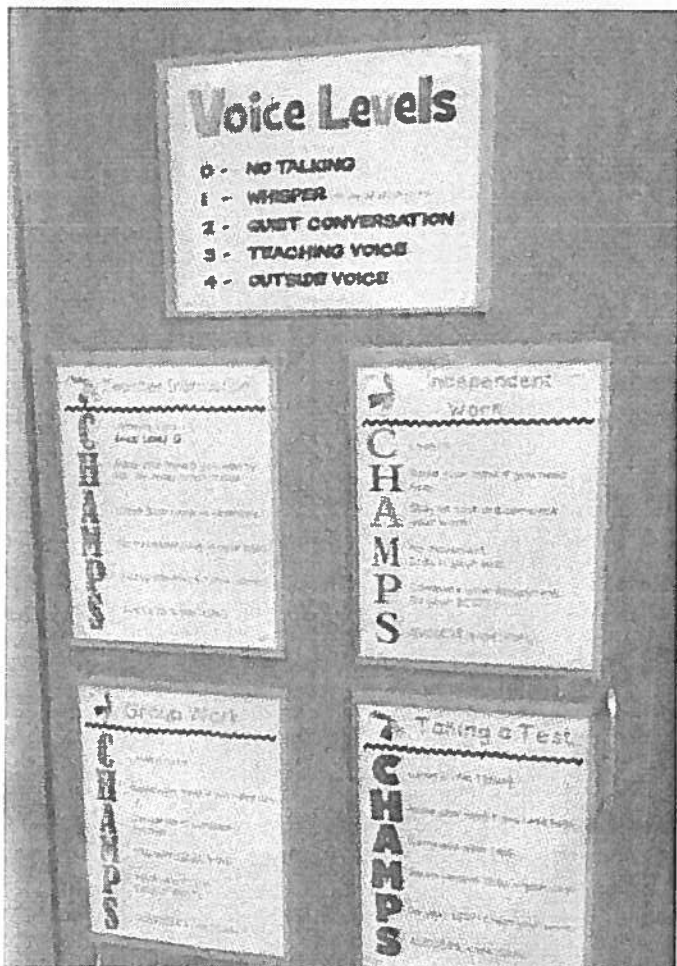
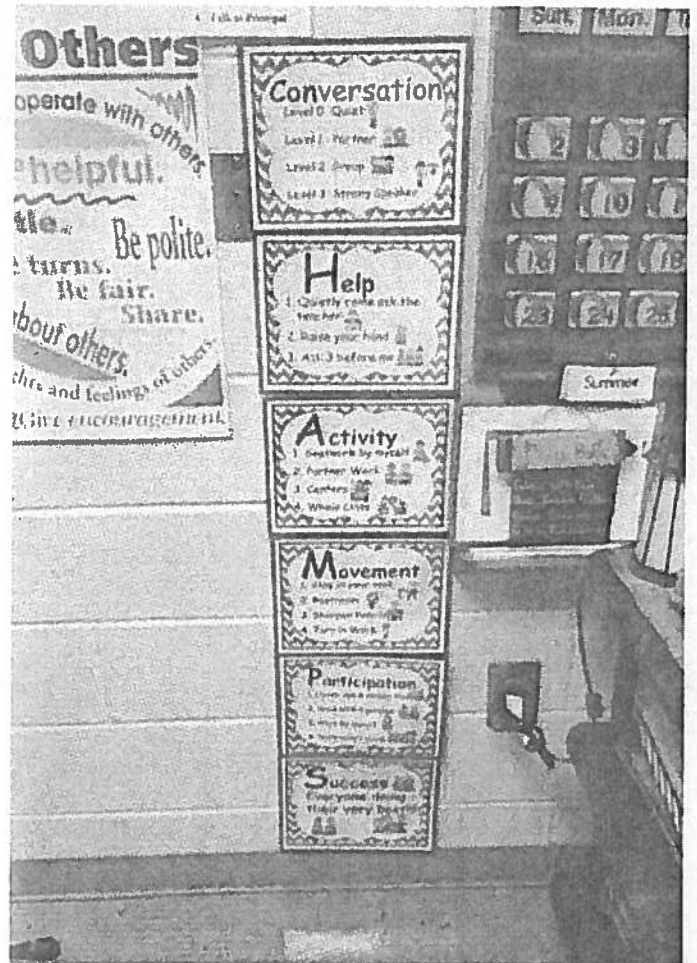
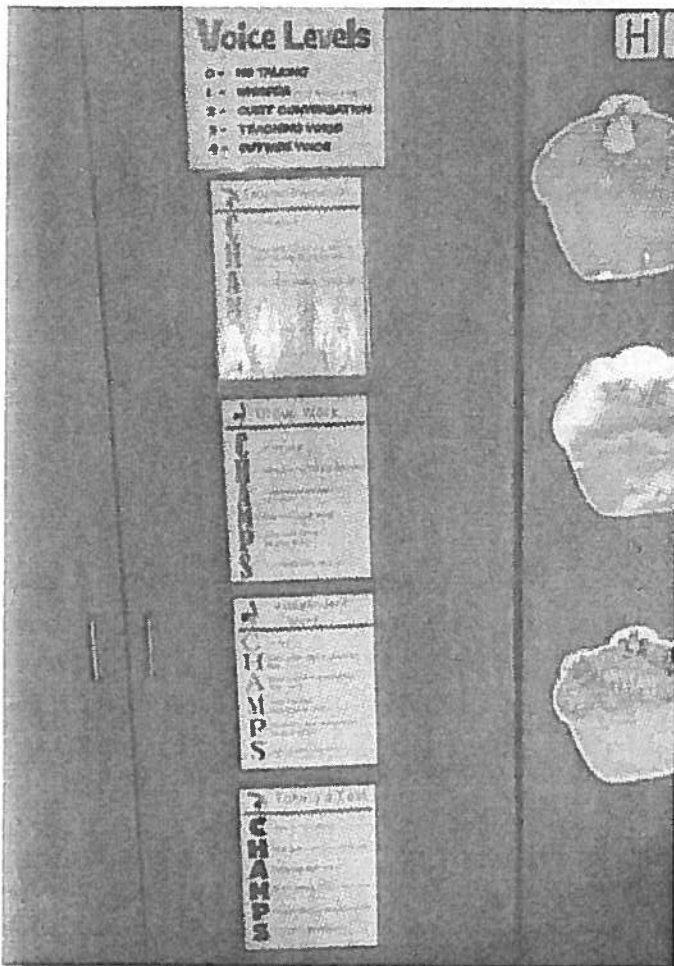
Ohatchee Elementary

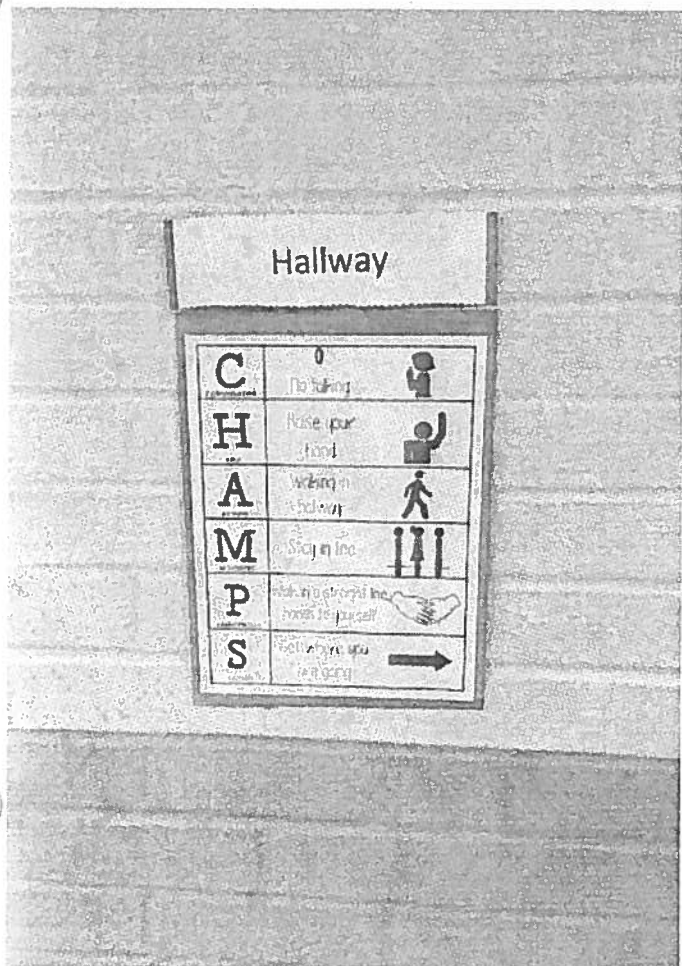
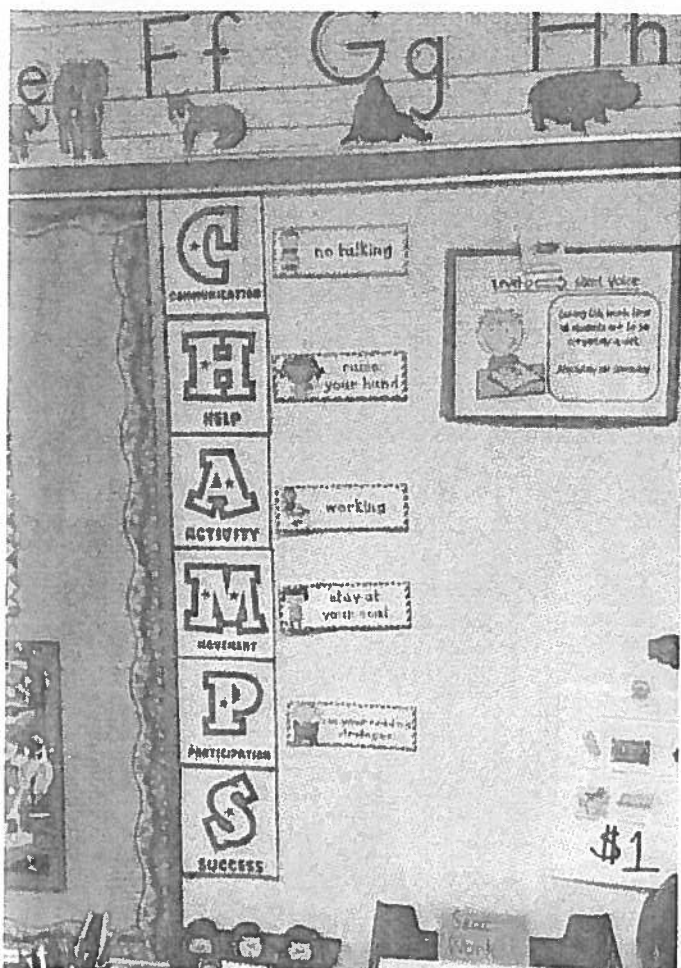
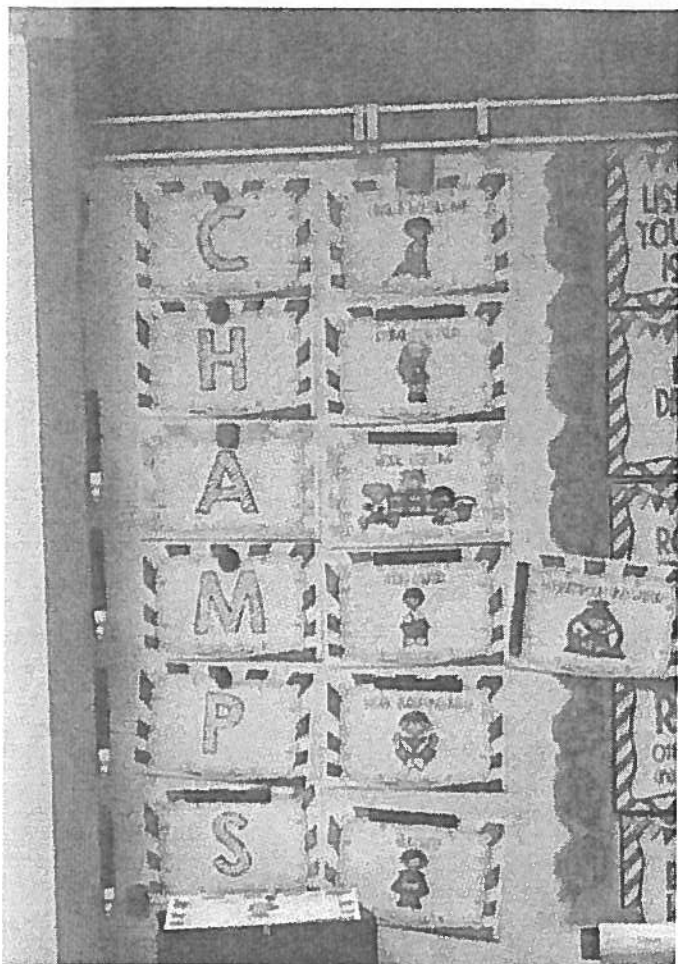
Sign In

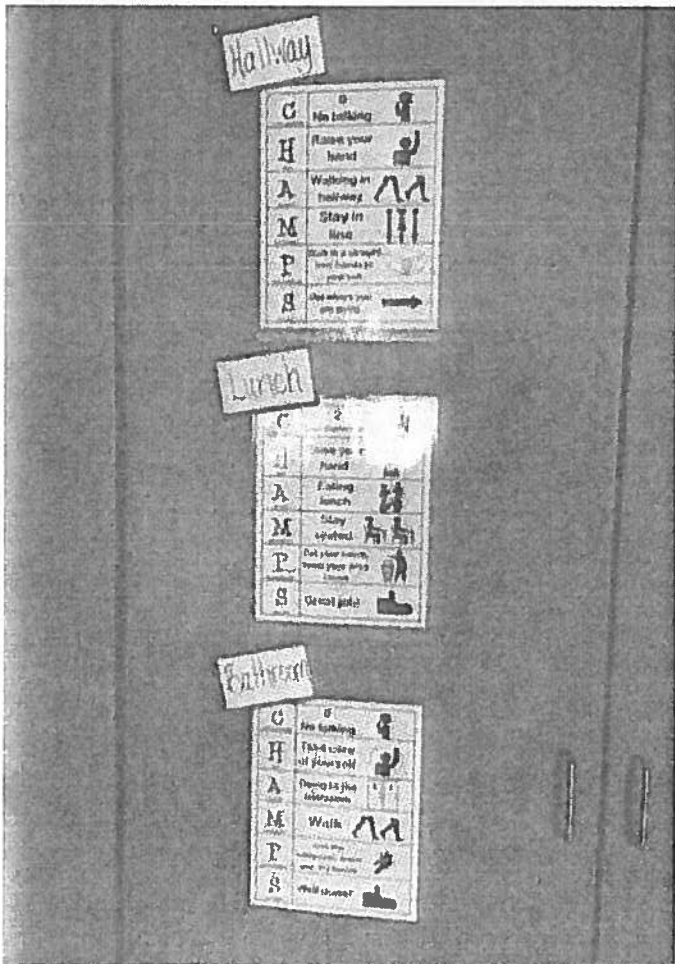
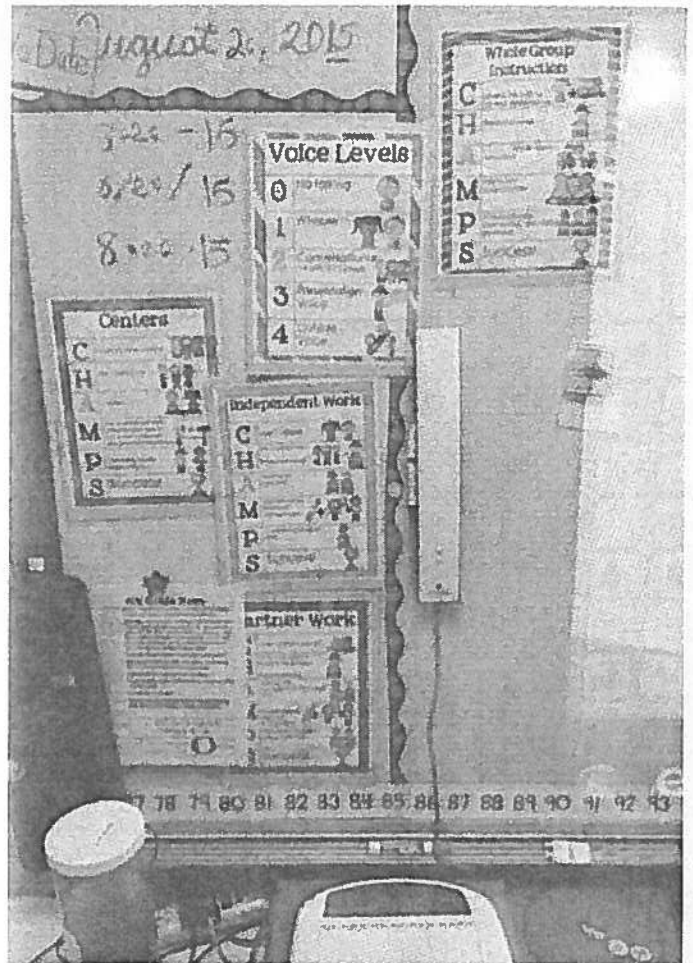
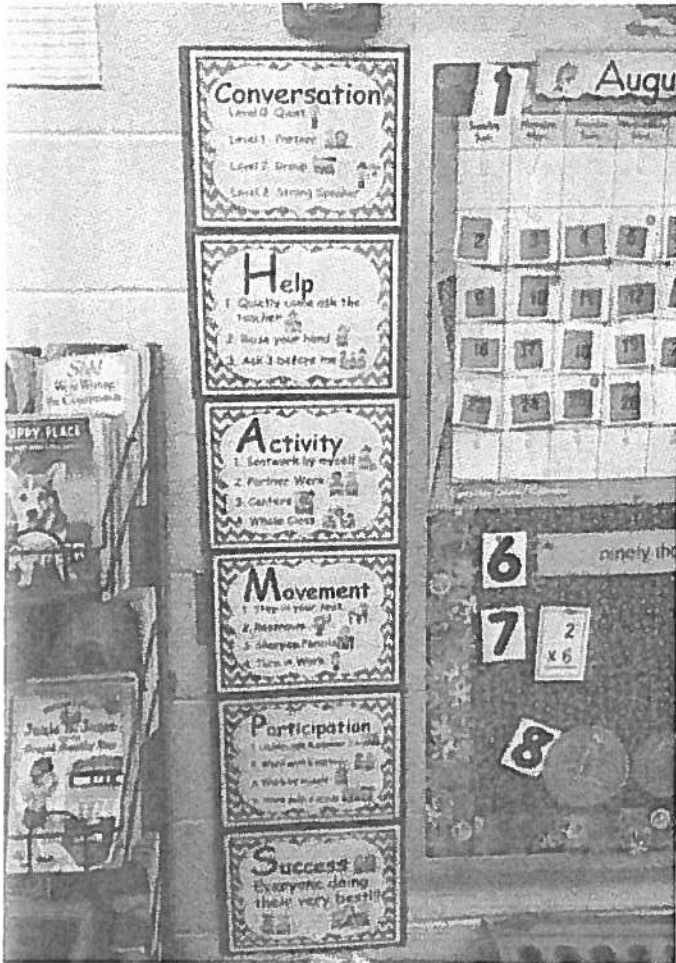
2015-2016

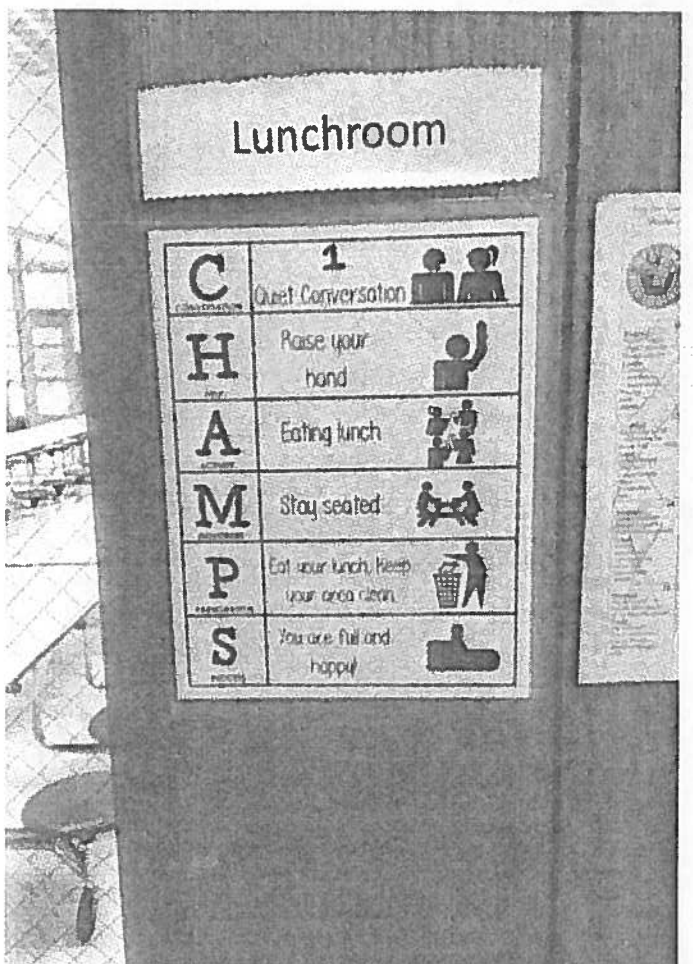
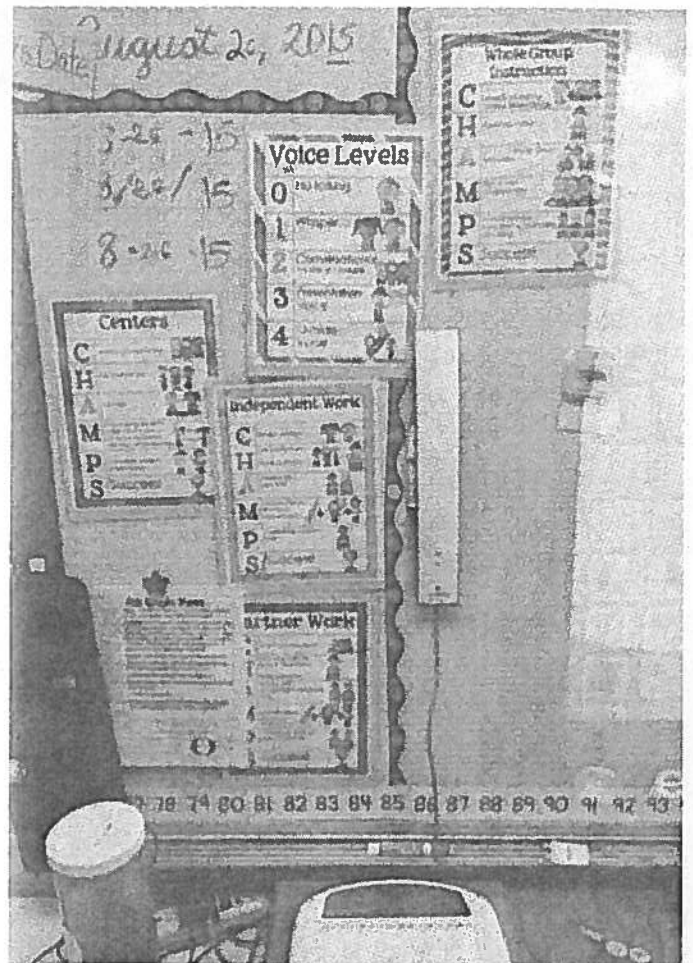
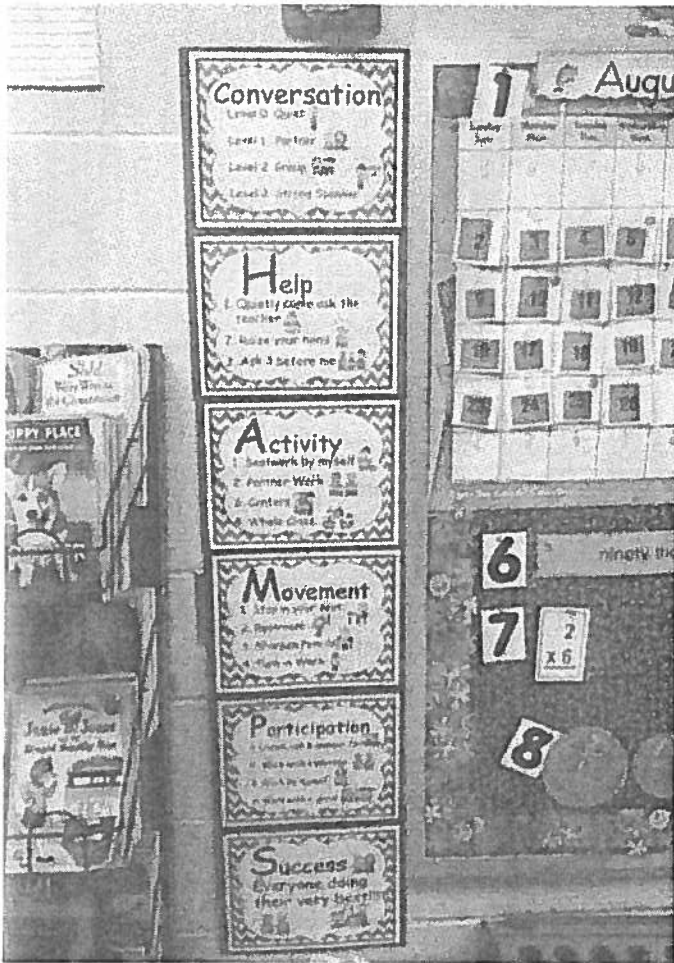
Date Aug 1, 2015

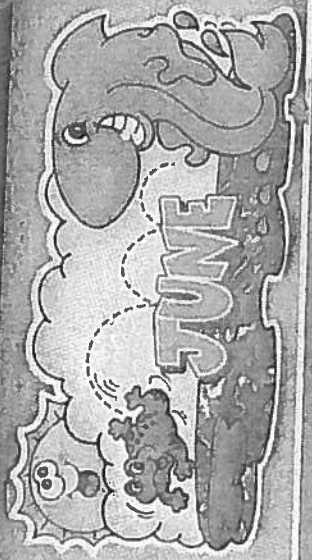
Name	Print Name	Signature	Assignment
Terri Beecham	Terri Beecham	Terri Beecham	Librarian
Tonya Badgett	(at AES)		
Mary Chandler	Mary Chandler	Mary Chandler	Counselor
Lorie Duncan	Lorie Duncan	Lorie Duncan	Speech Therapist
Julie Hood	Julie Hood	Julie Hood	Principal
Jason Jones	Jason Jones	Jason Jones	SPE Teacher
Rosemary Jones	Rosemary Jones	Rosemary Jones	Reading Intervention
Shasta McFry	Shasta McFry	Shasta McFry	ASST. Principal
Shae Zurchin	Shae Zurchin	Shae Zurchin	PE Teacher
Kim Baswell	Kim Baswell	Kim Baswell	P.E. Aide
Pam Copeland	Pam Copeland	Pam Copeland	Pre-K Aide
Tara Cox	Tara Cox	Tara Cox	Student Support
Gina Elders	Gina Elders	Gina Elders	P.E. Aide
Lee King	Lee King	Lee King	parapro
Dana Pitts	Dana Pitts	Dana Pitts	Library Aide
Debra Thacker	Debra Thacker	Debra Thacker	Student Support
Paige Tucker	Paige Tucker	Paige Tucker	Pre-K Aide











Voice Levels

0	No talking	
1	Whisper	
2	Conversational Talk softly to 1-2 people	
3	Presentation Voice	
4	Outside Voice	

Independent Work

C	Level 1 - whisper	
H	Ask 3 before me	
A	Raise your hand Working at your seat	
M	Sharpen Pencil Ballroom Writing Paper	
P	Completing assigned work	
S	Success!	







Centers

C	Level 2 - Conversational	
H	Ask 3 before me	
A	Centers	
M	Stay in assigned area unless turning seats in Go to the ballroom with teacher knowledge	
P	Complete center expectations	
S	Success!	

Wholegroup Instruction

C	Level 0 - No talking Level 4 - Noise Clasp	
H	Raise your hand	
A	Recessing - Wipe Clasp Instruction	
M	Stay in your assigned area	
P	Actively engaging participating and owning your hand	
S	Success!	

A 40 BOYS RESTROOM

Bathroom	
C	Level 0-1 
H	Ask an adult 
A	Use the restroom Wash your hands 
M	Walking respectfully 
P	Use restroom, wash hands wait patiently 
S	Success! 

C

LEVEL 0 NO TALKING



H

STAY FOR HELP



A

WORK STATIONS



M

STAY SEATED



NO BATHROOM



P

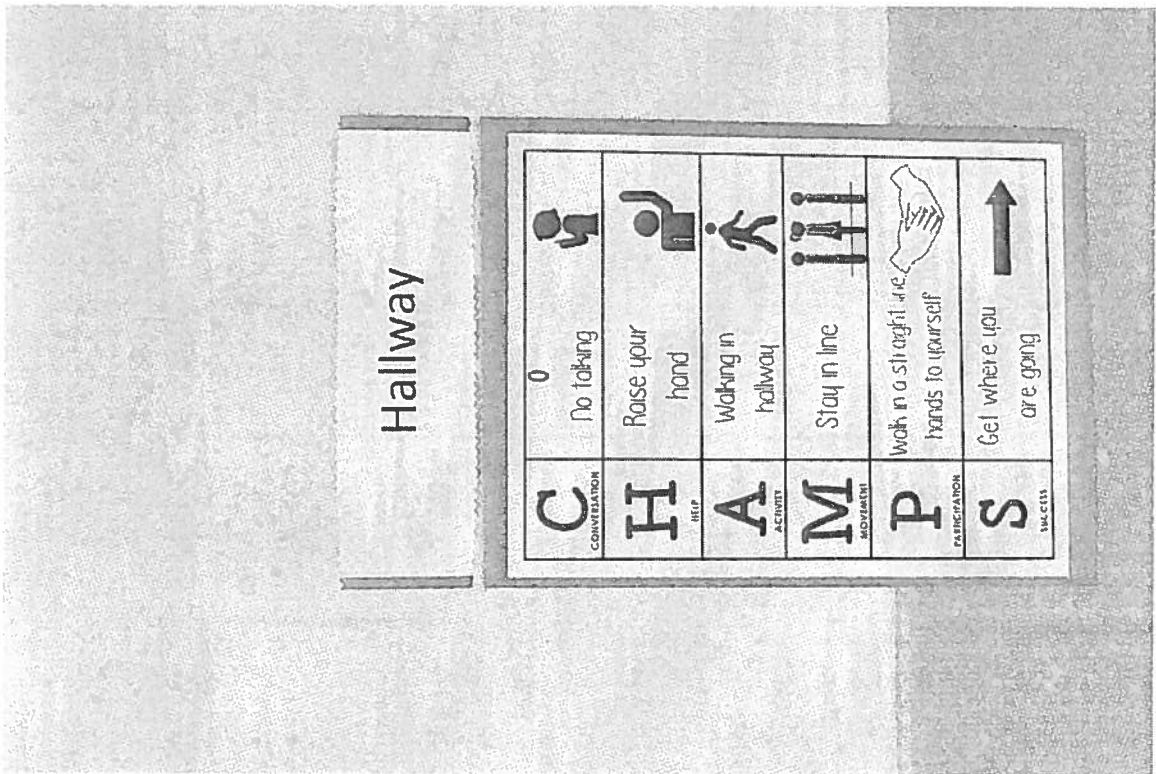
WORK INDEPENDENTLY



S

SUGARCI





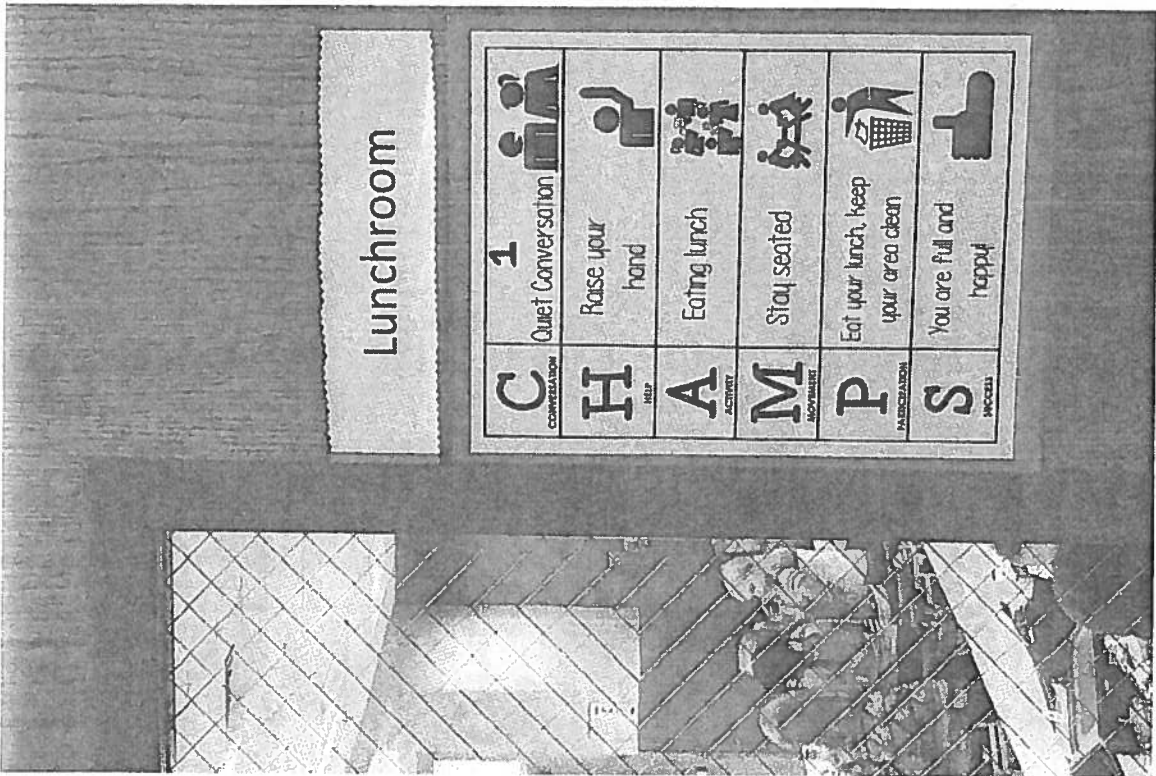
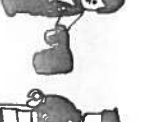
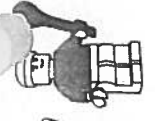
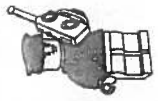
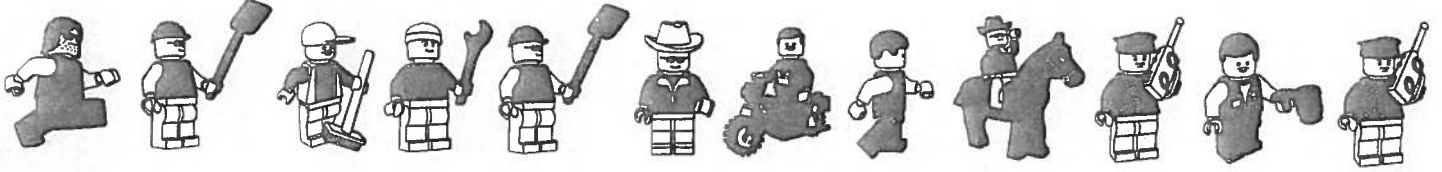




EXHIBIT J-7



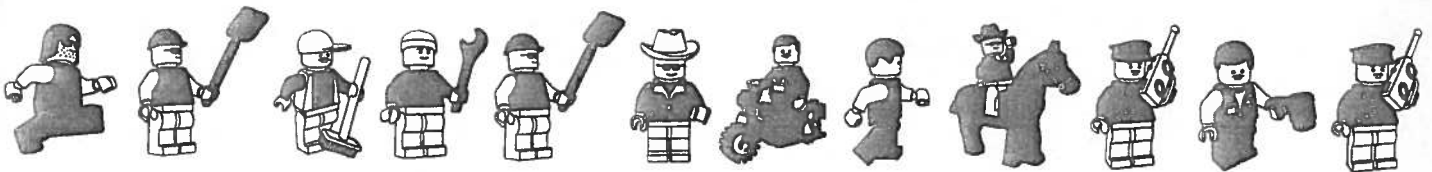
LEADERSHIP

at SAKS

elementary

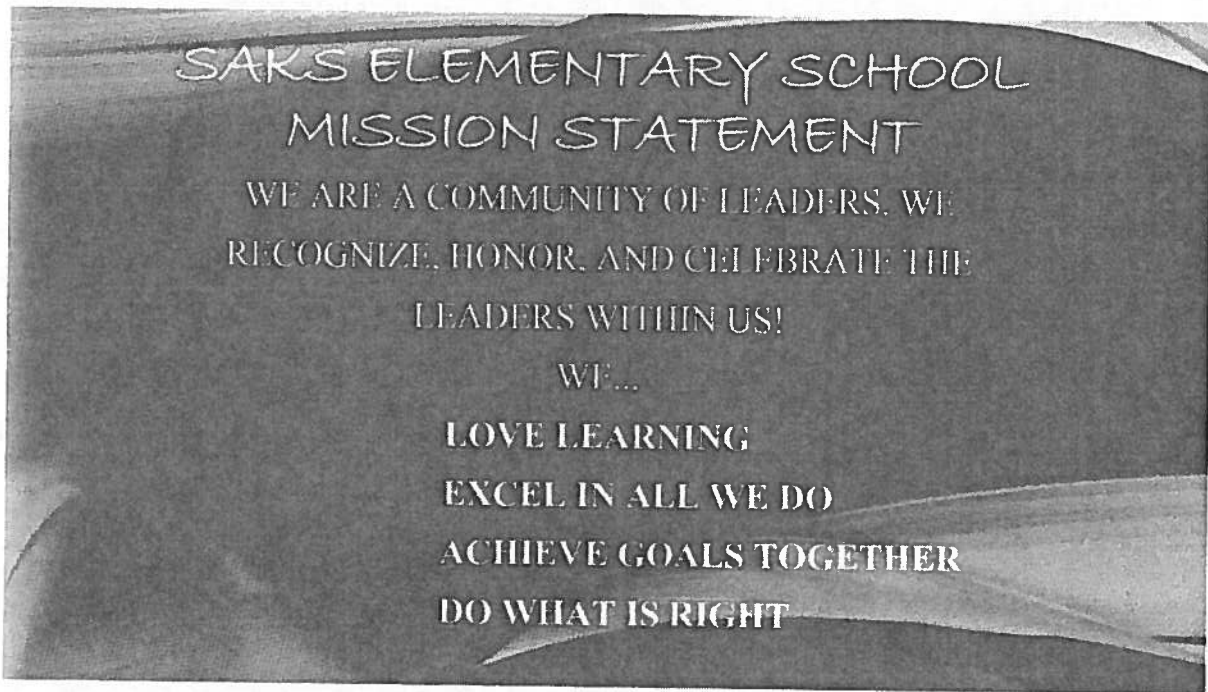
SCHOOL

2015-2016



SAKS elementary School

Mission



Motto-Great Happens Here

School Overview

Established-

Prek-4th grade

Colors-Red, White, Grey

Mascot-Wildcat

Faculty and Staff

2-Administrators

1-Counselor

1-Librarian

1-Reading Interventionist

38-Certified Staff

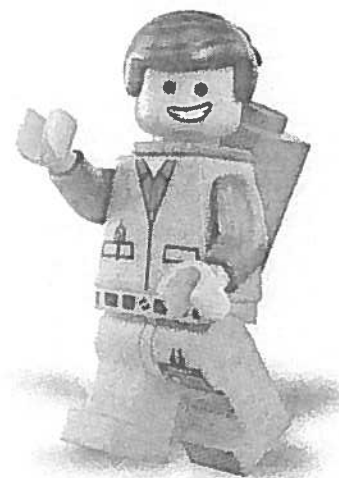
School Enrollment-530

82% Free and Reduced Lunch Status

LEGO LEADERSHIP

LESSON #1: Start with what success looks like. –Begin with the End in Mind

LEGO provides a complete – and exciting – picture of the final product right there on the box. It always looks AWESOME. There is little mention of the number of bags, number of pieces, number of steps, and so on (which would only deflate your excitement). You fall in love with the end result before you even buy. After buying the set, you feel that the finished project is just a few steps away because you already know what success looks like – and it looks AWESOME



LESSON #2: Consider interchangeable parts. Think Win-Win

It's rare, but occasionally, there are missing LEGO blocks. Instead of stop-mode, allow these challenges to push you into innovation-mode – pull out the bucket of spare parts to find what you need and keep building away. How many times have our colleagues said, "That won't work because ..." or "We've already tried that"? Although these excuses occasionally save us some time not repeating old mistakes, it's unusual that we go back to see what pieces (lessons, learning, accomplishments, etc.) can be reapplied. Often times people, tools, resources, and lessons are there for the picking, it's just rare that we go back to those buckets to get them.

LESSON #3: Instructions are only so helpful. Be PROACTIVE

The instructions are great, usually. But there are cases where you simply cannot tell which round peg goes into which square hole (with LEGOS, literally). Often we turn the instructions round-and-round, flipping ahead to get another view. When children simply

put things together as best they can, they say, "Let's try it and see if it works." This fearless experimentation is a critical element to accelerating innovation. What's the worst thing that could happen? With LEGOS, the consequences are nil. In life sometimes there are real risks. But, more often than not, the main risk is not the unforeseen consequences, but is the risk of being seen as wrong. By eliminating that fear, we increase our ability to iterate in fast cycles. It is key for leadership to encourage and reward those who experiment, learn, and build.

LESSON 04: It's more fun when more people are working together. **SYNERGIZE**

Working on a LEGO project on your own is great. But sharing the experience with someone else is so much more fun. The different people, perspectives, and experiences make for open collaboration. Each person brings different strengths, allowing the innovation to go faster, further, and freer.

LESSON 05: The quality of the final product relies upon the input of imagination. **SHARPEN YOUR SAW-PERSONAL VICTORY**

There used to be few custom LEGO parts, perhaps a wheel or a windshield. Today, there are a huge number of set-specific parts (e.g., tools, flip-up cockpits, weapon launchers, etc.). "Builders" still make modifications or, in their words, "improvements." One builder built a LEGO motorcycle which was destroyed when it was sent down hardwood stairs. Instead of being bummed out, the builder saw an opportunity. "Now I can make it better," he said. "It was too heavy to go as fast as I want it to." The builder stripped it down, leaned it out, and launched it again. At the end of the day, it all comes down to the builder's imagination.

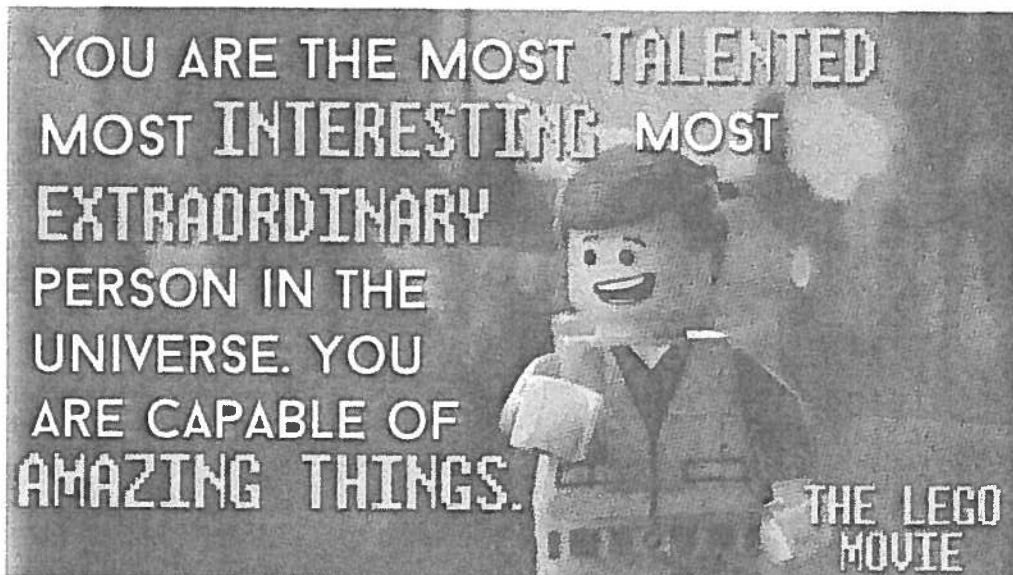
As a leader, you set the tone for how those around you experience large-scale change. You could be the one that enables fearless (but informed) innovation and experimentation – or you can be the one holding up the instruction book saying, "That's not how we do it." **The choice is yours.**



Taken from Forbes.com, Leadership Lessons from LEGO

Saks Elementary 7 Habits Implementation

August/September –Habit 1-Be Proactive
October-Habit 2-
November-Habit 3
December-Review Habits 1-3
January-Habit 4
February- Habit 5
March- Habit 6
April-Habit 7
May-Review Habits 4-7





Accountability Circle

This is our accountability Circle. We have created 7 teams where every faculty member is involved.

We are all accountable for each other where not one team is more important than the rest of the teams.

We are all leaders as a faculty and staff.

Saks Elementary Action Team

Assignments

DATE=12/11

Behavior Supports

k	Haley Buzan	
1	Katie Fleming	
2	Caryn Waugh	
3	Christie Norton	
4	Heather Acker	
Other	Jessica Cobb, Amanda Cran, Tandria Briskey, Theresa Bowen	

Curriculum Connection

k	Cherie Prickett	
1	Cindy Cain	
2	Ashley Thompson	
3	Donna Elkins	
4	Heather Acker	
Other	Francia Haygood	

Recognitions Faculty and Leaders

k	Lara Slick
1	Debra McKiven
2	Amy Finley
3	Monique Grier
4	Jill Brookes
Other	Michelle Hathaway

Helen Wagner, Sue Clark, Wanda

Gilreath, Frankie Ripka, Rinique Simmons

Covey Clubs

k	Landingham
1	Wells
2	Deno

3	Norton
4	Kincer
Other	Hathcock

Leadership Role Management

k	Rita Smith
1	Tessa Gardner
2	Jordan Rollins
3	Beth Kelley
4	Brooke McFry
Other	Ashley Marvasty
Other	Brenda Kaufman
Other	Missy Houston

Parent Out/In Reach

k	Courtney Hallford
1	JoAnna Benefield
2	Brettmy Hunter
3	Krystal McDaniel
4	Audrey Kincer
Other	Eric Wilson, Donald Strain, Julie Barron, Charlee Norred

Technology Integration/ Marketing

k	Lara Slick, Courtney Hallford
1	Kim Wells
2	Ashley Thompson
3	Monique Grier
4	Jill Brookes, Brooke McFry
Other	Erika Bell, Sunni Champion

WILDLY IMPORTANT GOALS

1. Decrease ODR Discipline by 10%
2. Decrease tardiness by 10%
3. Increase attendance by 2%
4. All students meet 9 weeks AR goals each nine weeks.

Other GOALS

***GOVEY CLUB IMPLEMENTATION
LEADERSHIP ROLES CONTINUED AND
INTERGRAATED***



The
Leader in Me™

Covey Clubs dates

August 28th - Introduce clubs to leaders so they can pick their first, second and third choices. Sell your club to generate interest.

September 28 - Planning with leaders. They need to help with the club outcomes. Ask the leaders what they would like to do in this club. You should cover expectations for participation and behavior. You need to develop a mission statement for the club with leader input.

October 30 - Habit 1

November 20 - Habit 2

December 18 - Habit 3

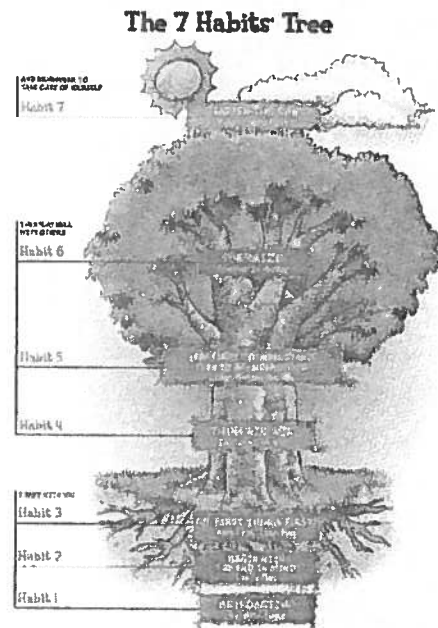
January 29 - Habit 4

February 26 - Habit 5

March 24 - Habit 6

April 23 - Habit 7 Emphasize

“Sharpening the Saw” with your end of year culminating activity. Celebrate all of the great things the club has accomplished. Go out with a bang.



Legos/Young Scientist k-1	Legos/Investigations 2-4	Go Team Go	Beautification	Hospitality	Mickey Mouse k-1	Passport 2-4
Prickett	Brookes	Briskey	Benefield	Finley	Kelley	Fleming
Landingham	McFry	Haygood	Bowen	Elkins	Slick	Buzan
Smith	Cram	Marvasty	Cobb	Grier	Jacks	Wells
McKiven				Clark		

Desk to 5K	Proshop	Arts & Crafts	Technology	SAKS IDOL (Music)		
Waugh	Strain	McDaniel	Bell	Rollins		
Thompson	Wilson	Acker	Gardner	Hunter		
Kincer	Deno	Houston	Hathaway	Simmons		
Norton	Hallford	Cain	Gooden	Kauffman		
Champion						

***CLUBS MAY CHANGE-CLUBS BASED ON LEADER SIGN UP. CLUB HANDBOOK WILL PROVIDE LUNCH SCHEDULE AND MEETING LOCATIONS**

*Saw Sharpening Schedule for
Leaders' (BODY)*

Teacher Synergizing TIMES at SES

8:00-8:50	PE Planning
8:55-9:45	First Grade
9:50-10:40	2 nd Grade
10:50-11:40	Pre-k/Jones PE Lunch 11:40-12:05
12:10-1:00	Kindergarten
1:05-1:55	3 rd Grade
2:00-2:50	4 th Grade



8:00-8:50 will also serve as a school-wide strategies time for K-4th. In the event of special program it will be held during this time. Exceptions would be awards day and graduation.

Lunch Schedule

Pre-K	10:20-10:45 T1	Waugh	11:03-11:28 T5
Jones	10:20-10:45 T2	Finley	11:08-11:30 T6
Slick	10:30-10:55 T3	Deno	11:08-11:30 T7
Smith	10:30-10:55 T4	Hunter	11:15-11:40 T8
Buzan	10:35-11:00 T5	Rollins	11:15-11:40 T9
Prickett	10:35-11:00 T6	Kelley	11:20-11:45 T10
Hallford	10:40-11:05 T7	Norton	11:20-11:45 T11
Landingham	10:40-11:05 T8	Elkins	11:25-11:50 T1
Fleming	10:48-11:13 T9	McDaniel	11:25-11:50 T2
McKiven	10:48-11:13 T10	Grier	11:30-11:55 T3
Wells	10:53-11:18 T11	McFry	11:35-12:00 T4
Benefield	10:53-11:18 T1	Brookes	11:35-12:00 T5
Cain	10:57-11:22 T2	Acker	11:38-12:05 T6
Reid	10:57-11:22 T3	Kincer	11:38-12:05 T7
Thompson	11:03-11:28 T4		

SES LIBRARY SCHEDULE

Wednesday.

8:30-9:00. Buzan.

9:15-9:45. Landingham.

10:00-10:30. Fleming.

11:30-12:00. Hallford.

12:15-12:45. McKiven.

1:00-1:30. Benefield.

Thursday

Smith

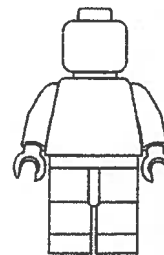
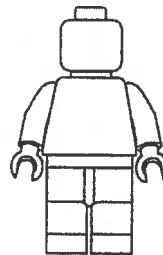
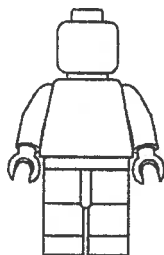
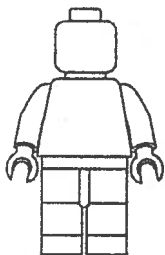
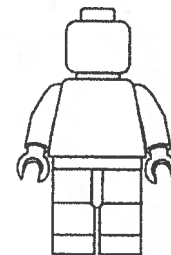
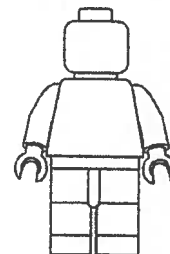
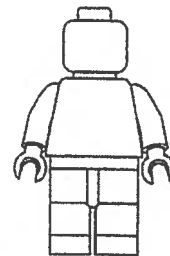
Slick

Cain

Pricket

Reid

Wells



ses music schedule

Monday

7:30 – 8:00 Morning Duty
8:30 – 9:00 Pre K
9:10 – 9:45 Kelly 3rd
9:50 – 10:25 Grier/Elkins 3rd
10:30 – 11:05 McDaniel/Norton 3rd
11:10 – 11:55 Lunch
12:00 to 12:30 Jones
12:40 – 1:15 McFry/Acker 4th
1:20 – 1:55 Brookes/Kincer 4th
2:00 – 2:30 Rehearsal time

Tuesday

8:00-8:35 Thompson/Waugh 2nd
8:40-9:15 Buzan/Smith - K
9:20-9:55 Landingham/Slick - K
10:00-10:35 Fleming/Cain – 1st
10:40-11:20 Lunch and Planning
11:25-12:00 Hallford/Pricket - K
12:10-12:45 McKiven/Reid - 1st
12:50-1:25 Wells/Benefield - 1st
1:40-2:15 Rollins/Finley - 2nd
2:20-2:55 Hunter/Deno - 2nd



COMMITTEES 2015-2016 SAKS ELEMENTARY SCHOOL

FIRST MONDAY OF EVERY MONTH CIP/GRADE LEVEL
CHAIR MEETING (vote for morning or afternoon)

*Teachers should send or communicate requests,
concerns, and suggestions, to designated chair for
representation.

ACIP CHAIRS/GRADE LEVEL CHAIRS 2015-2016

K-Hallford

1st-Wells

2nd-Thompson

3rd-Kelley

4th-McFry

SPED-Hathaway

OTHERS-Hathcock



PST/DATA MEETING SCHEDULE

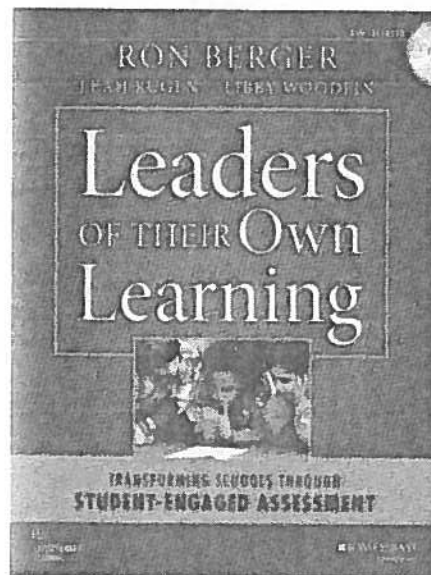
	PK/K/1	2/3/4	Book Chapter
August	26 th	27 th	
September	29 th	30 th	Ch. 1-Learning Targets
October	28 th	29 th	Ch. 2- Checking for Understanding
November	18 th	19 th	Ch. 3- Using Data with Students
December	16 th	16 th	Ch. 4-Models, Critique, Descriptive Feedback
January	27 th	28 th	Ch. 5- Student-Led Conference
February	24 th	25 th	Ch. 6-Celebrations
March	23 rd	23 rd	Ch. 7-Passage Presentation/Portfolios
April	26 th	27 th	Ch. 8-Standards Based Grading
May	11 th	12 th	

BRING ALL RELEVANT DATA SOURCE

2015-2016

BOOK STUDY-

Chapters to be discussed at DATA meeting- Schedule above.



Assessment Schedule

k-1 st	<i>DIBELS</i>	<i>Reading</i>	BOY-August 17-28 MOY-January 11-22 EOY-April 18-29
<i>K</i>	<i>OGAP</i>	<i>MATH</i>	MOY-Feb-5 EOY-May 6
<i>1st</i>	<i>OGAP</i>	<i>MATH</i>	MOY-Feb-5 EOY-May 6
2 nd -4 th	<i>STAR</i>	<i>Reading</i>	BOY-August 17-28 MOY-January 11-22 EOY-April 25-May 6
2 nd -4 th	<i>STAR</i>	<i>Math</i>	BOY-August 17-28 MOY-January 11-22 EOY-April 25-May 6

INSTRUCTIONAL PRACTICE

<i>K-12</i>	<i>Scribe</i>	<i>All Subjects</i>
<i>K, 1st</i> <i>SPECIAL ED</i>	<i>Waterford</i>	<i>Reading/Math</i>

(THIS IS PRACTICE, DOESN'T REPLACE INSTRUCTION)

★ STAR SHOULD ONLY BE USED TO PM ONCE PER MONTH. SHOULD NOT BE DONE WEEKLY.

2015-2016 STUDENT REPORT CALENDAR

Grading Periods

First Semester- 81 days

Second Semester- 92 Days

Grading Periods

Grading Period	Dates	Progress Report dates	Report Card Date	# Days
1 st grading period	August 10- October 9	Sept. 10	October 22	43 Days
2 nd grading period	October 9- December 18	Nov. 19	January 7	38 Days
3 rd grading period	January 6- March 11	Feb. 4	March 17 (retention notice)	45 Days
4 th grading period	March 14-May 26	March 21	May 26	47 Days

TESTING CALENDAR FOR ASPIRE

ACT ASPIRE 3-8 April 4- April 22nd

ACCESS FOR ELLS- FEB. 1st- APRIL 1st

What is Champs?

CHAMPs Classroom Management Example

The specific instructional approach for this CHAMPs example is the class discussion. This is how I chose to structure this approach. You, of course, may have any variations that you choose.

Here is the CHAMPs acronym with MY specific instructions for each expectation.

Conversation: No conversation is allowed during this class discussion. Keep cell phones off or on vibrate.

Help: If you do not understand someone's comment, raise a sheet of paper in the air to ask questions for clarification. You will be the first one called to ask this type of question.

Activity: Listen to the discussion. Do not interrupt others who are speaking. Ask questions or make comments that are appropriate for the topic of the discussion. Raise your hand in a normal way to do so.

Movement: Stand and stretch if you need to, but do not walk around the classroom.

Participation: Share your experiences and questions related to the topic of the discussion.

Once you have brainstormed your expectations for a specific instructional approach, implementation takes just a few steps.

CHAMPS AT SES-COMMON AREAS

	C- Conversation	H- Help?	A- Activity	M- Movement	P- Participation
Bathrooms	Level 0	Raise Hand	First Things First	In and Out-Walking	N/A
Lunchroom-Breakfast	Level 0	Raise Hand-Remain seated	Eat Breakfast	In and Out-Walking	Eat Breakfast
Lunchroom-Lunch	Level 1-Spy Talk	Raise Hand-Remain seated	Eat Lunch-Socialize and Sharpen the Saw	Remain seated eating	Eat Lunch, sharpen the saw
Lunchroom-Transition	Level 0	Raise Hand-Remain seated	Transition to and from desired location	In and Out-Walking	Synergizing to transition correctly
Hallway	Level 0	Raise Hand	Transition to and from desired location	Walking	Synergizing to transition correctly



*Champs will be shown in a beginning of the year video for Leaders to watch and view expected behaviors in all common areas.

voice levels

0	no talking
1	"spy talk"
2	partnership & small group
3	normal voice
4	presenter
5	outside



EDUCATE ALABAMA ROTATION

Sparks	Findley
Brookes	Waugh
Thompson	Cain
Deno	Fleming
Kincer	Rollins
Barron	Buzan
Hunter	Gardner
Strain	

SCHOOL-WIDE GOAL FOR PLP

Teaching and Learning- Standard 2.5

Engages learners in developing and monitoring goals for their own learning and behavior.

Examples:-Leadership Notebooks, Classroom WIGS, School-wide WIGS, Formative Assessment, Standards-Based grading

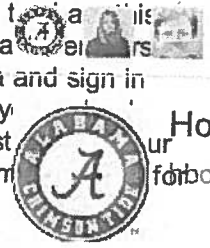


Mail

COMPOSE

- Inbox (5)
- Starred
- Sent Mail
- Drafts (17)
- Conversation Action ...
- Documentation
- INVALID_LABEL
- Journal
- News Feed
- Notes
- Quick Step Settings
- reminders
- RSS Feeds
- Sync Issues
- More

... need to provide two hours for them to provide a ... information with all teachers and staff ... We will need copies of your agenda and sign in sheets to document the session at y ... Please collaborate with the administ ... feeder pattern to determine what tim ... all schools.



Holly Box
for hollybox@ccboe.us

Holly Box will be sending out a calendar invite. If you have questions, please call Holly. Thank you for all you do.

Joe Dyar
Superintendent
Calhoun County Schools
jdvar@ccboe.us

5 older messages

Crystal Sparks That's why I said ya'll would want to d Aug 14 (10 days ago)

Holly Box <hbox@ccboe.us> 11:16 AM (1 hour ago)
to PrinSupr, Joseph, Assistant

Hey! I wanted to remind you of our upcoming Diversity Training this Wednesday.

Things to Know:

- You will need to be prepared to share the CHAMPS implementation status for your school.
- You will need to be prepared to discuss what you learned from Mr. Colvin at the July administrators meeting and how you shared with your school about the updates to the Consent Decree.

Things to Do before Wednesday:

- Gather EVIDENCE of your CHAMPS implementation in your school - pictures from classrooms of posters, sign in sheets, agenda, pictures from common areas in the school showing CHAMPS.
- Gather EVIDENCE of what you shared from Mr. Colvin with your school - Sign in sheets, agenda, PowerPoint Slides.

Things to Bring Wednesday:

- The copy of the Consent Decree Mr. Colvin gave you at the administrators meeting - he gave one copy per school.
- Your iPad
- A copy of the attachment on this email.

*Video
Leader Voice Levels*

*Spoke about
areas we
achieved &
areas of
growth*

*✓ Discipline
→ changes
✓ Employment*

Ways

Welcome to CHAMPS

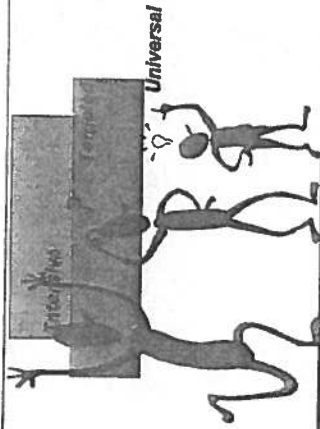
A Proactive and Positive Approach to Classroom Management

Calhoun County Schools
2015-16

Focused on Success for ALL



Who are Our Students Today



SIMPLE SOLUTION #1:

An Increase in Emotional Intensity

- "Tough Kids" will ALWAYS raise you one on the emotional scale!
- The trick is to NOT "join in" the escalation cycle with the student
- Instead....DISENGAGE! "First you deal with the moment... Then you deal with the behavior! SEEK FIRST TO UNDERSTAND..... THINK WIN WIN..... BE PROACTIVE

SIMPLE SOLUTION #3

An Over-Reliance On PUNISHMENT?

WHY DO WE OVER-RELY ON PUNISHMENT?

- It's Quick!
 - It's Easy to administer!
 - It's CHEAP!
 - It Works!!!
- with students without challenging behaviors

Why doesn't EMOTIONAL INTENSITY AND PUNISHMENT work with ALL students?

Reinforcement and Punishment:

- Reinforcement and Punishment are not "things" they are "effects."
- Effects are to either "increase" or "decrease" behavior
- Consequences that 'punish' the universal kid actually reinforce the intensive kid

When punishing doesn't work, we resort to punishing...

- More harshly
- More quickly
- Over longer periods of time
- With more emotional intensity

Can we MAKE students behave?

SIMPLE SOLUTION # 4:

Wishing and Hoping

- I hear they're moving..."
- "The year ends soon and he will move on to the next grade!"
- "You know, I heard they really don't live in our district!"
- "Oh, please let her be absent *just one day!*"

CHAMPS

A Proactive and Positive Approach to Classroom Management Introduction

CHAMPS: What IS It?

A set of decisions the teacher must make in order to structure for TODAY'S STUDENTS

- A "Template"
- A Process
- A Common Language Among Staff

CHAMPS: What It Is Not?

- A Canned Program
- Another Bandwagon
- Just a Product
- All teachers ARE NOT expected to have the same CHAMPS expectations!

Introduction to CHAMPS

Why CHAMPS? TLIM covers the same principles with the 7 habits.

The goal of classroom management is to develop students who are:

- Responsible
- Motivated
- Highly engaged in meaningful tasks
- College and Career Ready

Office of Civil Rights Directives

- Teach School Rules & Social Emotional Skills
- Reinforce Student Positive Behaviors
- Expand PBIS
- Incorporate A Continuum Of Consequences
- Be Cultural Responsible
- Use Restorative Justice Practices

EMPOWERMENT DAY/CHAMPS TRAINING

Saks Elementary - July 16, 2015

Karin Fidler	Courtney Halford
Scotty McFly	Sara Bane
Deborah Acker	Cystal
Joe Mes	Amey Finkley
David Spain	Whely THOMPSON
Judith Kincaid	Jessica Cobb
Jill Brooks	Judy Barron
Eve Wilson	Jordan Bellone
Debra McKee	Charles Howard
Ashly Marwasty	Christie Noto
Rita Smith	
Artha Bell	
Melanie Hathaway	
Francis Kaygood	
Jessie Hapwood	
Lana Slick	
Heley Buzan	
Carlye Wagle	
Beth Kelley	
Bridget Landingham	
Bretny Hunter	
Kim Wells	
Katie Fleming	
Cynthia Cain	
Jessa Perd	
Jeanne Burefield	
Chase Pickett	
Monique Carlisle-Meis	
Donna Elkins	
Anneida Cram	

Back to school
8/7/15

~~Planning Retreat Day 1~~

Haley Buzan	Antonia
Jane Slick	Bridget Sanderson
Amy Finley	Courtney Hallford
Michelle Hathaway	Eric Wilson
Ashley Marwick	Ashley Thompson
Rebecca Kaufman	Carlyle
Jude Brown	Breathna Hunter
Jill Brown	Judith Miller
Frankie M. White	Stephanie Miller
Frankie Ruffin	Christie Norton
Sue Clark	Dalea McKinn
Jessica Cobb	Debra Reed
Katie Fleming	Lisa Hallwood
Cynthia Gair	Amanda Cross
Yvonne Benzel	Debra Davis
Wanda Elkins	
Rita Smith	
Deborah Kelley	
Donna	
Donna	
Kristen	
Francina Haygood	



SES LEGO LEADERSHIP BACK TO SCHOOL AGENDA

THURSDAY- INSTITUTE- HILLCREST- Please carpool due to parking. Arrive early for seating. Starts at 8:00 (WEAR LEAD SHIRTS)

Lunch after institute (Work in rooms unless scheduled time below)

1:00-2:00 CHAMPS Training Cont.-Library (Previous training already)/Consent Decree review and explanation

2:00- Work in rooms- Orientations begin at 3:00-**COUNSELOR AND OTHERS IN MAIN OFFICE HELPING for Orientation this evening.**

FRIDAY-8:00 arrival-Breakfast provided by PTO

8:00-9:00- Computer lab downstairs-FINDLEY- Pulling STRIDE REPORTS/Lisa-Google/Technology agreement training

9:00-10:30- iStation presentation (MOA signed)/Demo in computer labs downstairs

10:30-11:00- ACIP MEETING IN DATA ROOM (Chairs Only- Pick up PST for grade level and Dibels).

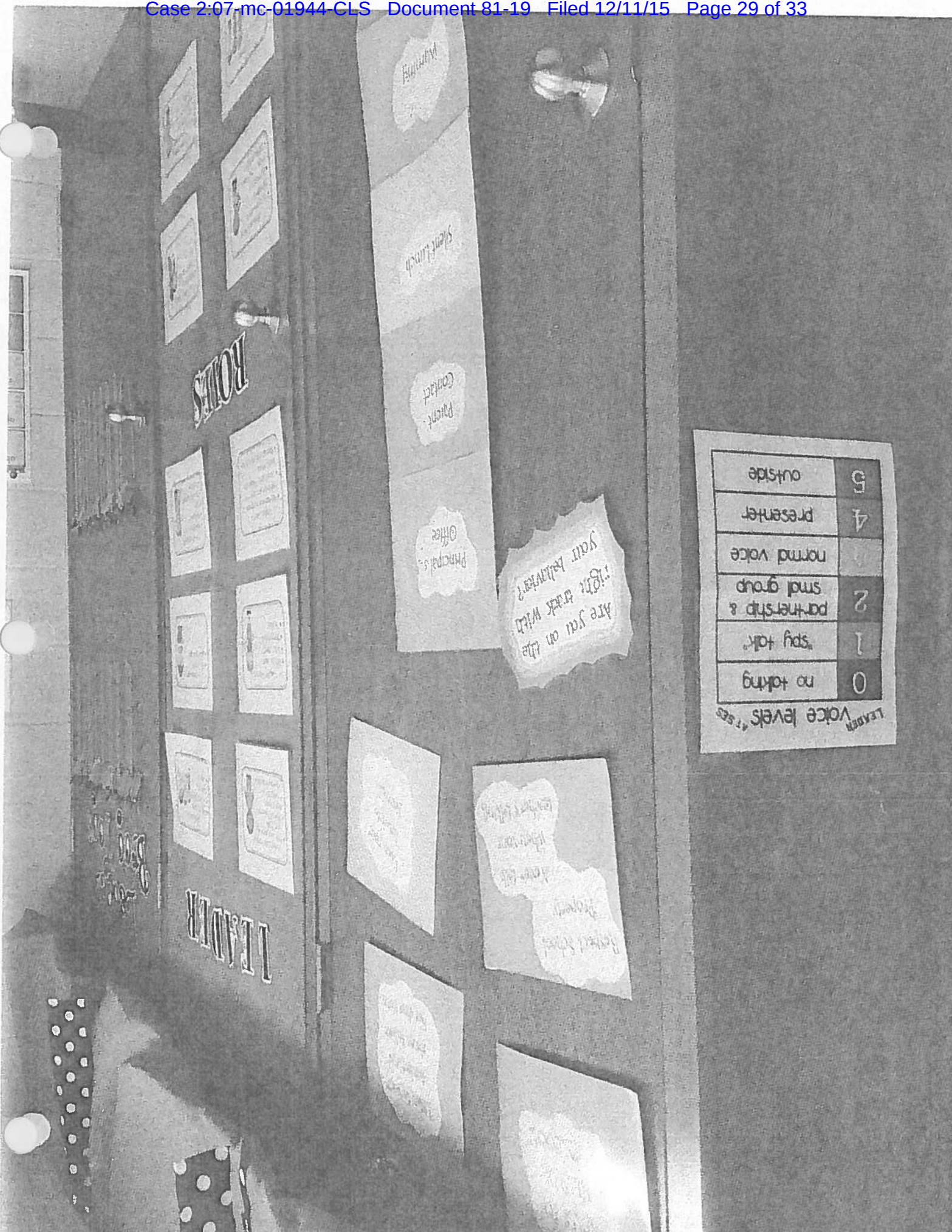
11:30-12:30- Lunch

12:30-3:00- Grade Level meetings on Chalkable in classroom/Work in Classroom

2:30-3:00- Bell meet with teachers of ELL students (Those teachers only in ELL classroom)

Orientation for 4th Grade at 4:00





ROLES

LEADER

LEADER voice levels 4 SES	
5	outside
4	presenter
3	normal voice
2	partnership & small group
1	spy talk
0	no talking

Are you on the right track with your behavior?

Principal's Office

Parent Contact

Silent Lunch

Homework

Remind school
Principals
How to talk
How to write
How to listen






Principal's Office

Principal's Office

CHAMPS

C
H
A
M
P
S

Conversation
Help
Activity
Movement
Post Activity
Signal

Parent Link 
Raise your hand 
Library Choice 
Stay in your seat 
Reading 
Music 

The CHAMPs Basic Beliefs

- Teachers can structure and organize their classrooms to promote responsible student behavior.
- Teachers should overtly and consciously teach students how to behave responsibly in every classroom/school situation.

The CHAMPs Basic Beliefs

- Teachers should focus more time, attention, and energy on acknowledging responsible behavior than responding to misbehavior.
- Teachers should preplan their responses to misbehavior to ensure that they will respond in a brief, calm, and consistent manner.

Introduction to CHAMPs

- The acronym CHAMPs reflects the "categories" or types of expectations that you, as a teacher need to clarify for students about every major activity or transition that occurs in your classroom.

The CHAMPs Acronym

Conversation: Can students talk to each other during this activity/transition?

Help: How can students ask questions during this activity/transition? How do they get your help?

Activity: What is the task/objective of this activity/transition? What is the expected end product?

Movement: Can students move about during this activity/transition? Can they sharpen their pencil, get water, etc.?

Participation: What does appropriate student work behavior for this activity/transition look/sound like?

CHAMPs AT SES

WITHIN CLASSROOM AS TEACHER WISHES TO SET UP

COMMON AREAS- REFER TO HANDBOOK

LEVEL	VOICE LEVELS
0	no talking
1	"hey" "oh"
2	participate in small group
4	normal voice
5	preacher
6	SHOUT

S.T.O.I.C.

The S.T.O.I.C. acronym provides the initial building blocks for developing a classroom management plan:

- Structure
- Teach
- Observe and supervise
- Interact positively (ration of interactions)
- Correct

Stok- somebody who is unemotional, especially somebody who shows patience and endurance during adversity. (Spock)

These are variables that YOU can control.

TMF

- Clearly defined behavior expectations are not enough.
- Expectations must also be communicated and taught in a 3-step process:

1 Teach your expectations before the activity or transition begins.

2 Monitor student behavior by circulating and visually scanning.

3 Provide feedback during and at the conclusion of the activity.

Begin the cycle again for the next activity

Rules verses Procedures

What is a rule?

- Rules will not change throughout the school day. They remain consistent regardless of activity or location.
- Our reaction must be 'nauseatingly consistent'

What is a procedure?

- A particular way of accomplishing something or a series of steps followed in a regular definite order

What is your structure?

Complete Classroom management and discipline planning questionnaire. This will guide you to discover if your students need high structure, medium structure or low structure to be successful.


- Low structure - Students can probably be successful with a classroom management plan that involves low medium or high structure . They adjust to many environments and procedures.
- Medium structure - For students to be successful your classroom management plan should involve medium or high structure.
- High structure - For your students to be successful, your classroom management plan should involve high structure.

Motivation

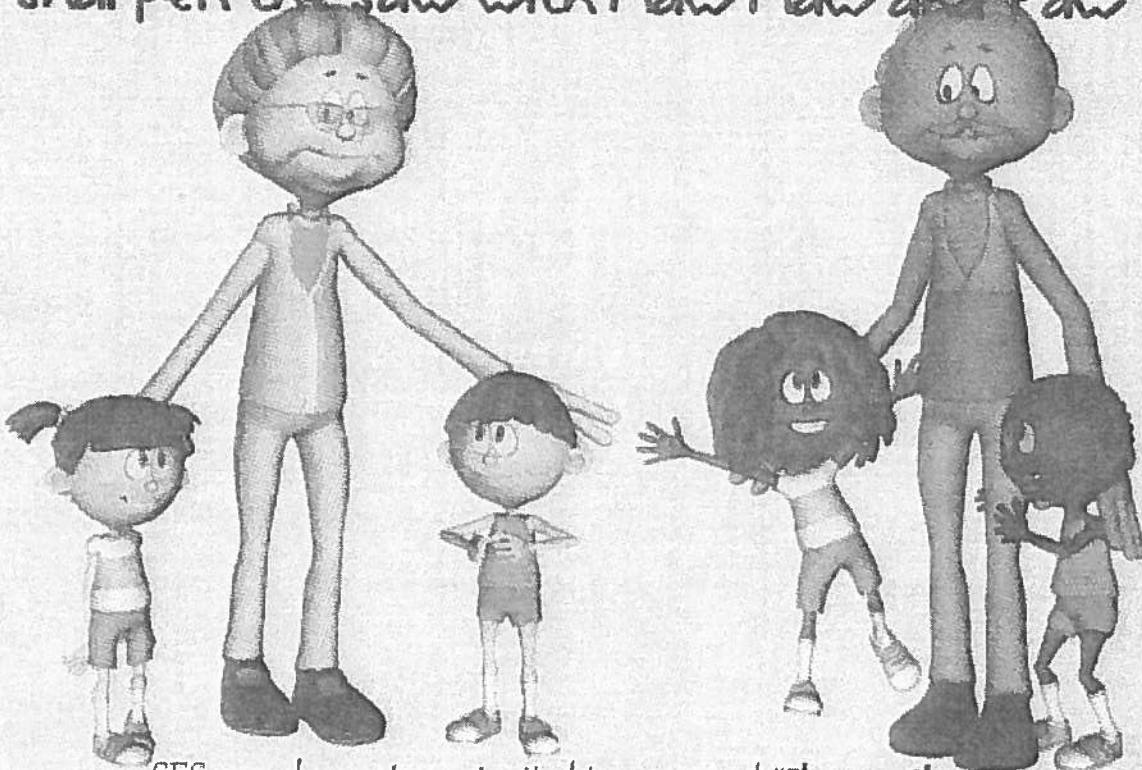
- Formula: Value x Expectancy
- Two conditions that impact motivation:
 - 1-I perceive the task is new and difficult
 - 2-I don't think I can succeed

Correction Procedures

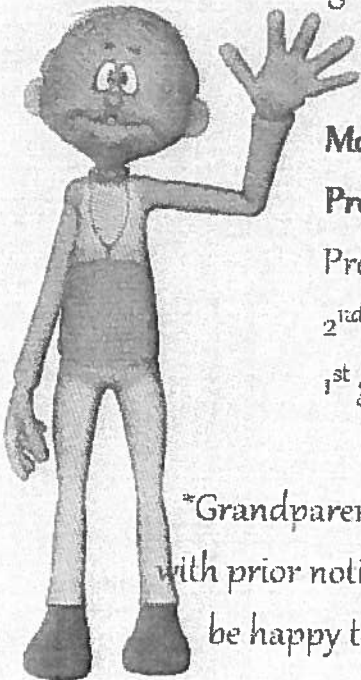
When you treat student misbehavior as an instructional opportunity, you give students the chance to learn from their mistakes.



Grandparents' Appreciation Week "Sharpen the Saw with Maw Maw and Paw Paw"



SES grandparents are invited to come and "Sharpen the Saw" at PE with SES leaders. You can do a few dances and shake it off before heading to the book fair to shop. We appreciate your support and look forward to a hokey pokey good time.



Monday- September 28th-

Prek/2nd/1st

PreK- 8:55-9:45

2nd grade-9:30-10:40

1st grade- 11:20-12:10

Tuesday- September 29th

K/3rd/4th

Kindergarten-12:15-1:05

3rd grade-1:30-2:00

4th grade-2:05-2:55




*Grandparents are always welcome to come for lunch throughout the year with prior notice. Just have parents inform teachers ahead of time and we will be happy to accommodate. We hope you enjoy this stress free fun time "sharpening the saw" with our leaders at SES!

EXHIBIT J-8

Welcome to CHAMPs
 A Proactive and Positive Approach to
 Classroom Management

Calhoun County Schools
 2015-16
 Focused on Success for ALL

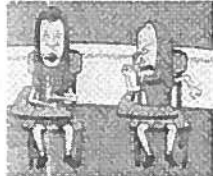
HISTORICAL PERSPECTIVE - OPIE VS. BEAVIS




Attitude that students should just 'DO WHAT WE TELL THEM' leads to an over-dependence on **REACTIVE PROCEDURES**

REACTIVE PROCEDURES are not wrong, they are simply ineffective in changing behavior

They make us "hold onto" **SIMPLE SOLUTIONS!**



When you teach students how to behave responsibly during the first month of school, you dramatically increase their chances of having a productive year.



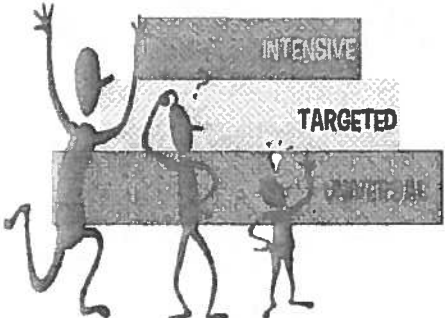
SIMPLE SOLUTION #1:
An Increase in Emotional Intensity

"Tough Kids" will ALWAYS raise you one on the emotional scale!

The trick is to ***NOT "join in" the escalation cycle with the student***

Instead....DISENGAGE!
*First you deal with the moment...
 Then you deal with the behavior!*

TYPES OF STUDENTS



SIMPLE SOLUTION #2:
An Over-Reliance of "Role-Bound" Authority

"Role-Bound" power is not enough.

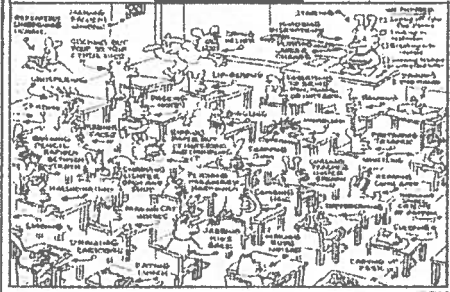
We tend to think that the *person with the most "power" can **MAKE THE KID STOP.***

"It worked with me..."
 "It works with most of my students."

Many of our toughest students just don't get (or have never been taught) this "**SYMBOLIC POWER**" of authority

We are the ones that end up most frustrated, because traditional discipline strategies leave us feeling powerless and ineffective!

INTRODUCTION TO CHAMPS



INTRODUCTION TO CHAMPS

Why CHAMPS?

The goal of classroom management is to develop students who are:

- Responsible
- Motivated
- Highly engaged in meaningful tasks
- College and Career Ready

CHAMPS: WHAT IS IT?

- A set of decisions the teacher must make in order to structure for TODAY'S STUDENTS
- A "Template"
- A Process
- A Common Language Among Staff

INTRODUCTION TO CHAMPS

Understatement: Not all students come to us motivated and/or responsible.

- Some are responsible and highly motivated. (universal kids)
- Some are responsible, but only moderately motivated. (Targeted kids)
- Some are like Huck Finn, severely at risk. (Intensive kids)



CHAMPS: WHAT IT IS NOT?

- A Canned Program
- Another Bandwagon
- Just a Product
- All teachers ARE NOT expected to have the same CHAMPS expectations!

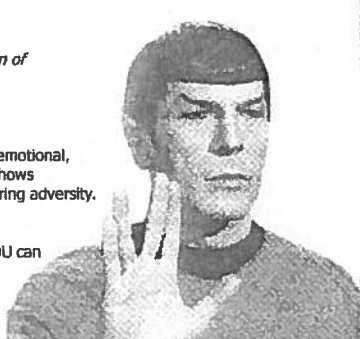
INTRODUCTION TO CHAMPS

CHAMPS provides research-based techniques and strategies that can improve student behavior, attitude, and motivation.

The S.T.O.I.C. acronym provides the initial building blocks for developing a classroom management plan:

- Structure
- Teach
- Observe and supervise
- Interact positively (Ratio of interactions)
- Correct

S.T.O.I.C.



Stoic- somebody who is unemotional, especially somebody who shows patience and endurance during adversity. (Spock)

These are variables that YOU can control.

RULES VERSES PROCEDURES

What is a rule?

- Rules will not change throughout the school day. They remain consistent regardless of activity or location.
- Our reaction must be 'nauseatingly consistent'

What is a procedure?

- A particular way of accomplishing something or a series of steps followed in a regular definite order

TMF

- Clearly defined behavior expectations are not enough.
- Expectations must also be communicated and taught in a 3-step process:

1 Teach your expectations before the activity or transition begins.

2 Monitor student behavior by circulating and visually scanning.

3 Provide feedback during and at the conclusion of the activity.

Begin the cycle again for the next activity


SYSTEMS FOR MONITORING AND FEEDBACK

1. Redirects (mild behaviors)
2. The Misbehavior Recording Form- For rule violations (mild behavior errors) a strategy off of the Menu can be paired with Rule Violation Record (123-142)
3. The Menu for Responding to Behavior Errors- More moderate or severe behaviors. (These behaviors will still be noted on the rule violation sheet so that you have the data.)
4. Point sheet: set interval feedback
5. Token economy system
6. Level System
7. Office Referrals

Samples of these items may be found on the disc attached to the book and in Chapter 8.

CORRECTION PROCEDURES

Duck Tape: the Answer to Misbehavior?



WHAT IS YOUR STRUCTURE?

This will guide you to discover if your students need high structure, medium structure or low structure to be successful.

Low

Medium

High

For your students to be successful, your classroom management plan should involve high structure.

For students to be successful your classroom management plan should involve medium or high structure..

Students can probably be successful with a classroom management plan that involves low medium or high structure ; They adjust to many environments and procedures.

Printed Name	Signature	Position at WWES
Mindy Amberson	Mindy Amberson	Director
Holly Ramsey	Holly Ramsey	4th Grade
Tara Bunn	Tara Bunn	4th
Jennifer Weir	Jennifer Weir	4th
Brandi Ward	Brandi Ward	Kindergarten
Amber Gaines	Amber Gaines	Kindergarten
DeNeasha Phillips	DeNeasha Phillips	Kindergarten
Alice Bayer	Alice Bayer	R.I.
Kristen McGath	Kristen McGath	2nd
Nancy Sprayberry	Nancy Sprayberry	2nd
Nicole Payne	Nicole Payne	2nd
Nikki Rinchard	Nikki Rinchard	2nd
Christa Turner	Christa Turner	2nd
Erica Cavender	Erica Cavender	2nd
Misty Holmes Norton	Misty Holmes Norton	5th
Kelsey Martz	Kelsey Martz	5th
Penny Woodford	Penny Woodford	5th
Courtney Denham	Courtney Denham	1st
Amy B. Burns	Amy B. Burns	1st
April Foss	April Foss	1st
Emily Miller	Emily Miller	1st
Heather Holtman	Heather Holtman	1st
Kristy Beason	Kristy Beason	1st
Wendy Burns	Wendy Burns	6th

Turn over

Susan Tidwell Susan Tidwell

6th

Krysti Wilson

Krysti Wilson

6th 5th

Lisa Minor

Lisa Minor

5th

Angie Boyd

Angie Boyd

5th

Jessica Kiser

Jessica Kiser

5th

Kristi McCormick

Kristi McCormick

Speech

Kevin Dunham

W W

MUSIC

Bonnie Mauldin

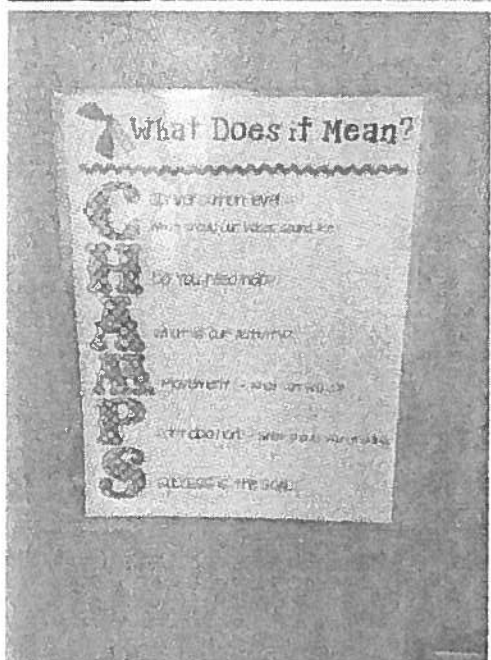
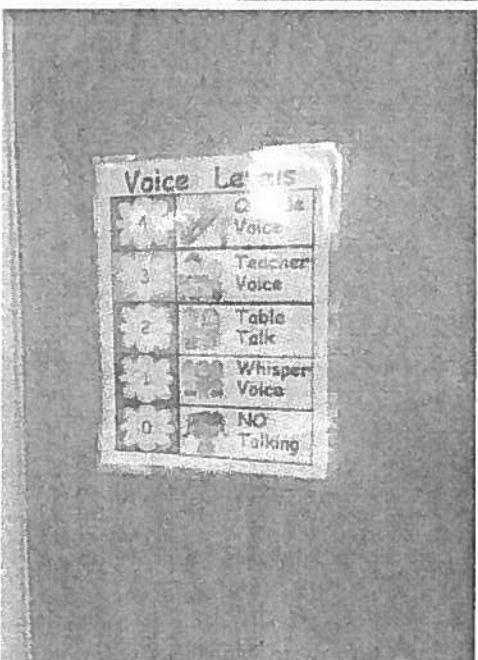
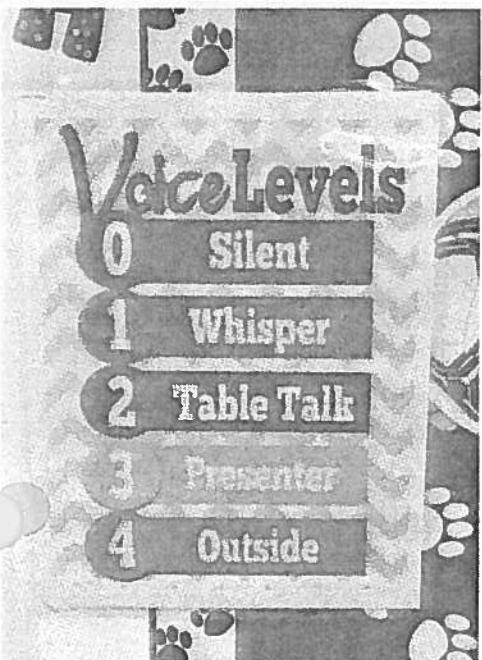
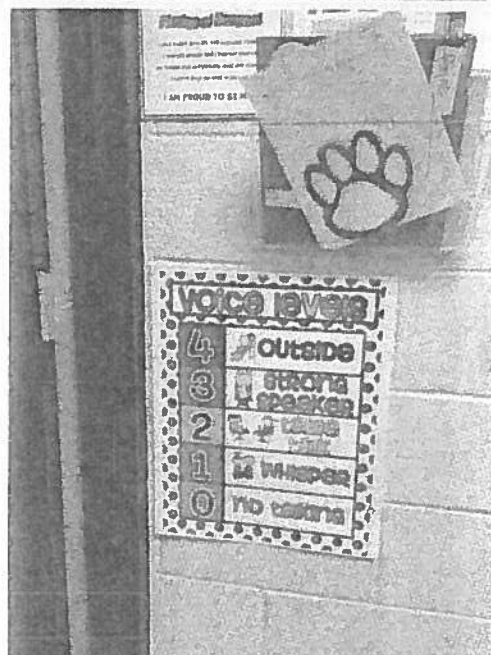
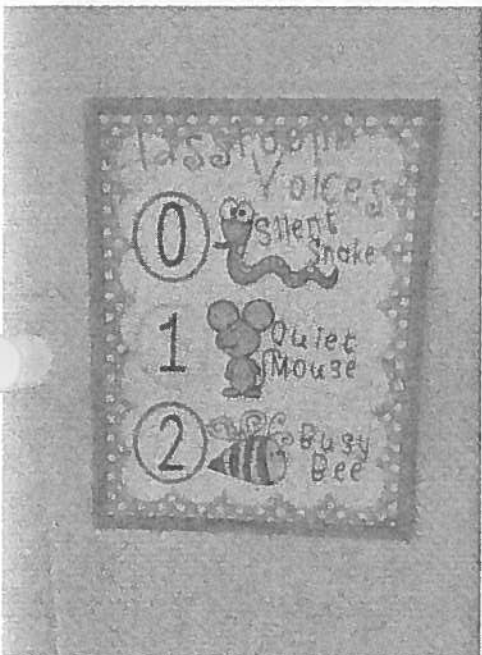
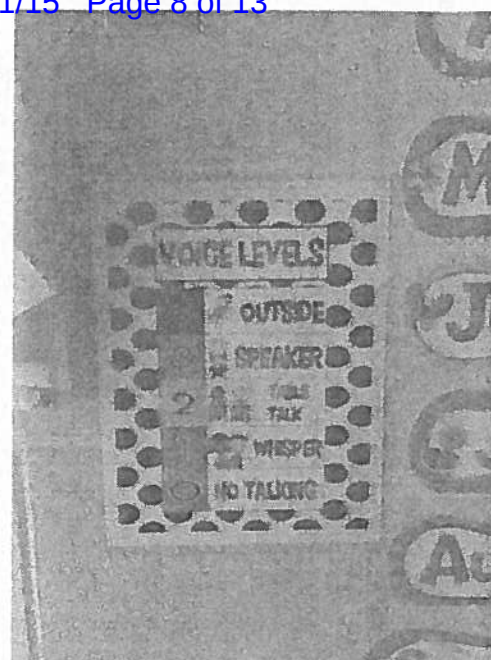
Bonnie Mauldin

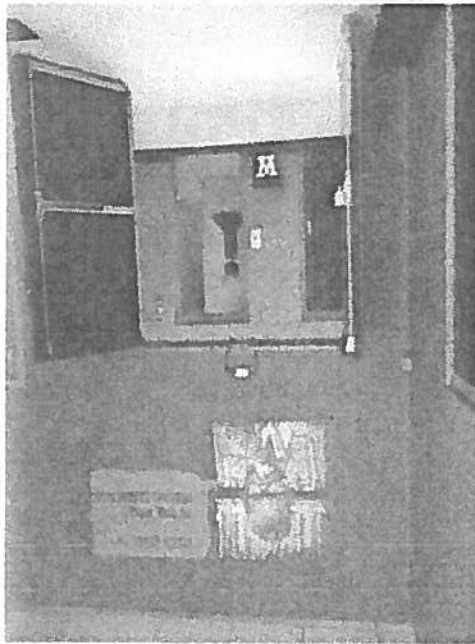
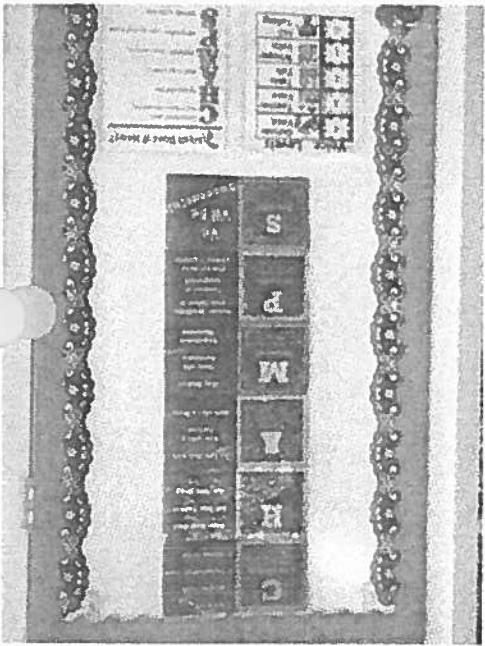
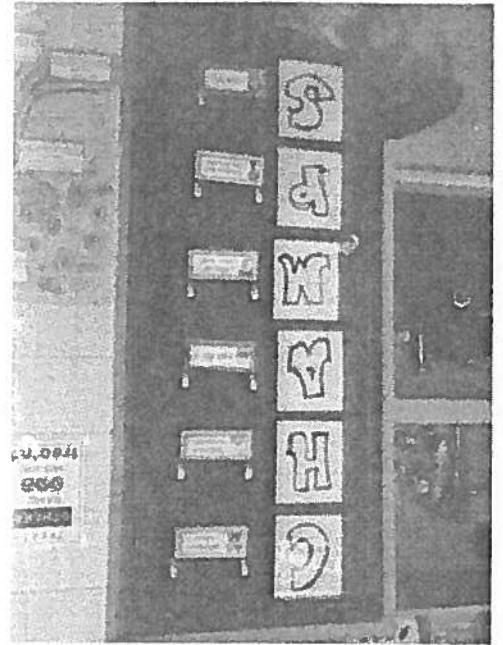
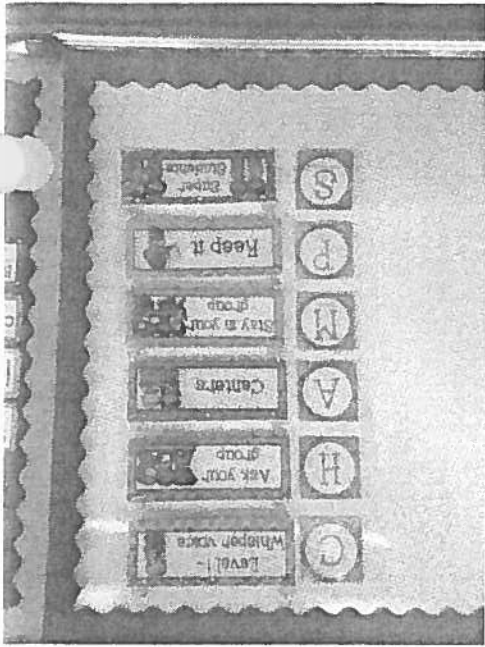
music



In our library we do Level 1

Voice Levels	
4	Outside Voice
3	Teacher Voice
2	Table Talk
1	Whisper Voice
0	NO Talking





Weaver High School - Beginning of School Schedule

Monday, August 3rd

9:00-11:00 9th Grade History Textbook Meeting SMS

8:30-3:30 New Teacher Orientation

6:00 9th Grade Registration

Tuesday, August 4th

8:00 Report

8:30 Faculty Meeting with Non-Flex Employees

8:30 OCR Data Meeting at Technology

8:30-11:30 10th Grade History Textbook Meeting SES

6:00 8th Grade Registration

Wednesday, August 5th

8:00 Report

8:30 Coaches Meeting

9:15 Counselors

10:00 Special Education

Thursday, August 6th

8:00 Institute at Hillcrest

* Lunch on Your Own

Department Meetings

1:00 Math - Kilgore's Room

1:15 PE and Health - Farlow's Room

1:30 Science - Harper's Room

1:45 Fine Arts and Foreign Language - Choir Room

2:00 Social Studies Department Meeting - Vick's Room

2:15 Career Technical - Talley's Room

2:30 English - Mrs. Davita Brown's Room

3:00-5:30 Fall Athletic and Band Pictures

Friday, August 7th

8:00 Report

8:00-12:00 Medication Recertification CCCTC

8:00-3:00 Diabetic Training Volunteers CCCTC

8:15-11:30 Power of ICU

8:30 Bus Driver Meeting - SMS

11:30 Lunch on Your Own

1:00 Faculty Meeting - Burns

1:30-3:30 Champs Training – Consent Decree Overview

Monday, August 10th

6:50 Report

2:45 Faculty Meeting

Champs Training (2hrs)

8/7/15

Write Clearly!

Dianne Smith

Tom Harris

BETH A. Young

Trina Bell

Jessica Newton

Robin Campeau

Derrell Calloway

Brittney Garcia

Lisa Hood

Jamie Burns

Casey Prater

Ci Zley

Charles

Cal Thomas

Darl Boy

Darl Hamy

Lary & Atchley

Randy Hay

Shane Morrow

Paul Farlow

Jared Holland

Jim Roebuck

Ben Uib

Merita McCluney

Davita Brown

Alicia Pigue

Janeke Brown

Nancy Burton

Lynda Davis

Jeremy Harper

Christopher Smith

Steve Kilgore

Chiana Campbell

Ledie Brotherton

Andy L

Michelle Allison

* Mrs. Box

* Include Powerpoint

Weaver High School

Things to Know

1. Share Champs Implementation Status – We had our initial meeting and presented a PowerPoint presentation introducing CHAMPS and the reasons for implementation. We shared with the faculty that this was a positive behavioral intervention system chosen by our district to help us comply with the consent decree as we try to gain unitary system status. Our school plans to focus on common areas, lunchroom, and tardiness to class. We will gradually implement other positive behavior supports as the school year progresses. Our Champs team will meet to discuss ideas on what is needed and what will work for our school. We will have a school wide Champs plan in place by the end of September.

2. What did you learn from Mr. Colvin at the administrator meeting and how did you shared with your school about updates to the consent decree. We had a refresher course on the consent decree. The “why” and the mandates from the federal court. The federal oversight was to make sure BOE’s in Alabama were not operating two sets of schools. One for white children and the other for black children. This information was shared as a preface to the CHAMPS training with our faculty. We have two major hurdles to clear as we attempt to gain unitary status. We must continue to improve minority hiring and make sure discipline is administered fairly to all children.

Things to do before Wednesday

- 1. Evidence of Champs** – Posters (Being Developed), Sign in Sheets, Agendas , *Power Point*
- 2. Gather Evidence of what you shared from Mr. Colvin** - PowerPoint

Things to Bring Wednesday

1. Consent Decree Copy
- 2 iPad
3. Attachment
4. Evidence from Champs

EXHIBIT J-9

WP/HS

August 6, 2015

Faculty Meeting

Introductions

Noell Stovall

Mrs. Brown finances

Mrs. Beaver attendance

Mrs. Forbus

Arrival Time

Dismissal Time

Grade books

Lesson plans

Objectives posted

Bell to bell

Class rules posted and followed

Technology rules

Personal leave

EducateAlabama PLP

Drills posted

Safety issues

Leaving early

Badges

Don't be alone with students

Plans for tomorrow

~~Dothard textbooks and CHAMPS~~

Giddy- Google Mail/Drive

AP Meeting

White Plains High School

Faculty Meeting (CHAMPS Overview) August 6, 2015

PRINT NAME	SIGNATURE	JOB ASSIGNMENT
Deirdre Giddy	Deirdre Giddy	Educator, LMS
Jennifer Crow	Jennifer Crow	Teacher
Lynne Burgess	Lynne Burgess	Teacher
Jennifer Bryant	Jennifer Bryant	teacher
Matt Ford	Matt Ford	teacher
Rachel Ford	Rachel Ford	teacher
Joi Watts	Joi Watts	teacher
Chris White	Chris White	teacher
Jennifer Arnold	Jennifer Arnold	teacher
Angie Morgan	Angie Morgan	teacher
April Lines	April Lines	teacher
Claney Spears	Claney Spears	teacher
Robin Spoon	Robin Spoon	teacher
Jaris Moore	Jaris Moore	Teacher
Blake Sarda	Blake Sarda	teacher
Wes Henderson	Wes Henderson	Teacher
Brandon Crews	Brandon Crews	Teacher
Kerry Shaw	Kerry Shaw	Teacher
George Smith	George Smith	Teacher

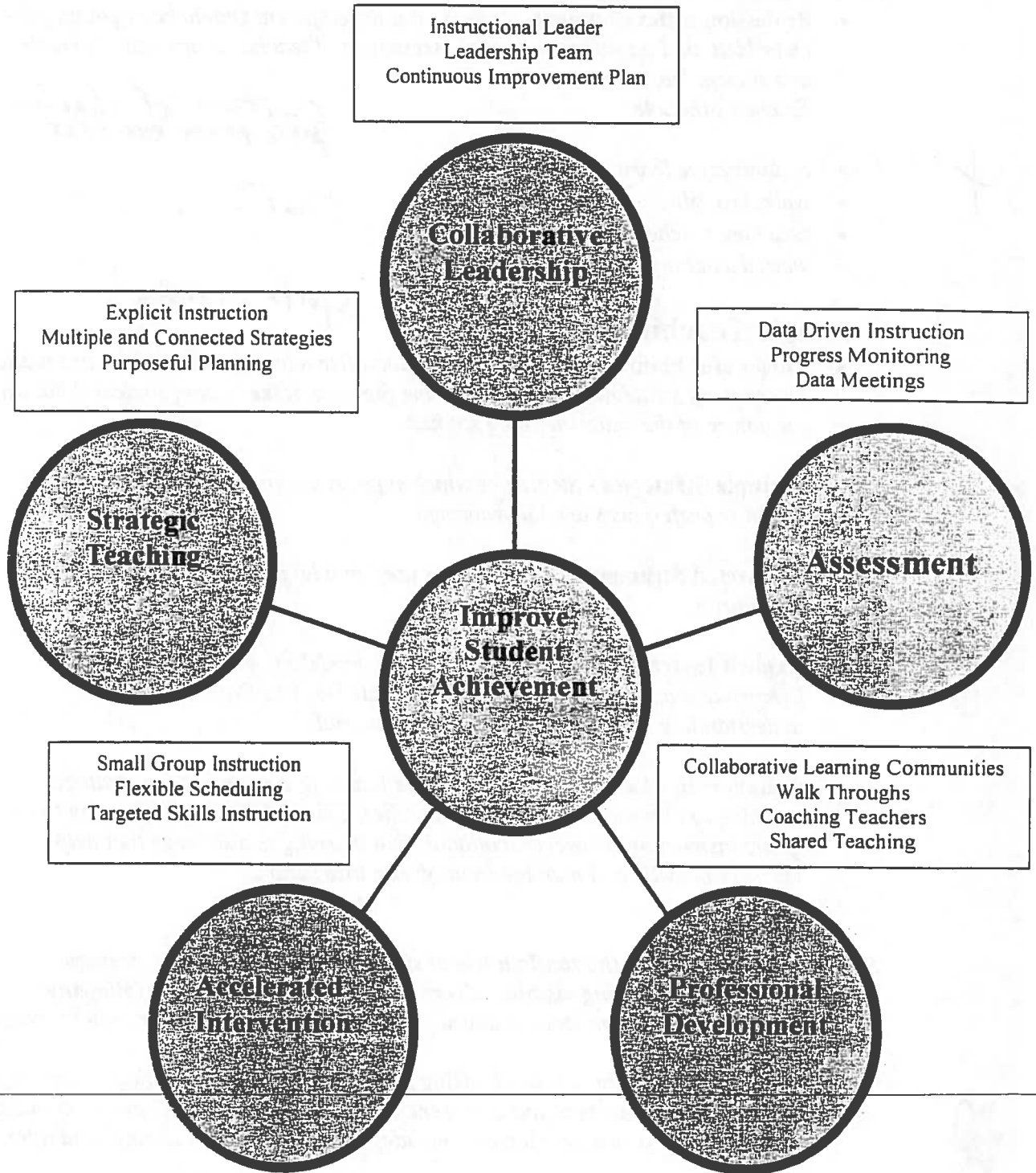
White Plains High School

Faculty Meeting (CHAMPS with Holly Box) August 7, 2015

PRINT NAME	SIGNATURE	JOB ASSIGNMENT
Deirdre Giddy	Deirdre Giddy	education. Lms
Lynne Burgess	Lynne Burgess	Teacher
Robin Spoon	R. Spoon	teacher
Julie Price	Julie Price	Teacher
David Crunkilton	David Crunkilton	Intern
Matt Ford	Matt Ford	Teacher
George Smith	George Smith	Teacher
Clayton Spylberg	Clayton Spylberg	Teacher
Kerry Show	Kerry Show	Teacher
Jennifer Bryant	Jennifer Bryant	teacher
Leesa Hughes	Leesa Hughes	teacher
Lauren Couch	Lauren Couch	teacher
April Lines	April Lines	teacher
Jonathan Shear	Jonathan Shear	Teacher
Stephanie Matthews	Stephanie Matthews	Teacher
Jennifer Arnold	Jennifer Arnold	Teacher
Glancy Spears	Glancy Spears	Teacher
Angela Forbes	Angela Forbes	Counselor
Angie Morgan	Angie Morgan	teacher

Intern

Essential Elements for Adolescent Learning



Professional Development

- **Professional Development-** Professional development should be ongoing, job-embedded, and based on continual assessment of teacher instructional practices and student learning.

Examples include:

- collaborative learning communities;
- walk throughs;
- coaching teachers; and,
- shared teaching

Culture of sharing
more team exercises

Time?

Sports connection

Strategic Teaching

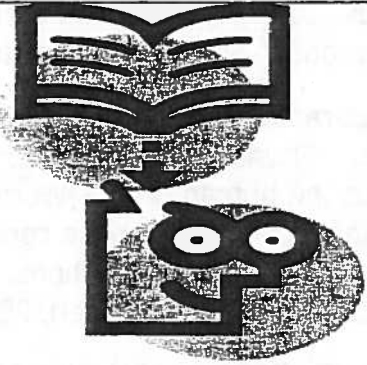
- **Purposeful Planning-** Before, during, and after learning connections are made by choosing strategies depending on the purpose of the lesson, student data, and the nature of the material being studied.
- **Multiple Strategies -** Strategies which support various learning styles and modality preferences are incorporated.
- **Connected Strategies -** All strategies used in a lesson connect to the learning outcome(s).
- **Explicit Instruction -** Direct explanation, modeling, guided practice, and independent application (I Do, We Do, Y'all Do, You Do) maximize understanding and retention of content material.
- **Collaborative Learning-** Collaborative learning is often used in strategic teaching to allow students to work together. This is not to be confused with small group instruction. However, collaborative learning is a strategy that helps teachers provide and manage small group instruction.

Strategic teaching is not the random use of strategies. The purpose of strategic teaching is to make learning visible. Every lesson should include the following:

1. One overall outcome-student learning-made possible by daily outcome(s) based on state standards
2. Two instructional practices-chunking (breaking texts, lectures, videos, etc. into manageable segments to aid comprehension) and student discussion of concepts
3. Three parts to a strategic lesson- includes connected before, during, and after strategies
4. Four steps to explicit instruction- I Do, We Do, Y'all Do, You Do (combination varies daily as needed)
5. Five components of active literacy-reading, writing, talking, listening, and investigating (these components make student engagement visible)

4

HELP WITH "SAY SOMETHING"

<p style="text-align: center;">Make a Prediction</p> <ul style="list-style-type: none"> • I predict... • I bet that... • I think that... • Since this happened (fill in details), then I bet the next thing that is going to happen is... • Reading this part makes me think that this (fill in the details) is about to happen... • I wonder if... 	<p style="text-align: center;">Ask a Question</p> <ul style="list-style-type: none"> • Why did... • What's this part about... • How is this (fill in detail) like this (fill in detail)... • What would happen if... • Why... • Who is... • Do you think that... • I don't get this part here...
<p style="text-align: center;">Clarify Something</p> <ul style="list-style-type: none"> • Oh, I get it... • Now I understand... • This makes sense now... • No, I think it means... • As first I thought (fill in detail), but now I think... • This part is really saying... 	<p style="text-align: center;">Make a Comment</p> <ul style="list-style-type: none"> • This is good because... • This is hard because... • This is confusing because... • I like the part where... • I don't like this part because... • My favorite part so far is... • I think that...
<p style="text-align: center;">Make a Connection</p> <ul style="list-style-type: none"> • This reminds me of... • This part is like... • This character (fill in name) is like (fill in name) because... • This is similar to... • The differences are... • I also (name something in the text that has also happened to you)... • I never (name something in the text that has never happened to you)... • This setting reminds me of... 	

and the first to rise. During adolescence, changes in the brain's biological timing system trigger a shift in sleep patterns. Their brains are not ready to wake up until 8:00 or 9:00 in the morning (Carskadon & Wolfson 1998).

Adolescents may need time to catch up with what's happening in the brain. Sleep is when this catch-up time takes place. In fact, the adolescent brain organizes and stores new learning during sleep time (Wolfe, 2005). During sleep time, tremendous amounts of branching and learning take place, growth hormones in the body are especially active, and the majority of neurotrophic work is occurring simultaneously. In fact, a **significant** amount of sleep is required following the learning of new information if we want that information stored in long-term, complex networks of neuron branches. Sprenger (2005) reminds us that learning a skill (to 80 percent mastery) is achieved after a minimum of 24 practices. For transfer to long term memory, multiple rehearsals and experiences in unexpected or unusual situations are essential. Lack of sleep and drowsiness interfere greatly with the brain's work process.

Chunk 4

Various findings from brain research inform us there are more changes the brain is undergoing than what we once thought. We now know the prefrontal cortex is where memory, attention, and inhibitions are altered as a result of synaptic pruning. Because this action is occurring in the brain, it is feasible to apply particular strategies and methods during instruction. The brain in itself is amazing. It uses inhibitions to get rid of distracters when it wants to pay attention. It also screens out interferences that lead to better memory storage (Wilson, & Horch 2002). For teachers, researchers suggest a slew of practical implications regarding mood, attention, sleep, learning and memory:

- **Offer a safe environment:** When adolescents feel safe to ask questions, make mistakes, and connect with their peers, "Adolescents use their cerebral cortex rather than the 'fight or flight' part of their brain, and they can better reflect on mistakes" (Inlay, 2005). Setting the groundwork for safety and clear expectations set up situations in which students can question and learn from each other.
- **Be concise:** Adolescents' frontal lobes are not effective at storing many ideas at one time. "Chunking is one of many instructional strategies supported by recent research about the human brain" (Wormeli, 2002). Giving students an opportunity to summarize the information and make connections after each chunk allows time for processing important neural connections. Also, educators should be mindful of this by giving one direction at a time (Jensen, 2005).
- **Be a facilitator:** Educators should repeat directions and offer brainstorming options to help guide students through difficult tasks. The pure lecture format has been proven as an ineffective form of delivery (Sprenger, 2005). Teachers should purposefully plan activities that allow students to ask significant higher-order questions and make "authentic" decisions in order to organize information in the brain for long-term use (Caine & Caine, 2006; Inlay, 2005).

References

- Armstrong, T. (2006). *The best schools*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Carskadon, M.A. & Wolfson, A.R., (1998 December). Adolescent sleep patterns, Circadian timing and sleepiness at a transition to early school days. *Sleep*, 21 (8), 871-881.
- Dahl, R. E. (2004). Adolescent brain development: A period of vulnerabilities and opportunities. *Annals of the New York Academy of Science*, 1021, 1-22.
- Gasser, U., & Palfrey, J. (2009). Mastering multitasking. *Educational Leadership*. 66(6), 14-19.
- Inlay, L. (2005) Safe schools for the roller coaster years. *Educational Leadership*, 62(7), 41-43.
- Jensen, Eric (2005). *Teaching with the brain in mind*. Alexandria, Virginia: Association for supervision and Curriculum Development.
- Spinks, S. (2002). Adolescent brains are work in progress: Here's why, Retrieved, March, 2009 from www.pbs.org/wgbh/pages/frontline/shows/teenbrain/work/adolescent.html
- Sprenger, Marilee (2005). *How to teach so students remember*. Alexandria, Virginia: Association for Supervision and Curriculum Development
- Wilson L. & Handley H. (2002). Implications of brain research for teaching young adolescents. *Middle School Journal*, 34, Retrieved May 22 2009, from <http://www.nmsa.org/Publications/MiddleSchoolJournal/September2002/>
- Wilson & Horch, (2002), p.58. The young adolescent learner. Retrieved June 22, for: www.learner.org/workshops/middlewriting/images/pdf/W1ReadADlearn.pdf
- Wolfe, Pat (2005). Advice for the sleep-deprived. *Educational Leadership* 62, 39-40.
- Wormeli, R. (2002). One teacher to another: Beating a path to the brain. *Middle Ground*, 5(5), 23-25.
- Wormeli, R. (2006). Differentiating for tweens. *Educational Leadership*. 63(7), 14-19.

BRAIN RESEARCH: *AN INCREDIBLE JOURNEY*

ANTICIPATION GUIDE

Before Reading**After Reading**

Agree	Disagree	Statements	Agree	Disagree
	✓	Brain cells thicken between ages 11 and 13 and then undergo pruning by 7-10 percent from ages 13-20.		
✓		A middle school student's brain is pruning away unused connections. Short term memory is impacted by this synaptic pruning; therefore, an adolescent can generally retain only 5 to 7 bits of information at one time.		
✓		Learning a skill to 80 percent mastery is achieved after a minimum of 24 practices.		
	✓	Modeling is only necessary during early years of brain development. Adolescents are able to listen and follow instructions precisely.		

Jot Notes

Brain Research: *An Incredible Journey*

We Do, chunk 1

Y'all Do, chunk 2

Y'all Do, chunk 3

You Do, chunk 4

White Plains High School

Depth of Knowledge August 26, 2015

PRINT NAME	SIGNATURE
Andy Ward	Andy Ward
Julie Price	Julie Price
Jennifer Bryant	Jennifer Bryant
Robin Spoon	Robin Spoon
Deirdre Giddy	Deirdre Giddy
Bo Shaw	Bo Shaw
Stephanie Matthews	Stephanie Matthews
Clayton Spryberry	Clayton Spryberry
Kerry Shaw	Kerry Shaw
Jennifer Crow	Jennifer Crow
George Smith	George Smith
Matt Ford	Matt Ford
Leesa Hughes	Leesa Hughes
Lauren Couch	Lauren Couch
Angey Morgan	Angey Morgan
April Linc	April Linc
Marcus Hamell	Marcus Hamell
Chris White	Chris White
Blake Sailer	Blake Sailer



EXHIBIT J-10

Calhoun County Alternative Education Program


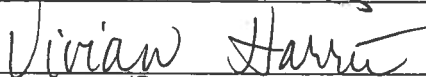

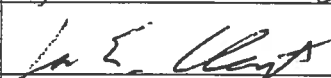



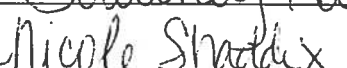
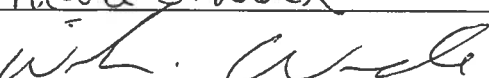
1200 Church Ave.

Principal, Robin Kines

Professional Development August 7, 2015

Title: Consent Decree Review

Presenter: Vivian Harris

NAME	SIGNATURE
Robin Kines	
Vivian Harris	
Jamie Davis	
Jason Clayton	
Robbie Morrison	
Tim Beard	
Brittney Hinton	
Nicole Shaddix	
William Wade	

Calhoun County Alternative Education Program

1200 Church Ave.

Principal, Robin Kines

Professional Development August 7, 2015

Title: CHAMPS Turn-around Training

Presenter: Vivian Harris

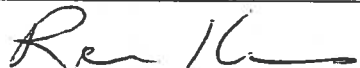
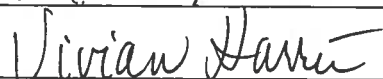

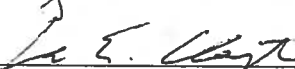



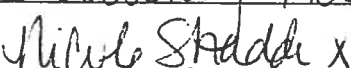
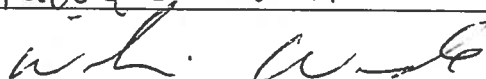
NAME	SIGNATURE
Robin Kines	
Vivian Harris	
Jamie Davis	
Jason Clayton	
Robbie Morrison	
Tim Beard	
Brittney Hinton	
Nicole Shaddix	
William Wade	

EXHIBIT J-11

**Calhoun County Career Technical Center
Professional Development
Friday, August 7, 2015
AGENDA**

8:00 – 11:00 CHAMPs Training -- STIPD #CCCTC0032 -- Kasie Hairrell/Todd Peterson

- Background
- Framework
- Rationale
- Beginning Set up
 - CHAMPs Acronym
 - STOIC Acronym
 - TMF Acronym
 - Rules/Procedures
 - Student Motivation

11:00 – 12:00 Lunch on your own

12:00 – 1:00 Chalkable Training – STIPD #CCCTC0033 – Chris Shaw

1:00 – 2:00 Google Training – STIPD #CCCTC0034 – Chris Shaw

2:00 – 3:00 Faculty Meeting

Staff Meeting Sign In

Friday, August 7, 2015 Professional Development


Name	Signature
Danielle Almaroad	Danielle Almaroad
Henry Barnwell	Henry Barnwell
Susan Briley	Susan Briley
Heather Carden	Heather Carden
Woodrow Clem	
Scott Greene	Scott Greene
Kasie Hairrell	Kasie Hairrell
Christie Hopper	Christie Hopper
Brenda Humphries	
Barry Ivey	
Sherry Laster	Trained in July Meeting
Kevin Lockridge	Kevin Lockridge
Amy Maniscalco	Amy Maniscalco
John Moore	John Moore
Donna Nash	Trained in July Meeting
Todd Peterson	Todd Peterson
Melba Phillips	Melba Phillips
Natasha Scott	Trained in July Meeting
Chris Shaw	Chris Shaw
Deesa Stephens	Deesa Stephens
Jamal Woody	Jamal Woody
Miranda Waid	
Laurinda Watson	Laurinda Watson
Larry West	Larry West
Jonathan Williams	Jonathan Williams
Krista Young	Krista Young

8/6/2015

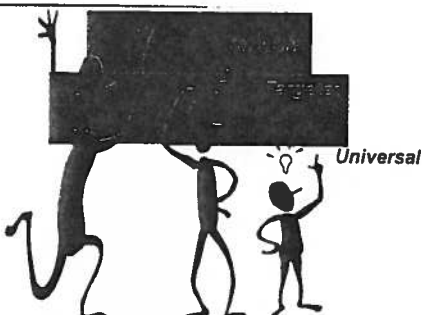
Welcome to CHAMPs
A Proactive and Positive Approach to
Classroom Management

Calhoun County Schools
2015-16
Focused on Success for ALL

*When you teach students how to
behave responsibly during the first
month of school, you dramatically
increase their chances of having a
productive year.*



Who are Our Students Today



Universal

8/6/2015

Historical Perspective

- **Opie vs Beavis**
- Attitude that students should just 'DO WHAT WE TELL THEM' leads to an over-dependence on *REACTIVE PROCEDURES*
- *REACTIVE PROCEDURES* are not wrong, they are simply ineffective in changing behavior
- They make us "hold onto" *SIMPLE SOLUTIONS!*

SIMPLE SOLUTION #1: An Increase in Emotional Intensity

- "Tough Kids" will ALWAYS raise you one on the emotional scale!
- The trick is to NOT "join in" the escalation cycle with the student
- Instead....DISENGAGE! "First you deal with the moment... Then you deal with the behavior!"

SIMPLE SOLUTION # 2 An Over-Reliance of "Role-Bound" Authority

- "Role-Bound" power is not enough. We tend to think that the person with the most "power" can MAKE THE KID STOP. "It worked with me..." "It works with most of my students." Many of our toughest students just don't get (or have never been taught) this "SYMBOLIC POWER" of authority
We are the ones that end up most frustrated, because traditional discipline strategies leave us feeling powerless and ineffective!

8/6/2015

SIMPLE SOLUTION #3:
An Over-Reliance On
PUNISHMENT

WHY DO WE OVER-RELY ON PUNISHMENT?

It's *Quick!*
It's *Easy to administer!*
It's *CHEAP!*
It *Works!!!*
with students without
challenging behaviors

When punishing doesn't work, we resort to punishing...

- *More harshly*
- *More quickly*
- *Over longer periods of time*
- *With more emotional intensity*

Can we MAKE students behave?

Why doesn't EMOTIONAL INTENSITY AND PUNISHMENT work with ALL students?

Reinforcement and Punishment:

- *Reinforcement and Punishment are not "things" they are "effects."*
- *Effects are to either "increase" or "decrease" behavior*
- *Consequences that 'punish' the universal kid actually reinforce the intensive kid*


8/6/2015

SIMPLE SOLUTION # 4:
Wishing and Hoping

- I hear they're moving..."
- "The year ends soon and he will move on to the next grade!"
- "You know, I heard they really don't live in our district!"
- "Oh, please let her be absent *just one day!*"

So... What DOES work?

*The problem today is that we have a **SURPLUS** of **SIMPLE ANSWERS** and a **SHORTAGE** of **SIMPLE PROBLEMS!***
Syracuse Herald

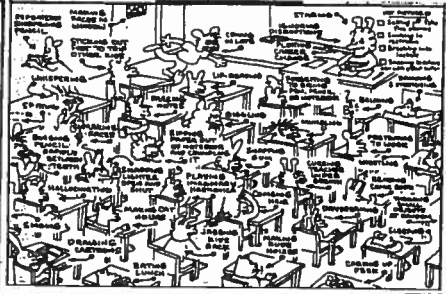


CHAMPs

A Proactive and Positive Approach
to Classroom Management
Introduction

8/6/2015

Introduction to CHAMPs



CHAMPs: What IS It?

A set of decisions the teacher must make in order to structure for TODAY'S STUDENTS

A "Template"


A Process

A Common Language Among Staff

CHAMPs: What It Is Not?

- A Canned Program
- Another Bandwagon
- Just a Product
- All teachers ARE NOT expected to have the same CHAMPs expectations!


8/6/2015

 **Introduction to CHAMPS**

Why CHAMPS?


The goal of classroom management is to develop students who are:


- Responsible
- Motivated
- Highly engaged in meaningful tasks
- College and Career Ready

 **Introduction to CHAMPS**

Understatement: Not all students come to us motivated and/or responsible.

- Some are responsible and highly motivated. (universal kids)
- Some are responsible, but only moderately motivated. (Targeted kids)
- Some are like Huck Finn, severely at risk. (Intensive kids)



 **Introduction to CHAMPS**

CHAMPS provides research-based techniques and strategies that can improve student behavior, attitude, and motivation.

8/6/2015

Rationale for using CHAMPS

- CHAMPS is not one more thing on the plate -it is the PLATE.
- Our audience in schools has changed. (Universal kids, targeted kids and intensive kids)
- We can't use a method from 1950 with students of 2015.
- CHAMPS has simple solutions.
- We must TEACH the expected behaviors.
- We must become 'consciously competent'
- Each classroom procedures and expectations will differ but use common language.

Office of Civil Rights Directives

- Teach School Rules & Social Emotional Skills
- Reinforce Student Positive Behaviors
- Expand PBIS
- Incorporate A Continuum Of Consequences
- Be Cultural Responsible
- Use Restorative Justice Practices

The CHAMPS Basic Beliefs

- Teachers can structure and organize their classrooms to promote responsible student behavior.
- Teachers should overtly and consciously teach students how to behave responsibly in every classroom/school situation.

8/6/2015

The CHAMPs Basic Beliefs

- Teachers should focus more time, attention, and energy on acknowledging responsible behavior than responding to misbehavior.
- Teachers should preplan their responses to misbehavior to ensure that they will respond in a brief, calm, and consistent manner.


Introduction to CHAMPs

- The acronym CHAMPs reflects the "categories" or types of expectations that you, as a teacher need to clarify for students about every major activity or transition that occurs in your classroom.


The CHAMPs Acronym

- C**onversation: Can students talk to each other during this activity/transition?
- H**elp: How can students ask questions during this activity/transition? How do they get your help?
- A**ctivity: What is the task/objective of this activity/transition? What is the expected end product?
- M**ovement: Can students move about during this activity/transition? Can they sharpen their pencil, get water, etc.?
- P**articipation: What does appropriate student work behavior for this activity/transition look/sound like?

8/6/2015

 CHAMP Expectations for instruction activities and transitions.

- See handouts


 S.T.O.I.C.

The S.T.O.I.C. acronym provides the initial building blocks for developing a classroom management plan:

- Structure
- Teach
- Observe and supervise
- Interact positively (*Ration of interactions*)
- Correct

Stoic- somebody who is unemotional, especially somebody who shows patience and endurance during adversity. (Spock)

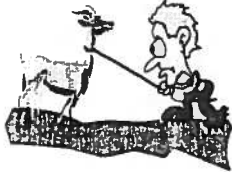
These are variables that YOU can control.



WHY
Some Students Present Us
With
Challenging Behaviors
When They Walk Through
The School House Door.
(Pause to read and discuss article included about
Cultural Competence)

8/6/2015

"They can't get your goat if they don't know where it's tied" Bill Jensen



TMF


- Clearly defined behavior expectations are not enough.
- Expectations must also be communicated and taught in a 3-step process:

1 Teach your expectations before the activity or transition begins.	2 Monitor student behavior by circulating and visually scanning.	3 Provide feedback during and at the conclusion of the activity.
---	--	--

Begin the cycle again for the next activity

Correction Procedures

Duck Tape: the Answer to Misbehavior?



8/6/2015

Rules verses Procedures

What is a rule?

- Rules will not change throughout the school day. They remain consistent regardless of activity or location.
 - Our reaction must be 'nauseatingly consistent'

What is a procedure?

- A particular way of accomplishing something or a series of steps followed in a regular definite order

Systems for Monitoring and Feedback


1. Redirects (mild behaviors)
 2. The Misbehavior Recording Form- For rule violations (mild behavior errors) a strategy off of the Menu can be paired with Rule Violation Record (123-142)
 3. The Menu for Responding to Behavior Errors- More moderate or severe behaviors. (These behaviors will still be noted on the rule violation sheet so that you have the data.)
 4. Point sheet: set interval feedback
 5. Token economy system
 6. Level System
 7. Office Referrals
- Samples of these items may be found on the disc attached to the book and in Chapter 8.

What is your structure?


Complete Classroom management and discipline planning questionnaire. This will guide you to discover if your students need high structure, medium structure or low structure to be successful.

- Low structure - Students can probably be successful with a classroom management plan that involves low medium or high structure . They adjust to many environments and procedures.
- Medium structure - For students to be successful your classroom management plan should involve medium or high structure.
- High structure - For your students to be successful, your classroom management plan should involve high structure.


8/6/2015

 **Motivation**

- Formula: Value x Expectancy
- Two conditions that impact motivation:
 - 1-I perceive the task is new and difficult
 - 2-I don't think I can succeed

 **Correction Procedures**

When you treat student misbehavior as an instructional opportunity, you give students the chance to learn from their mistakes.



8/26/2015

Calhoun County Schools Mail - Fwd: Cosmo Classroom Rules (1)



Kevin Lockridge <klockridge.av@ccboe.us>

Fwd: Cosmo Classroom Rules (1)

1 message

klockridge.av@ccboe.us <klockridge.av@ccboe.us>
To: Kevin Lockridge <klockridge.av@ccboe.us>

Wed, Aug 26, 2015 at 9:24 AM

Please excuse any errors. This message was Sent from my iPhone.

Begin forwarded message:

From: Holly Box <hbox@ccboe.us>
Date: August 11, 2015 at 6:33:27 AM CDT
To: "klockridge.av@ccboe.us" <klockridge.av@ccboe.us>
Subject: Re: Cosmo Classroom Rules (1)

Awesome!!!

Sent from my iPhone

On Aug 10, 2015, at 9:30 PM, "klockridge.av@ccboe.us" <klockridge.av@ccboe.us> wrote:

New rules established after meeting after school.

1. Be responsible
2. Be professional
3. Food and drink are to be limited to the break area

AFTER

Plan to use positive incentives to allow for cell phone use during allowed activities

Plan to use positive incentives to allow for time for student to work on one another.

Please excuse any errors. This message was Sent from my iPhone.

Begin forwarded message:

From: "Laster, Sherry" <slaster.av@calhoun.k12.al.us>
Date: August 7, 2015 at 7:18:59 PM CDT
To: "Lockridge, Kevin" <klockridge.av@calhoun.k12.al.us>
Subject: RE: Cosmo Classroom Rules (1)

OK THAT WILL BE FINE

Before working with positive classroom schema

Classroom and Lab Rules for Cosmetology Classroom Rules

Anything on, behind, or in the instructors desk is completely off limits to students. That is a personal area where students are not permitted.

1. No talking when the teacher is talking
2. Be RESPECTFUL
3. **NO CELLPHONES OR ANY ELECTRICAL EQUIPMENT OF ANY KIND ALLOWED IN THE CLASSROOM (THEY WILL BE TAKEN)**
4. No horse play, pushing, hitting, or throwing anything
5. Be on time and prepared with all materials and uniform. Classroom time starts at 8:30 unless busses are running late.
6. No swinging and playing in styling chairs, no sitting on tables
7. **NO FOOD OR DRINKS IN THE COSMETOLOGY DEPT**

Lab Rules

1. Always wear, lab coats and closed toed shoes
2. No food or drink until break time and not at stations
3. No doing your hair or each others hair unless you get permission first and only if all work is completed.
4. No cell phones or any type of electronic equipment (i-pods, mp players, ect.) to be used in lab
5. Instructors radio may be played only by the instructor
6. All assigned cleaning duties must be completed and checked off by instructor before leaving, this is part of your grade
7. **MUST do your clean up daily, this is part of your grade**
(ALWAYS TREAT EACH OTHER WITH KINDNESS AND RESPECT)

Discipline Action if Rules are not followed

1. Take away break (break is a privilege not a requirement)
2. Clock out and sit doing book work
3. Leave class, clock out, and go to office
4. One day of silence for everyone, nothing but bookwork

Severe disruption will be sent immediately to Mr. Lockridge

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

8/25/2015

Calhoun County Schools Mail - Fwd: Diversity Training



Kevin Lockridge <klockridge.av@ccboe.us>

Fwd: Diversity Training

Holly Box <hbox@ccboe.us>

Mon, Aug 24, 2015 at 11:16 AM

To: Assistant Principals <asstprin@ccboe.us>, PrinSupr <prinsupr@ccboe.us>

Cc: Joseph Dyar <jdyar@calhoun.k12.al.us>

Hey! I wanted to remind you of our upcoming Diversity Training this Wednesday.

Things to Know:

- You will need to be prepared to share the CHAMPS implementation status for your school.
- You will need to be prepared to discuss what you learned from Mr. Colvin at the July administrators meeting and how you shared with your school about the updates to the Consent Decree.

Things to Do before Wednesday:

- Gather EVIDENCE of your CHAMPS implementation in your school - pictures from classrooms of posters, sign in sheets, agenda, pictures from common areas in the school showing CHAMPS.
- Gather EVIDENCE of what you shared from Mr. Colvin with your school - Sign in sheets, agenda, PowerPoint Slides.

Things to Bring Wednesday:

- The copy of the Consent Decree Mr. Colvin gave you at the administrators meeting - he gave one copy per school.
- Your iPad
- A copy of the attachment on this email.
- The EVIDENCE you gathered of the CHAMPS implementation in your school.
- The EVIDENCE you gathered to document sharing with your school about the status of the Consent Decree.

I am looking forward to seeing you all Wednesday. I hope all is well. Hugs to you all.

Holly Box
Calhoun County Schools
256-741-7457

"Be the change you wish to see in the world." Mahatma Gandhi

----- Forwarded message -----

From: **Joseph Dyar** <jdyar@ccboe.us>

Date: Fri, Aug 14, 2015 at 11:18 AM

Subject: Diversity Training

To: Principals High <PrincipalsHigh@calhoun.k12.al.us>, Principals Elem <PrincipalsElem@calhoun.k12.al.us>, Assistant Principals <asstprin@ccboe.us>, Holly Box <hbox@calhoun.k12.al.us>, Teresa Johnson <tjohnson@calhoun.k12.al.us>, Charlene Hill <chill@calhoun.k12.al.us>, Donald Turner <dturner@calhoun.k12.al.us>, Beth Long <blong@calhoun.k12.al.us>, Jenel Travis <jtravis@calhoun.k12.al.us>

Administrators,

We have worked extremely hard the last several years to be in compliance with the Consent Order. We are very excited to be able to celebrate the areas in which we are no longer under the Consent Order. However, we still are under the direction of the Federal Court with Employment and Discipline. One of the recommendations in the most recent Decree Order is consulting with the South Eastern Equity Center to help

8/25/2015

Calhoun County Schools Mail - Fwd: Diversity Training

us with discipline and employment. One of the suggestions from our Equity Center Consultants is diversity training with administrators and teachers. We will have our Diversity Training for Administrators August 26, 2015. This training will be half a day. We will have a morning session for principals and an afternoon session for assistant principals.

We have selected our instructional coaches and Erica Bell to facilitate our diversity training to teachers on our first school based in-service day - September 18th. The facilitator session for the instructional coaches and Erica will be August 27th. Please know on September 18th you will need to provide two hours for them to share this information with all teachers and staff members. We will need copies of your agenda and sign in sheets to document the session at your school. Please collaborate with the administrators in your feeder pattern to determine what time will work for all schools.

Holly Box will be sending out a calendar invite. If you have questions, please call Holly. Thank you for all you do.

Joe Dyar

Superintendent

Calhoun County Schools

jdylar@ccboe.us



Discipline Document.pdf

1430K

Faculty Meeting Agenda
August 25, 2015
2:30 Ms. Hopper's Room

2:30 Introduce Career Coaches

2:35 Safety Meeting Minutes/Overview

2:40 Student of the Month -- August

2:50 Logo for CCCTC

3:00 Simulated Workplace First Step

3:10 CHAMPs Implementation First Step

- Common Areas

3:30 EDUCATEAlabama Profiles

Class Rules

Be on time

Be Respectful

Be Prepared

Be Willing to

Learn a subject
That Chill Take
in CLASS Plus

S
DEUS

C
P
P
L
F

MEETING ROOM PROCEDUR

C Voice Level - 0

H Raise Hand

A Sit Quietly

M No Movement

P

S U C C E S S

BREAK PROCEDURES

C Voice Level 1-2

H Ask Staff

A Stay Near Break Room
within sight of staff
away from Stated Wind

M Yes, In Designated Area

P Drink, Eat, Socialize
Clean Up After Yourself

S

RESPECT

516
Q14

EXHIBIT J-12 PART 1



**Pleasant Valley Elementary School
Professional Development
WELCOME BACK!**



**Monday
August 3, 2015**

**New Teacher Orientation
8:30 – 3:30**

**SAKS MIDDLE SCHOOL CAFETERIA
All new teachers hired after August 2014
(Breakfast and lunch provided by Alabama Teachers CU and AEA)**

**Tuesday/Wednesday
August 4-5, 2015**

**Professional Development
8:00 - 3:00**

**DONNA HARBIN
(All teachers with not enough flex or work days)**

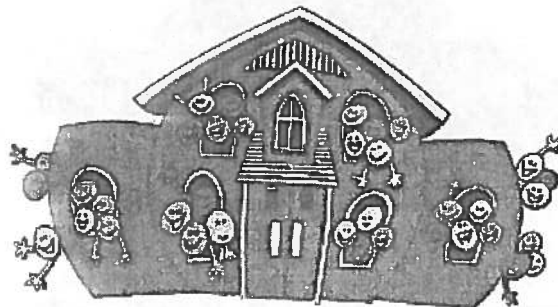


**Thursday
August 6, 2015**

**CCBOE EMPLOYEE INSTITUTE
Hillcrest Baptist Church
PD#: CCPE0195
8:00 - 11:30**

Lunch – 11:30-1:00 – (on your own)

**PBIS CHAMPS TRAINING
(Kelly Goodwin, Rhonda Duncan, Pam McElroy)
PD#: CCPE0196
1:00 – 3:00**



**Pleasant Valley Elementary School
Professional Development
WELCOME BACK!**



**Friday
August 7, 2015**

**DEVOTIONAL/BREAKFAST
Temeah Harrelson
7:30 – 8:00**



**CHALKABLE/GRADEBOOK TRAINING
(Chris Mitchell)
8:00 - 9:30
PD#: CCPE0199**

**PST REVIEW AND GUIDELINES/FACULTY MEETING
(Donna Harbin, Rhonda Duncan, Pam McElory)
9:30 – 11:30
PD#: CCPE0198**



**LUNCH @
FIRST BAPTIST CHURCH OF WILLIAMS
11:30 – 1:00**

**DEPTHS OF KNOWLEDGE
(Melissa Hampton)
1:00 – 1:15**

**DATA REVIEW/ACIP GOALS/FACULTY MEETING
(HARBIN/LAROS)
1:15 – 3:00
PD#: CCPE0197**



Have a GREAT weekend!

SIGN-IN SHEET

PBIS CHAMPS TRAINING

(PD Title #CCPE0196)

Date(s): 08/06/2015

Time: 01:00PM - 03:00PM

RIC:

Location: Pleasant Valley Elem School
 265 Mark Green Road
 Jacksonville AL, 36265

Employee #	Name	LEA	Location	Signature
xxxxxx668	Adams, Susan P	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Susan Adams</i>
xxxxxx642	Almaroad, Kelly Dawn	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Kelly Almaroad</i>
xxxxxx573	Amberson, Sarah Lindsey	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Sarah Amberson</i>
xxxxxx446	Beard, Alice Faye	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Alice Beard</i>
xxxxxx822	Boozer, Lori A	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Lori Boozer</i>
xxxxxx667	Bryant, Dana L	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Dana Bryant</i>
xxxxxx188	Chitwood, Camille P	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Camille Chitwood</i>

SIGN-IN SHEET

PBIS CHAMPS TRAINING

(PD Title #CCPE0196)

Date(s): 08/06/2015

Time: 01:00PM - 03:00PM

RIC:

Location: Pleasant Valley Elem School
 265 Mark Green Road
 Jacksonville AL, 36265

Employee #	Name	LEA	Location	Signature
xxxxxx927	Cranmer, Sharon Ashley	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Sharon Ashley Cranmer</i>
xxxxxx743	Duncan, Rhonda Freeman	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Rhonda Duncan</i>
xxxxxx496	Edwards, Susan Freeman	CALHOUN COUNTY	Pleasant Valley Elem School	
xxxxxx278	Ellison, Steven D	CALHOUN COUNTY	Pleasant Valley Elem School	<i>SE</i>
xxxxxx231	Goodwin, Kelly M	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Kelly M. Goodwin</i>
xxxxxx179	Gowens, Linda J	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Linda J. Gowens</i>
xxxxxx685	Griffith, Gregory C	CALHOUN COUNTY	Pleasant Valley Elem School	

SIGN-IN SHEET

PBIS CHAMPS TRAINING

(PD Title #CCPE0196)

Date(s): 08/06/2015

Time: 01:00PM - 03:00PM

RIC:

Location: Pleasant Valley Elem School
 265 Mark Green Road
 Jacksonville AL, 36265

Employee #	Name	LEA	Location	Signature
xxxxxx194	Harbin, Donna K	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Donna Harbin</i>
xxxxxx903	Harrelson, Temeah B	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Temeah Harrelson</i>
xxxxxx894	Hayes, Teresa K	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Teresa Hayes</i>
xxxxxx469	Hedgepath, Tara Bonds	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Tara Hedgepath</i>
xxxxxx831	Hood, Bradley Wayne	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Brad Hood</i>
xxxxxx729	Hurst, Tiffany R	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Tiffany Hurst</i>
xxxxxx641	Johnson, Gina	CALHOUN COUNTY	Pleasant Valley Elem School	

SIGN-IN SHEET

PBIS CHAMPS TRAINING

(PD Title #CCPE0196)

Date(s): 08/06/2015

Time: 01:00PM - 03:00PM

RIC:

Location: Pleasant Valley Elem School
 265 Mark Green Road
 Jacksonville AL, 36265

Employee #	Name	LEA	Location	Signature
x678	Johnson, Helen	CALHOUN COUNTY	Pleasant Valley Elem School	
xxxxxx127	Johnson, Kellie Jo	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Kellie Johnson</i>
xxxxxx681	Johnston, Courtney	CALHOUN COUNTY	Pleasant Valley Elem School	
xxxxxx484	Lee, Samantha J	CALHOUN COUNTY	Pleasant Valley Elem School	
xxxxxx041	Mallett, Lisa M	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Lisa Mallett</i>
xxxxxx935	MASTERS, CAROL	CALHOUN COUNTY	Pleasant Valley Elem School	
xxxxxx298	McAlister, Rex Eugene	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Rex E. McAlister</i>

SIGN-IN SHEET

PBIS CHAMPS TRAINING

(PD Title #CCPE0196)

Date(s): 08/06/2015

Time: 01:00PM - 03:00PM

RIC:

Location: Pleasant Valley Elem School
 265 Mark Green Road
 Jacksonville AL, 36265

Employee #	Name	LEA	Location	Signature
xxxxxx546	McAllister, Amelia J	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Amelia J McAllister</i>
xxxxxx367	McCorkle, David	CALHOUN COUNTY	Pleasant Valley Elem School	<i>David M</i>
xxxxxx746	McElroy, Pamela R	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Pamela R McElroy</i>
xxxxxx332	Morrow, Mary Darlene	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Mary Darlene Morrow</i>
xxxxxx182	Pair, Cindy Lee	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Cindy Pair</i>
xxxxxx748	Patterson, Paula A	CALHOUN COUNTY	Pleasant Valley Elem School	
xxxxxx423	Ponder, Patti Littlejohn	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Patti Ponder</i>



SIGN-IN SHEET

PBIS CHAMPS TRAINING

(PD Title #CCPE0196)

Date(s): 08/06/2015

Time: 01:00PM - 03:00PM

RIC:

Location: Pleasant Valley Elem School
 265 Mark Green Road
 Jacksonville AL, 36265

Employee #	Name	LEA	Location	Signature
xxxxxx416	Reaves, Jennifer	CALHOUN COUNTY	Pleasant Valley Elem School	<i>J Reaves</i>
xxxxxx341	Shackelford, Trina M	CALHOUN COUNTY	Pleasant Valley Elem School	
xxxxxx060	Shew, Lois Marie	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Lois Shew</i>
xxxxxx353	Shipman, Karen F	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Karen Shipman</i>
xxxxxx581	Sides, Jennifer A	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Jennifer Sides</i>
xxxxxx550	Usrey, Rebecca	CALHOUN COUNTY	Pleasant Valley Elem School	
xxxxxx093	Wagoner, Melissa A	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Melissa Wagoner</i>

SIGN-IN SHEET

PBIS CHAMPS TRAINING

(PD Title #CCPE0196)

Date(s): 08/06/2015

Time: 01:00PM - 03:00PM

RIC:

Location: Pleasant Valley Elem School
 265 Mark Green Road
 Jacksonville AL, 36265

Employee #	Name	LEA	Location	Signature
xxxxxx441	Ward, Sandy L	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Sandy Ward</i>
xxxxxx433	Whitehead, Tina Springfield	CALHOUN COUNTY	Pleasant Valley Elem School	
xxxxxx783	Williard, Sabrina	CALHOUN COUNTY	Pleasant Valley Elem School	<i>S. Williard</i>
xxxxxx414	Wood, Katie Johnson	CALHOUN COUNTY	Pleasant Valley Elem School	<i>Katie Wood</i>
xxxxxx146	Wright, Bethany Larke	CALHOUN COUNTY	Pleasant Valley Elem School	<i>B. Turner</i>



8/25/2015

Welcome to CHAMPs
A Proactive and Positive Approach to
Classroom Management


Pleasant Valley Elementary School
Calhoun County Schools
2015-16
Focused on Success for ALL

Tips From Pooh

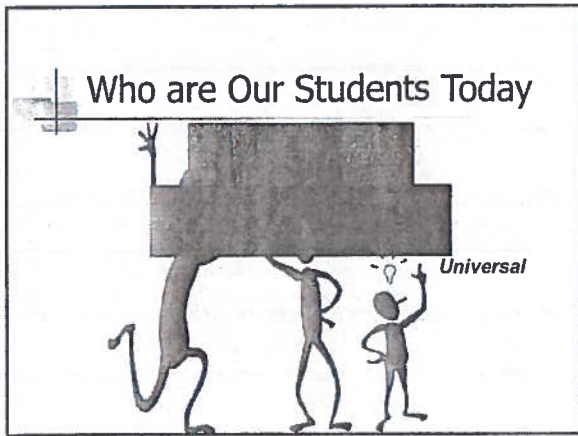
- <http://safeshare.tv/w/rJthjCBRdy>

Model What You Expect

When you teach students how to behave responsibly during the first month of school, you dramatically increase their chances of having a productive year.



8/25/2015



Historical Perspective

- Attitude that students should just 'DO WHAT WE TELL THEM' leads to an over-dependence on **REACTIVE PROCEDURES**
- REACTIVE PROCEDURES** are not wrong, they are simply ineffective in changing behavior
- They make us "hold onto" **SIMPLE SOLUTIONS!**

https://www.youtube.com/watch?v=r72_cOqNZUK

SIMPLE SOLUTION #1: ***An Increase in Emotional Intensity***

- "Tough Kids" will **ALWAYS** raise you one on the emotional scale!
- The trick is to **NOT "join in" the escalation cycle with the student**
- Instead....**DISENGAGE!** ***"First you deal with the moment... Then you deal with the behavior!"***

8/25/2015

SIMPLE SOLUTION # 2
An Over-Reliance of "Role-Bound" Authority

- "Role-Bound" power is not enough.
- We tend to think that the *person with the most "power" can MAKE THE KID STOP.*
"It worked with me..."
"It works with most of my students."
- Many of our toughest students just don't get (or have never been taught) this **"SYMBOLIC POWER"** of authority
 - *We are the ones that end up most frustrated, because traditional discipline strategies leave us feeling powerless and ineffective!*

Correct Expectations

<http://www.browardprevention.org/instructional-strategies/champs-classroom-and-behavior-management/video-gallery-2/>

SIMPLE SOLUTION #3:
An Over-Reliance On PUNISHMENT

WHY DO WE OVER-RELY ON PUNISHMENT?

- It's *Quick!***
- It's *Easy to administer!***
- It's *CHEAP!***
- It *Works!!!***
with students without challenging behaviors

8/25/2015

• *When punishing doesn't work, we resort to punishing...*

- *More harshly*
- *More quickly*
- *Over longer periods of time*
- *With more emotional intensity*

MAKE THESE STUDENTS BEHAVE!

Can we MAKE students behave?

Why doesn't EMOTIONAL INTENSITY AND PUNISHMENT work with ALL students?

Reinforcement and Punishment:

- *Reinforcement and Punishment are not "things" they are "effects."*
- *Effects are to either "increase" or "decrease" behavior*
- *Consequences that 'punish' the universal kid actually reinforce the intensive kid*

Corrective Procedures

<http://www.browardprevention.org/instructional-strategies/champs-classroom-and-behavior-management/video-gallery-2/>

8/25/2015

SIMPLE SOLUTION # 4:
Wishing and Hoping

- "I hear they're moving..."
- "The year ends soon and he will move on to the next grade!"
- "You know, I heard they really don't live in our district!"
- "Oh, please let her be absent *just one day!*"

So... What DOES work?

*The problem today is that we have a **SURPLUS of SIMPLE ANSWERS** and a **SHORTAGE of SIMPLE PROBLEMS!***
Syracuse Herald



CHAMPS

A Proactive and Positive Approach
to Classroom Management
Introduction

8/25/2015

Introduction to Champs

- <http://safeshare.tv/w/WQDiprIAMQ>

CHAMPs: What IS It?

A set of decisions the teacher must make in order to structure for TODAY'S STUDENTS

A "Template"

A Process

A Common Language Among Staff

CHAMPs: What It Is Not?

- A Canned Program
- Another Bandwagon
- Just a Product
- All teachers ARE NOT expected to have the same CHAMPs expectations!

8/25/2015

Introduction to CHAMPS

Why CHAMPS?


The goal of classroom management is to develop students who are:

- Responsible
- Motivated
- Highly engaged in meaningful tasks
- College and Career Ready

Introduction to CHAMPS

Understatement: Not all students come to us motivated and/or responsible.

- Some are responsible and highly motivated. (universal kids)
- Some are responsible, but only moderately motivated. (Targeted kids)
- Some are like Huck Finn, severely at risk. (Intensive kids)



Introduction to CHAMPS

CHAMPS provides research-based techniques and strategies that can improve student behavior, attitude, and motivation.

8/25/2015

Rationale for using CHAMPS

- CHAMPS is not one more thing on the plate -it is the PLATE.
- Our audience in schools has changed. (Universal kids, targeted kids and intensive kids)
- We can't use a method from 1950 with students of 2015.
- CHAMPS has simple solutions.
- We must TEACH the expected behaviors.
- We must become 'consciously competent'
- Each classroom procedures and expectations will differ but use common language.

Office of Civil Rights Directives

- Teach School Rules & Social Emotional Skills
- Reinforce Student Positive Behaviors
- Expand PBIS
- Incorporate A Continuum Of Consequences
- Be Cultural Responsible
- Use Restorative Justice Practices

The CHAMPS Basic Beliefs

- Teachers can structure and organize their classrooms to promote responsible student behavior.
- Teachers should overtly and consciously teach students how to behave responsibly in every classroom/school situation.

8/25/2015

The CHAMPs Basic Beliefs

- Teachers should focus more time, attention, and energy on acknowledging responsible behavior than responding to misbehavior.
- Teachers should preplan their responses to misbehavior to ensure that they will respond in a brief, calm, and consistent manner.

Introduction to CHAMPs

- The acronym CHAMPs reflects the "categories" or types of expectations that you, as a teacher need to clarify for students about every major activity or transition that occurs in your classroom.

The CHAMPs Acronym


- C**onversation: Can students talk to each other during this activity/transition?
- H**elp: How can students ask questions during this activity/transition? How do they get your help?
- A**ctivity: What is the task/objective of this activity/transition? What is the expected end product?
- M**ovement: Can students move about during this activity/transition? Can they sharpen their pencil, get water, etc.?
- P**articipation: What does appropriate student work behavior for this activity/transition look/sound like?

8/25/2015

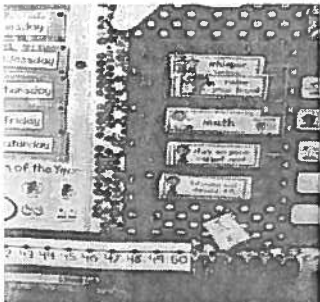
CHAMP Expectations for instruction activities and transitions.

- See handouts

Classroom Examples



More Examples



8/25/2015

S.T.O.I.C.

The S.T.O.I.C. acronym provides the Initial building blocks for developing a classroom management plan:

- *Structure*
- *Teach*
- *Observe and supervise*
- *Interact positively (Ratio of Interactions)*
- *Correct*


Stoic- somebody who is unemotional, especially somebody who shows patience and endurance during adversity. (Spock)

These are variables that YOU can control.

WHY

Some Students Present Us
With
Challenging Behaviors
When They Walk Through
The School House Door.
(Pause to read and discuss article included about
Cultural Competence)

*"They can't get your goat if they don't
know where it's tied"* Bill Jenson



8/25/2015

TMF


- Clearly defined behavior expectations are not enough.
- Expectations must also be communicated and taught in a 3-step process:

1 Teach your expectations before the activity or transition begins.	2 Monitor student behavior by circulating and visually scanning.	3 Provide feedback during and at the conclusion of the activity.
---	--	--

Begin the cycle again for the next activity

Correction Procedures

Duck Tape: the Answer to Misbehavior?



Rules verses Procedures

What is a rule?

- Rules will not change throughout the school day. They remain consistent regardless of activity or location.
 - Our reaction must be 'nauseatingly consistent'

What is a procedure?

- A particular way of accomplishing something or a series of steps followed in a regular definite order

8/25/2015

Systems for Monitoring and Feedback

1. Redirects (mild behaviors)
 2. The Misbehavior Recording Form- For rule violations (mild behavior errors) a strategy off of the Menu can be paired with Rule Violation Record (123-142)
 3. The Menu for Responding to Behavior Errors- More moderate or severe behaviors. (These behaviors will still be noted on the rule violation sheet so that you have the data.)
 4. Point sheet: set interval feedback
 5. Token economy system
 6. Level System
 7. Office Referrals
- Samples of these items may be found on the disc attached to the book and in Chapter 8.

What is your structure?

Complete Classroom management and discipline planning questionnaire. This will guide you to discover if your students need high structure, medium structure or low structure to be successful.

- Low structure - Students can probably be successful with a classroom management plan that involves low medium or high structure . They adjust to many environments and procedures.
- Medium structure - For students to be successful your classroom management plan should involve medium or high structure.
- High structure - For your students to be successful, your classroom management plan should involve high structure.

Motivation

- Formula: Value x Expectancy

- Two conditions that impact motivation:
 - 1-I perceive the task is new and difficult
 - 2-I don't think I can succeed

8/25/2015

Correction Procedures

When you treat student misbehavior as an instructional opportunity, you give students the chance to learn from their mistakes.



Next Steps for PVE

- Classroom Posters
- Discuss Classroom Procedures and how to implement Champs
- Faculty Video: Correct and Incorrect Procedures

A Word From Kid President

- <http://safeshare.tv/w/psbmBUsvEX>

Aa Bb Cc Dd elephant fish



C
H
A
M
P
S

- whisper voice
- raise your hand
- reading
- stay at your seat
- listening and staying still

voice levels	
4	outside
3	strong speaker
2	table talk
1	whisper
0	no talking

Good Listeners

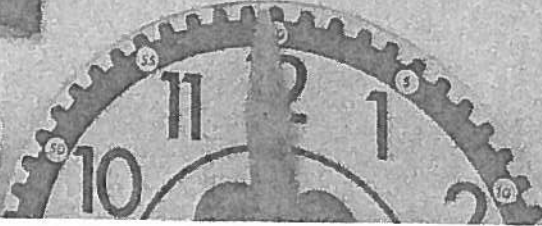
SLANT

Sit Up Straight
Listen Carefully
Ask & Answer Questions
Nod Your Head
Track the Speaker

The first thing I do is always the same ...
I pick up my pencil and write my name!



1
11
21
31
41
51
61
71
81
91
101
111





We start every morning as

Coats & backpacks hung up

Homework turned in

All notes on teacher's desk

Make lunch choice

Pencils sharpened (2)

Start morning work!

[The main body of the page contains extremely faint, illegible text that appears to be bleed-through from the reverse side of the document. The text is too light to be transcribed accurately.]




ever
the
ER
e
K
HISPER
aking

teners
NT
raight
efully
Questions
d
aker


C

 whisper
voice


H

 raise
your hand

A

 reading

M

 stay at
your seat

P

 listening and
staying still

S

Logan
Aiden
Kinsley



[The main body of the page contains extremely faint and illegible text, likely due to low contrast or scanning quality. The text is organized into several paragraphs and possibly a list or table, but the individual words and numbers are not discernible.]



CHA

Champs
For
Buses

LEVEL



Raise Your
Hand



ACTIVITY

In Line
Hands to
Side

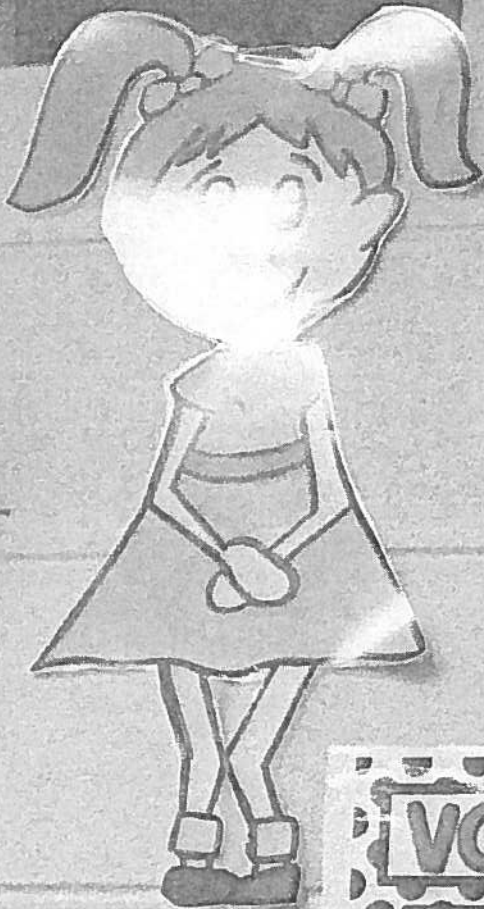






Walking



Bus
Safety





voice levels	
4	 outside
3	 strong speaker
2	 table talk
1	 whisper
0	no talking

[Redacted text block]

[Redacted text block]

[Redacted text block]

EXHIBIT J-12 PART 2

May

June

July

August

Sept



-9 =

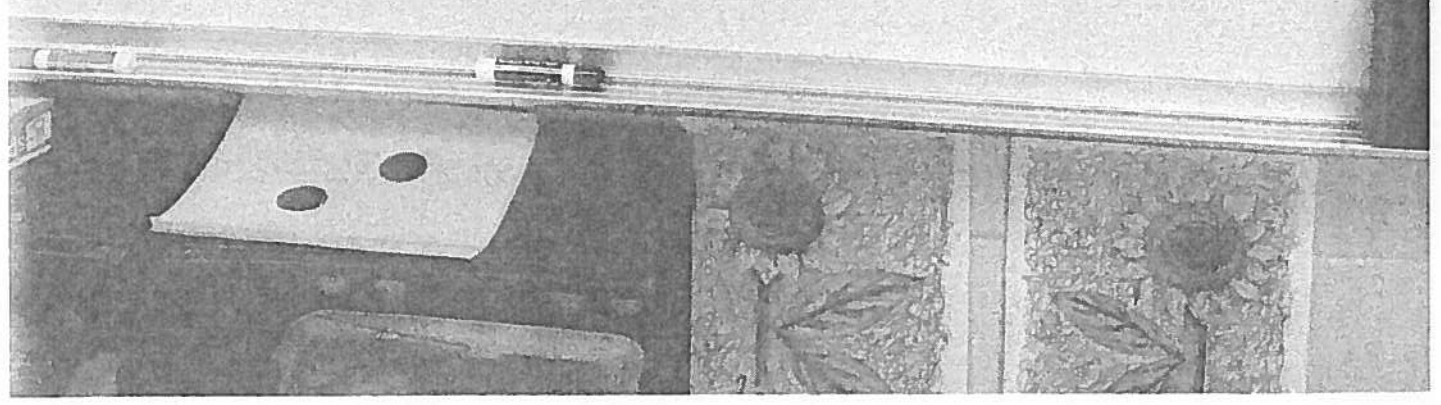
Will tomorrow's date be?

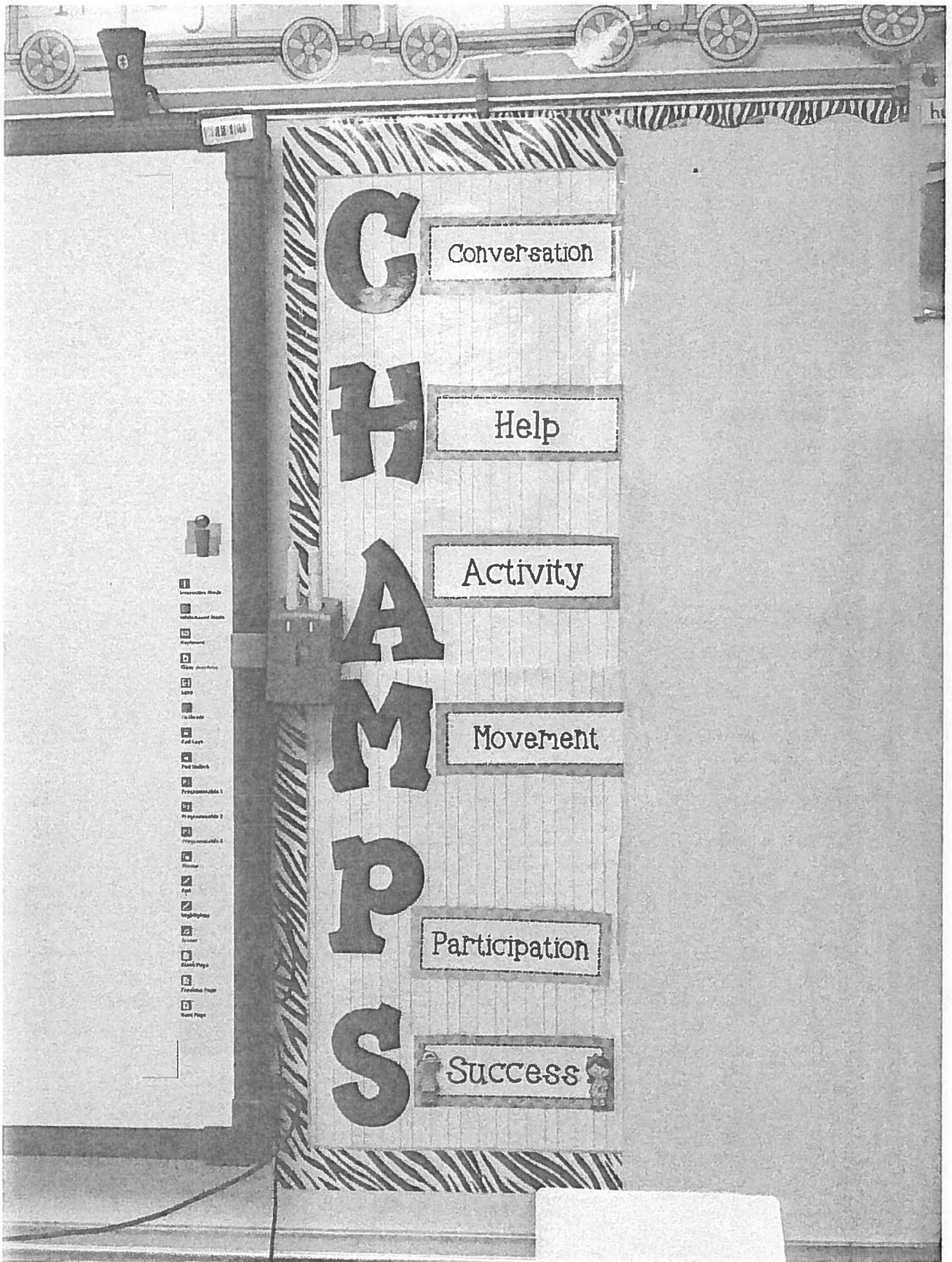
just ,2015

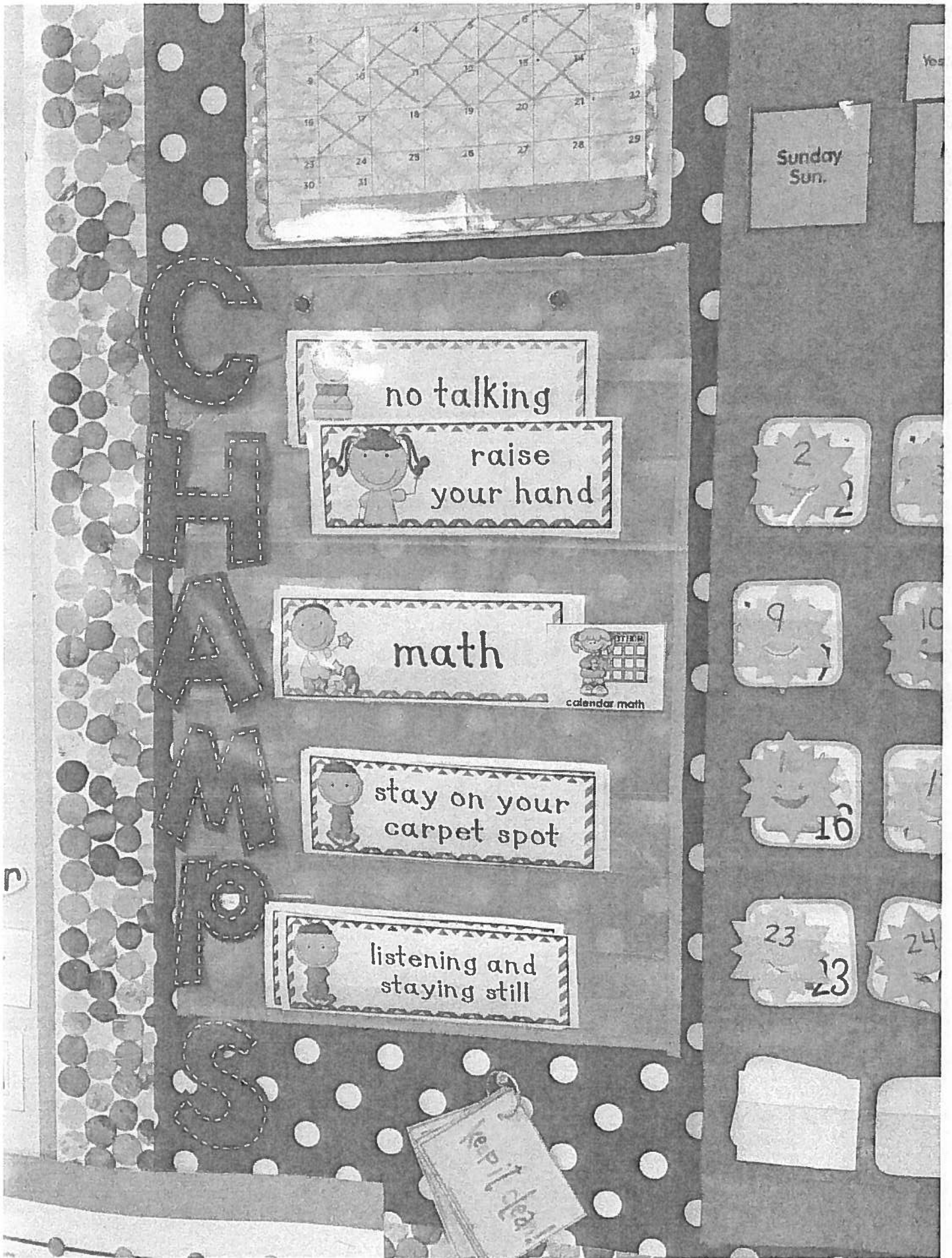
How many days are in weeks? days

Conversation
Help
Activity
Movement
Participation

1	Mid
2	Parti
3	Small
4	Normal
5	Outside







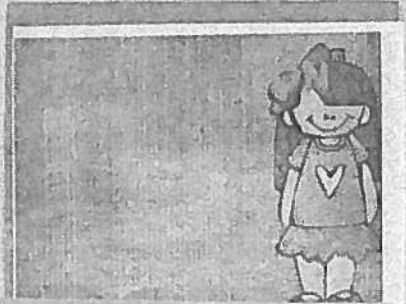
[The main body of the page contains extremely faint and illegible text, likely due to low contrast or scanning quality. The text is organized into several paragraphs, but the individual words and sentences cannot be discerned.]



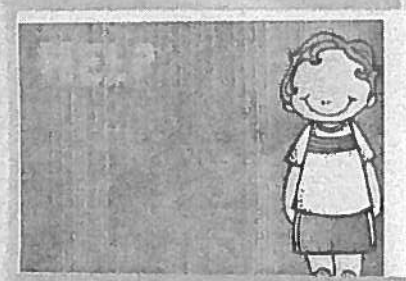




CHAMP



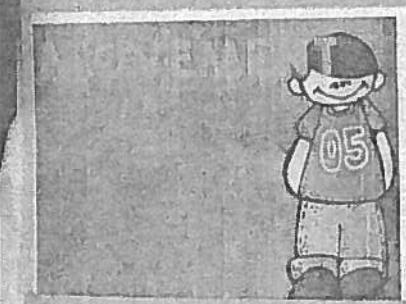
0 - while teacher talks



1 - during activity



Raise your hand



Listening skills



Teacher directed

Answer questions

8/25/2015

Calhoun County Schools
CONSENT DECREE

August 6, 2015
Pleasant Valley Elementary
Annual Training
PRESENTATION PROVIDED BY WHIT COLVIN
 Reviewed with Calhoun County Schools Administrators
 July 30, 2015

Whit Colvin
 Bishop, Colvin, Johnson & Kent, LLC
 1910 First Avenue North, Birmingham, AL 35203
 (205) 251-2881

For more than 40 years

Calhoun County Schools has remained under the jurisdiction of the United States District Court in the desegregation case of *Lee vs. Macon County BOE*.

This presentation will:

- Provide some historical background regarding the court's jurisdiction
- Review the system's general obligations under the 2015 Consent Decree
- Review the Personnel Plan for Certified Positions and Anticipated Changes
- Review the Findings on Student Discipline and Anticipated Changes
- Focus on the role of administrators in fulfilling the remaining Consent Decree obligations

8/25/2015

Let's start with a little history...

In the 1954 landmark decision of *Brown v Board of Education of Topeka*, the United States Supreme Court held that state laws establishing separate schools for students of different races were unconstitutional.

In 1963...

a federal lawsuit was brought in Alabama against the Macon County Board of Education on behalf of students seeking an end to the operation of a racially segregated school system.

As the case progressed...

the State was added as a defendant and the State Superintendent was ordered to require all Alabama school systems to desegregate their schools.



8/25/2015

On October 23, 1969...

the U.S. District Court in *Lee v. Macon County BOE* ordered the Calhoun County BOE to file a proposed plan "for the complete disestablishment of its dual school system...."

A local plan was approved in 1971...

and the Calhoun County BOE has operated under a court-ordered desegregation plan since that time.

To be dismissed...

from a desegregation case a school board must show that it has complied with the court's orders and, in so doing, has eliminated the remnants of past discrimination to achieve "unitary status."

8/25/2015

The U.S. Supreme Court...

has identified certain factors that must be considered in determining whether a school district has achieved "unitary status."

Courts must consider the Green factors:

- student assignment – students attending school in their zone
- Transportation – routes were good
- extracurricular activities – no longer a black and white homecoming queen
- physical facilities – b/w facilities were in similar conditions
- faculty and staff – percent of minority employees

Green v. School Board of Kent County, 391 U.S. 430 (1968).

In addition to the Green factors...

federal courts must consider "quality of education" factors that relate to a student's day-to-day experiences within a school.

Freeman v. Pitts, 503 U.S. 467 (1992).



8/25/2015

In December 2009...

CCBOE entered a Consent Decree that addressed the *Green* factors and furnished a "roadmap to the end of judicial supervision" and a challenging plan for achieving unitary status.

The Consent Decree

is a binding agreement between the plaintiffs, the U. S. Department of Justice, and the school board that was approved by the Court and now operates as a Court Order.



The 2009 Consent Decree

- End of its term in 2014
- Parties reviewed progress and whether unitary status had been achieved
- The Court decided that much progress was made but in a few areas, there was still work to do

8/25/2015

In February 2015 . . .

The parties entered into a new Consent Decree and it was approved by the Court.

A copy of the Decree is being provided to each school with the handout.

In The 2015 Consent Decree...

The Court granted partial unitary status in areas of

- ↳ Student Assignment
- ↳ Transportation
- ↳ Extracurricular Activities
- ↳ Facilities

and withdrew "its jurisdiction of those areas of the case"

The Two Areas of Continued Jurisdiction

- Faculty & Staff
- Student Discipline

8/25/2015

Faculty & Staff By the Numbers

- CCBOE did not make anticipated progress in faculty and staff hiring.
- Committed to three more years of judicial supervision.
- The foundation of the personnel component is the Personnel Plan.
- Will improve the Plan where needed and focus on execution.

The Personnel Plan

- Calhoun County Schools - Personnel Plan for Certified Positions –**
 - Addresses recruitment, hiring, assignment, and retention of certified personnel.
 - Emphasizes recruitment of a diverse teaching force.
 - Provides an applicant database for tracking and monitoring hiring efforts.
 - Centralizes the application process and establishes an employment committee.

Additional Obligations – Faculty & Staff

- Hire a Faculty Equity Consultant
 - ◆ Southeastern Equity Center – Drs. Roberts and Elam
- Revise Personnel Plan (where needed) to
 - ◆ Clearly describe diversity goals
 - ◆ Follow uniform policies
 - ◆ Provide for targeted recruitment and hiring
 - ◆ Describe incentives (if any)
 - ◆ Ensure equitable distribution of minority staff
 - ◆ Require training
 - ◆ Improve tracking process

8/25/2015

Additional Obligations – Faculty & Staff

- Implement Professional Development and Mentorship Program
 - ↳ Cultivate and Train Administrators
- Develop Annual Training
- Designate a "Point Person"
 - ↳ Holly Box
- Provide a Status Report each October 15

The Court Report due annually on October 15 must include...

- Description of targeted recruitment efforts
- A report of current certified personnel with counts and percentages by school and by race
- A detailed report of applicants, persons interviewed, job offers, and hires by race for all certified position vacancies
- Training materials and information
- Names and positions of those trained and dates trained
- Summary of participation in Professional Development and Mentorship Program

Reports on applicants, interviews, and hiring decisions are made possible by our unique Applicant Database.
Example of Data from Last Year

Table 8: Applicants			Table 10: Interviewed	
	# Applicants	% Applicants	# Applicants	% Applicants
White	1811	84.7%	White	467 81.2%
Black	263	12.3%	Black	89 15.5%
Other	65	3.0%	Other	19 3.3%
Total	2139		Total	575

Table 12: Persons Hired							
Category	Total	White		Black		Other	
		#	%	#	%	#	%
Teacher	66	56	84.9%	7	10.6%	3	4.5%
Certified	11	10	90.9%	1	9.1%	0	0.0%
Admin	11	10	90.9%	1	9.1%	0	0.0%
Total	88	76	86.4%	9	10.2%	3	3.4%

8/25/2015

Student Discipline Disproportionality

- Disproportionality – the percentage of students of a specific ethnicity or race found in a specific category is significantly greater or significantly less than the percentage of that specific ethnicity or race found in the general population
- Overrepresentation – exists when a group is represented in a specific category at a higher rate than its population average

Student Discipline Findings

- "African American students were significantly more likely than White students to be referred for disciplinary action and to be subject to exclusionary consequences."
- Disparity "was most evident for minor infractions and existed across multiple categories of consequences, including in-school detention, out of school suspension and corporal punishment."

Student Discipline Steps

- Hire Discipline Equity Consultant
 - ↳ Southeaster Equity Center – Drs. Roberts and Elam
- Review Discipline Procedures and Recommend Revisions
 - ↳ Specify appropriate behavior and strategies to reach behavior goals
 - ↳ Clear guidelines on discretionary discipline
 - ↳ Limit use of exclusionary discipline (suspensions, expulsions) by using alternatives
 - ↳ Discipline should minimize loss of instruction and permit make-up work
 - ↳ Specific criteria for returning after exclusionary discipline

8/25/2015

Student Discipline PBIS

- Develop and Implement PBIS – Positive Behavioral Interventions and Supports
 - ◆ CHAMPS Program
 - ◆ Teams from each school being trained
 - ◆ Will train faculty and staff at each school
 - ◆ Everyone has to be trained
 - ◆ BUY IN AND USE IT

Student Discipline Data Collection

- Number of referrals
- Specific conduct for each referral
- Outcome of referral and reasons for outcome
- Person who made referral and who decided sanction
- Positive behavioral supports and pre-referral action
- Name, race, ethnicity, sex, disability and grade of student referral and others involved

Must be stored electronically and evaluated by Discipline Administrator

Student Discipline Analysis

- Discipline Administrator will analyze data
 - ◆ Identify racial disparities in referrals and outcomes
 - ◆ Investigate cause of disparities, other contributing factors, needs of affected students and take appropriate steps
 - ◆ Identify and address other areas of concern

8/25/2015


The Court Report due on October 15 must also include...

- Annual status report describing activities and steps taken
- Report of Discipline Data (See Data Collection Slide)
- Handouts and materials used in PBIS training
- Documentation for training

Make sure EVERY instructional employee gets the training!

So where is Calhoun County...

on the road to unitary status?



Progress is not always perfectly smooth...

Total Certified Personnel 2009-2014

	White	Black	Other	Total	% White	% Black
2009	622	29	5	656	94.8%	4.4%
2010	615	35	5	655	94.0%	5.3%
2011	606	42	6	654	92.7%	6.4%
2012	603	47	5	655	92.1%	7.2%
2013	604	37	5	646	93.5%	5.7%
2014	606	41	5	652	92.9%	6.3%
2015	?	?	?	?	?	?

8/25/2015

The New Factor - Discipline

- Efforts under the former decree did not include discipline
- Have to rethink approach to discipline
- Consultants working with the Board to identify strategies and changes
- PBIS training going on NOW
- Code of Conduct changes may result
- Accountability

We still have some work to do.

And your role remains pivotal...

Substantial effort and commitment are required to achieve the goal of unitary status and much of that work falls to our school administrators.

Goals and requirements of this effort should be actively considered in your decisions in the areas of personnel and discipline.

This effort is more than aspirational – the Board, the parties and the Court expect execution of the Personnel Plan and the measures being developed under the Decree.

QUESTIONS: ?

8/25/2015

Bishop Colvin
BISHOP, COLVIN, JOHNSON & KENT, LLC

Whit Colvin
Robin Andrews
205.251.2881
wcolvin@bishopcolvin.com
randrews@bishopcolvin.com





1910 First Avenue North
Birmingham, Alabama 35203

37





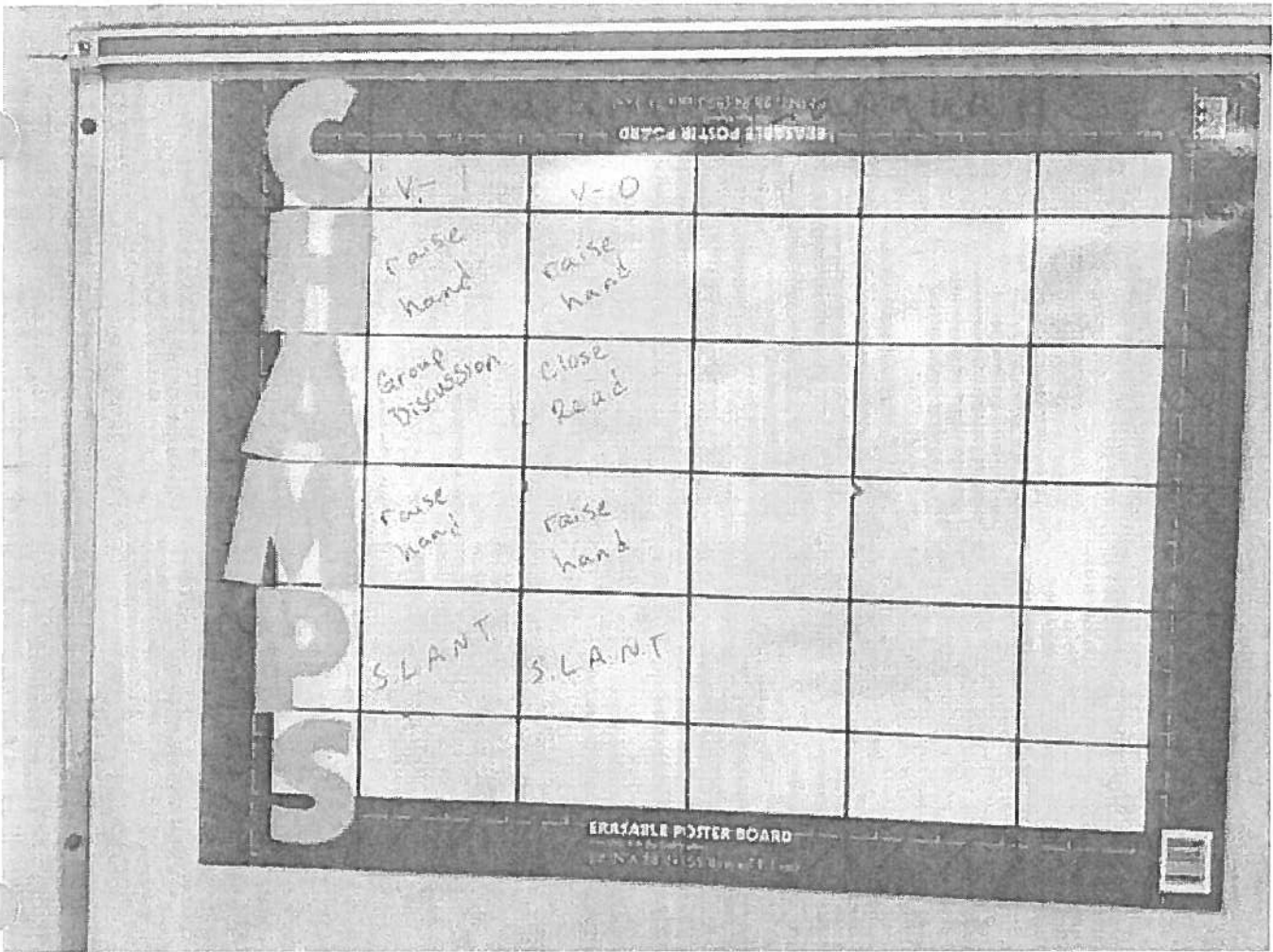
EXHIBIT J-13

CHAMPS	Warm-up	Teacher Instruction	Group Activity	Independent Work	Test or Quiz
Conversation 	Low Voices	Silence	Low Voices with Group	Silence	Absolute Silence
Help 	Ask a friend or teacher	Raise Hand	Ask your partner or teacher	Raise Hand	Raise Hand
Activity 	Bell Ringer or Engage	Note-taking Class discussion Video	Pair-share Jigsaw Gallery walk	Work alone at your seat	TESTING
Movement 	Limited movement	Remain Seated	Move when directed	Only with permission	Only with permission
Participation 	Work independently	Work as directed	Work as a TEAM	Work independently	Work independently
SUCCESS 	SUCCESS	SUCCESS	SUCCESS	SUCCESS	SUCCESS

Classroom

From: **Wendy England** wengland.sm@cchoe.us
Subject: **No Subject**
Date: **August 26, 2015 at 7:39 AM**
To: **Wendy England** wengland.sm@cchoe.us

Wendy England, Principal
Saks Middle School
sent from my iPhone,
please excuse errors!



classroom



CHAMPS

Conversation

➔ Silent

Help

➔ Raise Your Hand

Activity

➔ Independent Work

Movement

➔ Stay Seated

Participation

➔ Focus on Assignment

Success

➔ Turning in all
Completed
Work Assignment

ABILITY.



CHAMPS

Conversation

ISD

→ Silent

Help

→ Raise Your Hand

Activity

→ Independent Work

Movement

→ Stay Seated

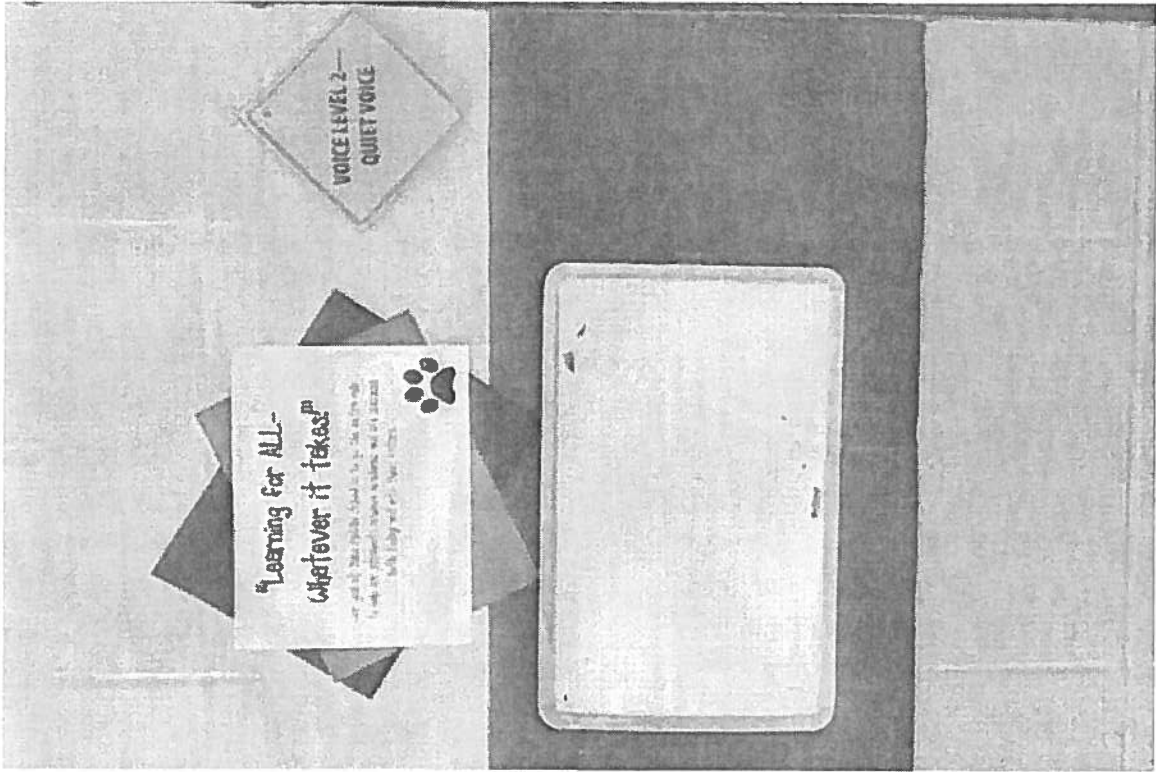
Participation

→ Focus on Assignment

Success

→ Turning in all Completed Work Assignment

OUTSIDE ALL CLASSROOM
DOORS - IN HALLWAY



District Model for Classroom Management

Calhoun County Schools utilizes best practices in discipline with Positive Behavioral Intervention Supports (PBIS). PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. The Alabama State Department of Education has endorsed a research-based PBIS model called CHAMPS. Through the use of CHAMPS, the educators of Calhoun County Schools shall identify and promote strategies for teaching, encouraging, and reinforcing positive student behavior. The school system believes that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. These strategies facilitate the establishment of a positive school culture by constructively teaching school rules and social-emotional skills.

CHAMPS positively reinforces appropriate student behavior with a multi-tiered approach to promote school climate for all students. The teachers and administrators, through the Problem Solving Team (PST), will emphasize and document early intervention for misbehavior before resorting to exclusionary discipline, except in instances where the safety of students and/or staff is threatened.

CHAMPS incorporates a continuum of graduated consequences for increasingly serious and continued behavior. It is designed to help classroom teachers develop (or fine tune) an effective classroom management plan that is proactive, positive, and instructional.

CHAMPS stands for:

- Conversation**
- Help**
- Activity**
- Movement**
- Participation**
- Success**

*Copy in
Student's
Plan*

In addition, your child will be using these learning strategies with the acronyms of SLANT & STOIC.

SLANT is a classroom participation technique. It is designed to teach students to:

- Sit up*
- Lean forward*
- Activate your thinking / Act interested*
- Note important information / Nod your head*
- Track the talker (follow the teacher as they move around the room)*

STOIC is a framework that applies to classroom management:

- Structure & Organize the classroom for success.**
- Teach students how to behave responsibly in the classroom.**
- Observe student behavior (supervise!)**
- Interact positively with students.**

Correct irresponsible behavior fluently— that is, in a manner that does not interrupt the flow of instruction.


7/30/2015

Welcome to CHAMPs

A Proactive and Positive Approach to Classroom Management

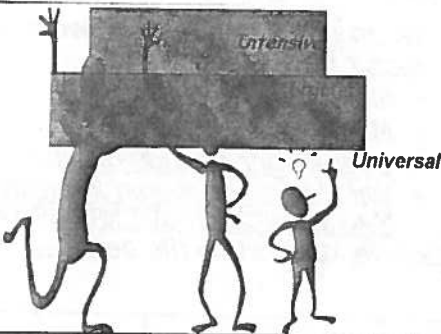
Calhoun County Schools
2015-16
Focused on Success for ALL

When you teach students how to behave responsibly during the first month of school, you dramatically increase their chances of having a productive year.



Power Point

Who are Our Students Today



Historical Perspective

- **Opie vs Beavis**
- Attitude that students should just 'DO WHAT WE TELL THEM' leads to an over-dependence on *REACTIVE PROCEDURES*
- *REACTIVE PROCEDURES* are not wrong, they are simply ineffective in changing behavior
- They make us "hold onto" *SIMPLE SOLUTIONS!*

7/30/2015

SIMPLE SOLUTION #1:
An Increase in Emotional Intensity

- "Tough Kids" will ALWAYS raise you one on the emotional scale!
- The trick is to NOT "join in" the escalation cycle with the student
- Instead....DISENGAGE! "First you deal with the moment..."
Then you deal with the behavior!

SIMPLE SOLUTION # 2
An Over-Reliance of "Role-Bound" Authority

- "Role-Bound" power is not enough.
- We tend to think that the person with the most "power" can MAKE THE KID STOP.
 "It worked with me..."
 "It works with most of my students."
- Many of our toughest students just don't get (or have never been taught) this "SYMBOLIC POWER" of authority
 - We are the ones that end up most frustrated, because traditional discipline strategies leave us feeling powerless and ineffective!

SIMPLE SOLUTION #3:
An Over-Reliance On PUNISHMENT

WHY DO WE OVER-RELY ON PUNISHMENT?

It's Quick!

It's Easy to administer!

It's CHEAP!

It Works!!!

with students without challenging behaviors

- *When punishing doesn't work, we resort to punishing...*
 - *More harshly*
 - *More quickly*
 - *Over longer periods of time*
 - *With more emotional intensity TO MAKE THESE STUDENTS BEHAVE!*
Can we MAKE students behave?

7/30/2015

Why doesn't EMOTIONAL INTENSITY AND PUNISHMENT work with ALL students?

Reinforcement and Punishment:

- *Reinforcement* and *Punishment* are not "*things*" they are "*effects.*"
- Effects are to either "increase" or "decrease" behavior
- Consequences that 'punish' the universal kid actually reinforce the intensive kid

**SIMPLE SOLUTION # 4:
*Wishing and Hoping***

- I hear they're moving..."
- "The year ends soon and he will move on to the next grade!"
- "You know, I heard they really don't live in our district!"
- "Oh, please let her be absent *just one day!*"

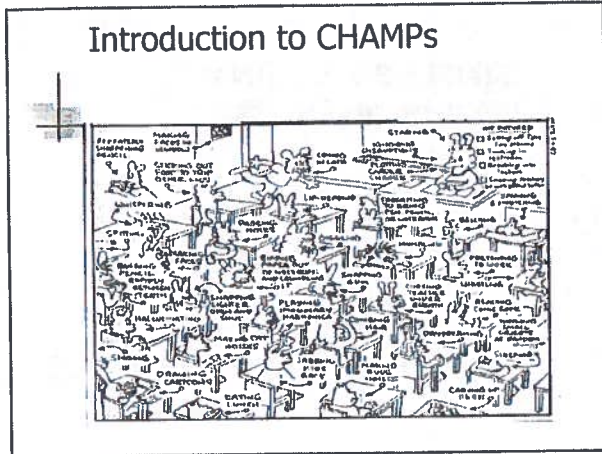
So... What DOES work?

The problem today is that we have a SURPLUS of SIMPLE ANSWERS and a SHORTAGE of SIMPLE PROBLEMS!
Syracuse Herald



CHAMPS

A Proactive and Positive Approach to Classroom Management
Introduction



CHAMPS: What IS It?

A set of decisions the teacher must make in order to structure for TODAY'S STUDENTS

A "Template"

A Process

A Common Language Among Staff

CHAMPS: What It Is Not?

- A Canned Program
- Another Bandwagon
- Just a Product
- All teachers ARE NOT expected to have the same CHAMPS expectations!

Introduction to CHAMPS

Why CHAMPS?

The goal of classroom management is to develop students who are:

- Responsible
- Motivated
- Highly engaged in meaningful tasks
- College and Career Ready

7/30/2015

Introduction to CHAMPS

Understatement: Not all students come to us motivated and/or responsible.

- Some are responsible and highly motivated. (universal kids)
- Some are responsible, but only moderately motivated. (Targeted kids)
- Some are like Huck Finn, severely at risk. (Intensive kids)



Introduction to CHAMPS

CHAMPS provides research-based techniques and strategies that can improve student behavior, attitude, and motivation.

Rationale for using CHAMPS

- CHAMPS is not one more thing on the plate - it is the **PLATE**.
- Our audience in schools has changed. (Universal kids, targeted kids and intensive kids)
- We can't use a method from 1950 with students of 2015.
- CHAMPS has simple solutions.
- We must **TEACH** the expected behaviors.
- We must become 'consciously competent'
- Each classroom procedures and expectations will differ but use common language.

Office of Civil Rights Directives

- Teach School Rules & Social Emotional Skills
- Reinforce Student Positive Behaviors
- Expand PBIS
- Incorporate A Continuum Of Consequences
- Be Cultural Responsible
- Use Restorative Justice Practices

The CHAMPs Basic Beliefs

- Teachers can structure and organize their classrooms to promote responsible student behavior.
- Teachers should overtly and consciously teach students how to behave responsibly in every classroom/school situation.

The CHAMPs Basic Beliefs

- Teachers should focus more time, attention, and energy on acknowledging responsible behavior than responding to misbehavior.
- Teachers should preplan their responses to misbehavior to ensure that they will respond in a brief, calm, and consistent manner.

Introduction to CHAMPs

- The acronym CHAMPs reflects the "categories" or types of expectations that you, as a teacher need to clarify for students about every major activity or transition that occurs in your classroom.

The CHAMPs Acronym

- Conversation: Can students talk to each other during this activity/transition?
- Help: How can students ask questions during this activity/transition? How do they get your help?
- Activity: What is the task/objective of this activity/transition? What is the expected end product?
- Movement: Can students move about during this activity/transition? Can they sharpen their pencil, get water, etc.?
- Participation: What does appropriate student work behavior for this activity/transition look/sound like?

7/30/2015

CHAMP Expectations for instruction activities and transitions.

- See handouts

S.T.O.I.C.

The S.T.O.I.C. acronym provides the initial building blocks for developing a classroom management plan:

- *Structure*
- *Teach*
- *Observe and supervise*
- *Interact positively (Ratio of interactions)*
- *Correct*

Stoic- somebody who is unemotional, especially somebody who shows patience and endurance during adversity. (Spock)

These are variables that YOU can control.

WHY

Some Students Present Us
With

Challenging Behaviors

When They Walk Through
The School House Door.

(Pause to read and discuss article included about
Cultural Competence)

*"They can't get your goat if they don't
know where it's tied"* ©Bill Jenson



TMF

- Clearly defined behavior expectations are not enough.
- Expectations must also be communicated and taught in a 3-step process:

1 Teach your expectations before the activity or transition begins.


2 Monitor student behavior by circulating and visually scanning.

3 Provide feedback during and at the conclusion of the activity.

Begin the cycle again for the next activity

Correction Procedures

Duck Tape: the Answer to Misbehavior?



Rules verses Procedures

What is a rule?

- Rules will not change throughout the school day. They remain consistent regardless of activity or location.
 - Our reaction must be 'nauseatingly consistent'

What is a procedure?

- A particular way of accomplishing something or a series of steps followed in a regular definite order

Systems for Monitoring and Feedback

1. Redirects (mild behaviors)
2. The Misbehavior Recording Form- For rule violations (mild behavior errors) a strategy off of the Menu can be paired with Rule Violation Record (123-142)
3. The Menu for Responding to Behavior Errors- More moderate or severe behaviors. (These behaviors will still be noted on the rule violation sheet so that you have the data.)
4. Point sheet: set interval feedback
5. Token economy system
6. Level System
7. Office Referrals

Samples of these items may be found on the disc attached to the book and in Chapter 8.

7/30/2015

What is your structure?

Complete Classroom management and discipline planning questionnaire. This will guide you to discover if your students need high structure, medium structure or low structure to be successful.

- Low structure - Students can probably be successful with a classroom management plan that involves low medium or high structure . They adjust to many environments and procedures.
- Medium structure - For students to be successful your classroom management plan should involve medium or high structure.
- High structure - For your students to be successful, your classroom management plan should involve high structure.

Motivation

- Formula: Value x Expectancy
- Two conditions that impact motivation:
 - 1-I perceive the task is new and difficult
 - 2-I don't think I can succeed

Correction Procedures

When you treat student misbehavior as an instructional opportunity, you give students the chance to learn from their mistakes.



OHATCHEE HIGH SCHOOL

INSERVICE 2015

Thursday, August 6		
Time	Location	Description
8:00 – 11:30	Hillcrest	System Institute
11:30 – 1:00	LUNCH	LUNCH (Or 1 ½ hours after institute is complete)
1:00 – 1:30	Data Room (Old Access room)	Oak Bowery Baptist/Overview of Teacher Handbook/ Strategies Class/Finance committee election
1:30 – 2:30	Data Room	CHAMPS Introduction
2:30 – 3:00	Dept Head Room	Department Meetings
Friday, August 7		
Time	Location	Description
7:30 – 7:45	Data Room	Breakfast Provided
7:45 – 8:15	Almaroad's Room	Google Email Overview (Beard/Almaroad) Shared Calendar
8:15 – 8:45	Data Room	Components of Strategic Teaching on 7 period day
8:45 – 9:00	Break	Break
9:30 – 10:00	Coach Williamson's Room	New Teachers to OHS
10:00 – 3:00	Mange's Room	View Sonic Training for all teachers in new building
10:00 – 12:00	Classrooms	Work in Classrooms (If not in View Sonic Training)
12:00 – 1:00	LUNCH	LUNCH
1:00 – 3:00	Classrooms	Work in Classrooms (If not in View Sonic Training)

On Monday, August 10, all students will meet in the gym at 7:20. We will have a quick assembly regarding the new school year. We will have the homeroom list on stage for students to reference. After the assembly, all students will report to homeroom to receive Code of Conduct and other forms. **HOMEROOM TEACHERS – PLEASE MAKE SURE YOU COLLECT THE PROPER FORMS. ALSO, WE DO NOT TAKE ATTENDANCE ON THE FIRST DAY OF SCHOOL.**

Faculty Meeting Sign-in Sheet

Faculty Meeting/PD Title: CHAMPS Training

Date: Aug 6, 2015 Location: Data Room

Please sign below indicating your attendance at the meeting

Regina Nove	Sally Willy
Nick P. Gehr	Casey Lipton
Lumetra Poole	Michelle Moran
Deborah	Keydell Pa
Randall C. Torrey	Thomas J. Beck
Melny	Susan Perkins
Zini Sajord	Jennifer Rathus
Jeb Wilton	Shirley Wilson
Jane Lewis	Molly Woodruff
Heather Almarwood	Jane Craig
Susan Spurlin	Andrea Park
Beau Wynn	
Blaine	
Blaine	
Steve Martin	
Col Hill	

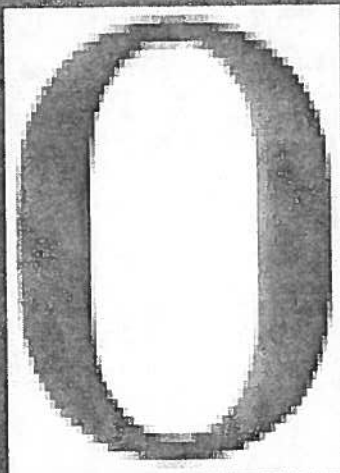
Ohatchee High School Faculty Meeting

AGENDA

August 18, 2015

3:15 PM

OHS Data Room



- CCBOE Special Ed Department
- OHS Shared Calendar
 - All events shared on this calendar
- CHAMPS
 - Posters and language
 - SWEEPER – tardy passes coming soon
- Ticket Sign-Up
 - Sign up before you leave
- EDUCATEAlabama
 - Self – Assessment should be completed by Friday
 - Two indicators
- Strategies
 - We will start meeting everyday
 - Know AP students – they should be reading
 - Clubs will be on rotating schedule
- Mrs. Craig
 - 504
- Mr. Graham

Ohatchee High School Faculty/In-service Meeting

PLEASE SIGN BELOW INDICATING YOU ATTENDED THE MEETINGS INDICATED BELOW:

DATE: 8/18/15

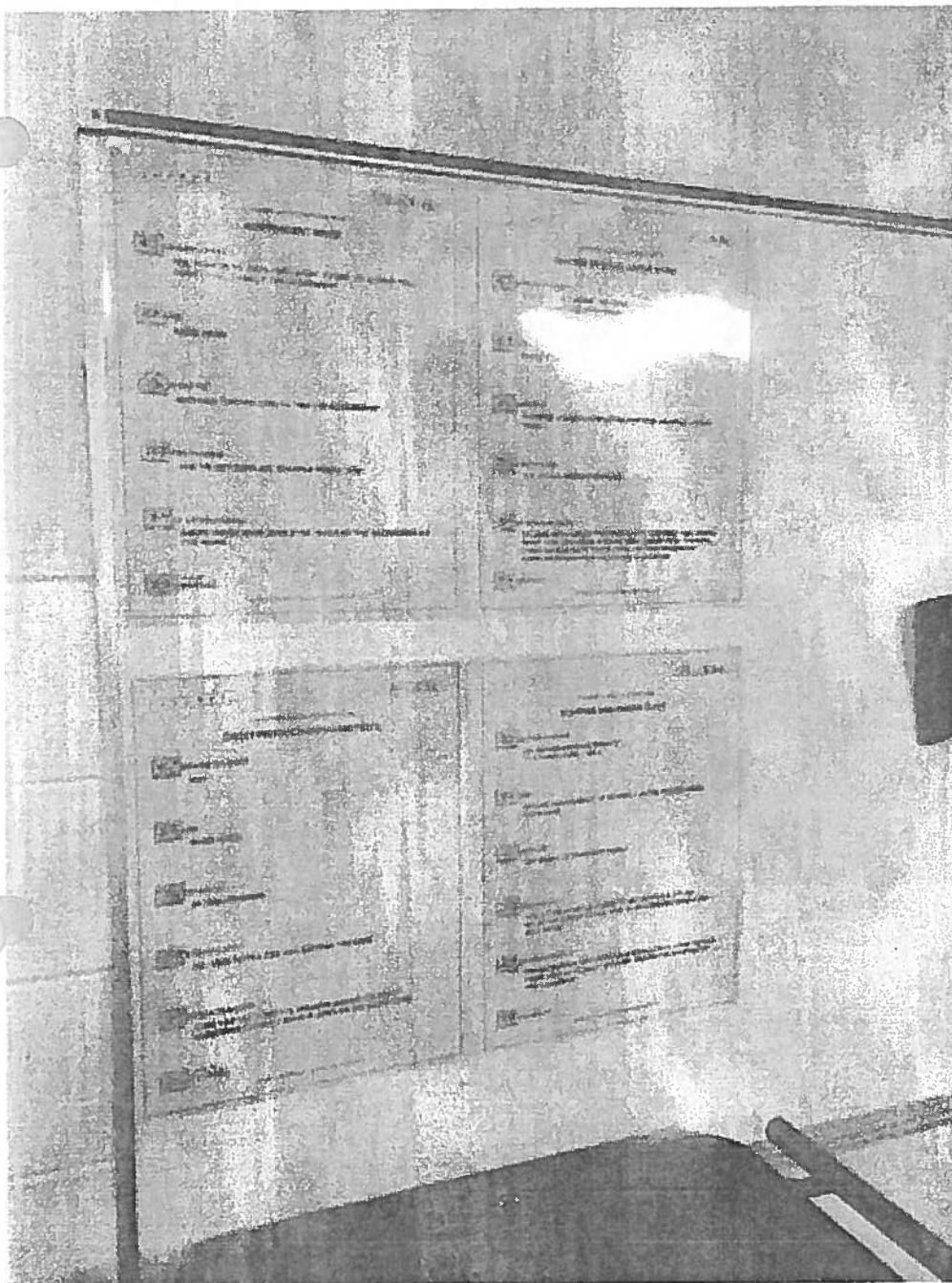
LOCATION: DATA Room

TOPIC: Attachment - CHAMPS, Tickets, EDAL, 504, Strategies

<u>NAME</u>	<u>NAME</u>	<u>NAME</u>
Casey Lipscomb	Scotty Martin	
Genia Safed	Casey Lipscomb	
Rachel Triff		
Sue Willy		
Benjamin		
Heather Almaraz		
Susan Spurlin		
Erica Thomas		
Molly Williams		
Monty		
Quintee Pole		
Kimberly Ford		
Jane Fein		
Susan Wilkins		
Michael Seal		
Wendy Carl		
Monty		
John Will		

8/24/2015

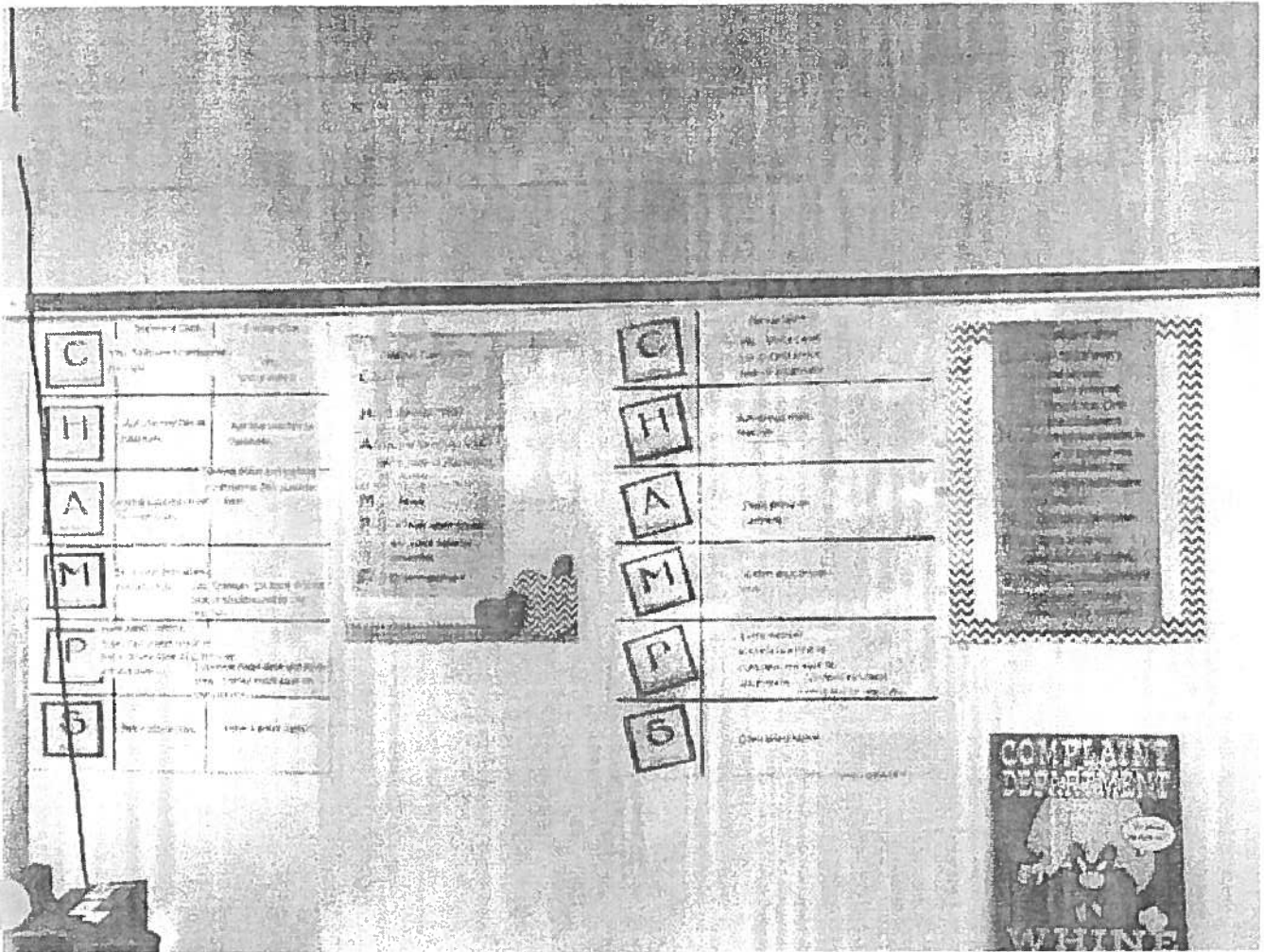
IMG_1269.JPG



	BEFORE	A	DURING	AFTER	TIME
C Competition	SOFT	SILENT		ALL	SILENT
H Help	HAND RAISE		HAND RAISE		
A Activity	BEGINNING OF CLASS DOLE JOURNALS	TEACHER TALKS	INDIVIDUAL WORK	DURING LESSON	QUIZ TEST SPEECH
M Management	FBI SUPPLIES	NO	IF PROMPTED FOR SUPPLIES	IF PROMPTED FOR SUPPLIES	NO
P Prep	CLASS PREP CHECK MY WORK	LISTEN LISTEN ON TASK	STAY ON TASK	DO YOUR JOB!	RESPECT NO CHEATING
S					

LL TRIBE ROLL = TRIBE ROLL =

8/24/2015



8/24/2015

CHAMPS	Warm Up	Teacher Instruction	Group Activity	Independent Work	Test or Quiz
Conversation	Low Voices	Silence	Low Voices with Group	Silence	Absolute Silence
Help	Ask a friend or teacher	Raise Hand	Ask your partner or teacher	Raise Hand	Raise Hand
Activity	Pull Ringer	Note Taking Class Discussion	Help & Share Problem Solving	Work Alone at your seat	Testing
Movement	Lowest Movement	Remain Seated	Mov when invited	Only with Permission	Only with Permission
Participation	Plan's Independent	Work with Directed	Work with a Partner	Work Independent	Work Independent
Success	Success	Success	Success	Success	Success

1 1:00
 2 1:05
 3 1:10
 4 1:15
 5 1:20
 6 1:25
 7 1:30
 8 1:35
 9 1:40
 10 1:45
 11 1:50
 12 1:55

Teacher
Instruction

Test
or Quiz

C

Silence

Low
Voices

Absolute
Silence

H

Ask
Teacher

Ask
Teacher

Ask
Teacher

A

Note Taking
Demonstration
Class Discussion
I Do We Do You Do

Testing

Testing

M

Remain
Seated

Only with
Permission

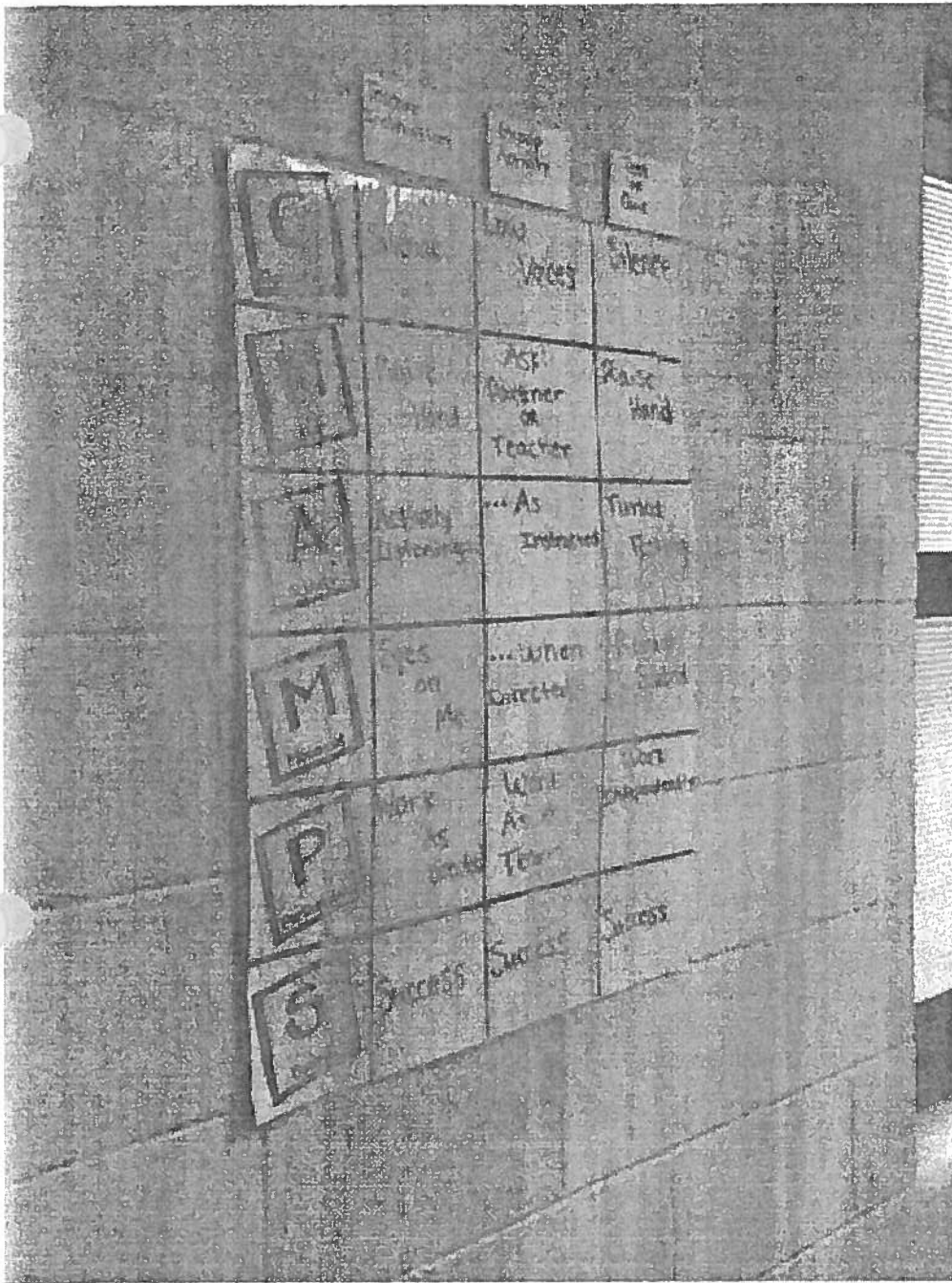
Only with
Permission

P

Work as
Directed

Work
Independently

Work
Independently

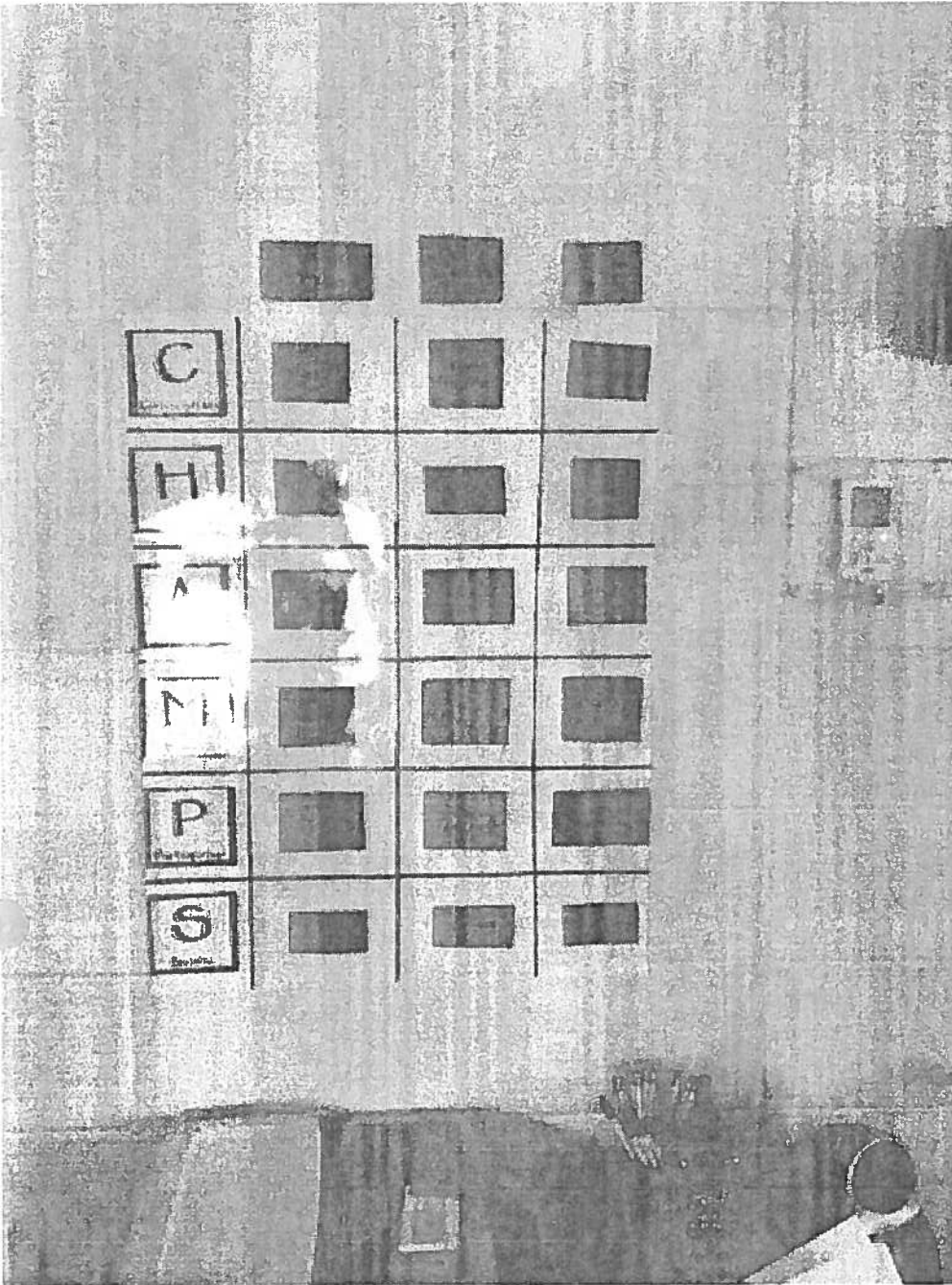


8/24/2015

IMG_1266.JPG

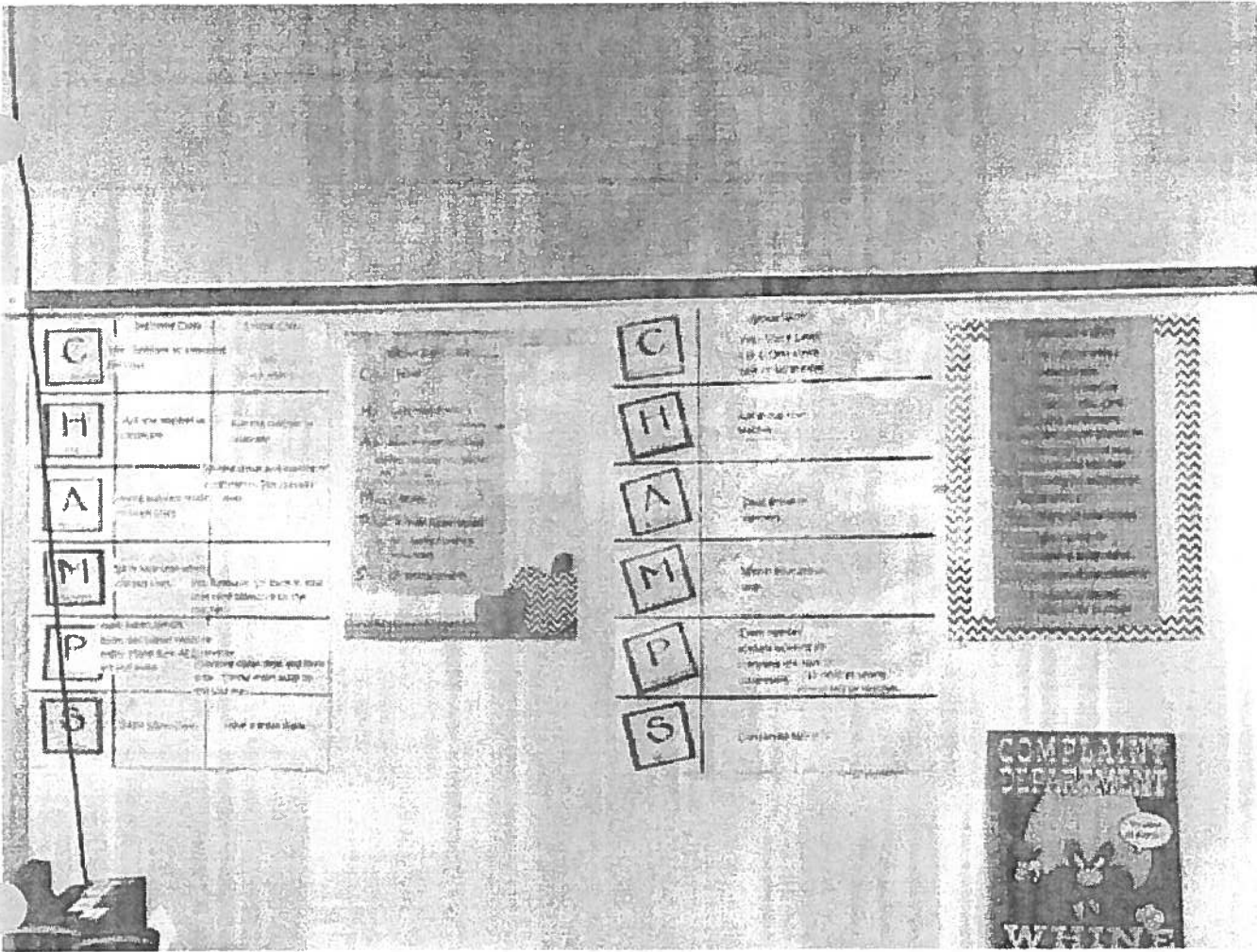
	individual daily work	group or partner Dailywork	Quizzes + Tests	Lecture/Direct instruction
C onversation	whisper	inside voice	none	none
H elp	Ask teacher ask when page hard	Ask partner then raise hand	ask teacher ask partner	raise hand ask teacher talk to partner
A ctivity	working towards completing the assignment	working together completing the assignment	working towards completing the assignment	working towards completing the assignment
M ovement	only if activity allows it	only if activity allows group movement	none	none
P articipation	actively participating in the activity	actively participating in the activity	actively participating in the activity	actively participating in the activity
S uccess	smiley face	smiley face	smiley face	smiley face





8/24/2015

IMG_1271.JPG



C H A M P S

➤ no. 4.5a

CHAMPS EXPECTATIONS FOR
DIRECT INSTRUCTION/TAKING TESTS

Conversation

NO!!

Help

RAISE HAND

Activity

ACTIVE LISTENING

Movement

NO; ADULTS WILL GET YOU ANYTING YOU NEED

Participation

**EYES ARE TRACKING THE SPEAKER;ASKING RELEVANT
QUESTIONS;CORRECT BOOK IS OPEN ON THE RIGHT PAGE**

Sear to
Success!

C H A M P S

no. 4.5a

CHAMPS EXPECTATIONS FOR
PARTNER OR SMALL GROUP WORK

Conversation

YES; TO YOUR PARTNER OR SMALL GROUP ONLY; VOICE LEVEL 1 OR 2; ON TOPIC OF ASSIGNMENT

Help

RAISE YOUR HAND

Activity

WORKING TOWARD COMPLETING PARTNER OR SMALL GROUP TASK

Movement

YES; TO GET NEEDED SUPPLIES

Participation

TALKING WITH GROUP/PARTNER ABOUT ASSIGNED TASK; DOING WHAT TASK REQUIRES; STAYING WITH GROUP UNTIL FINISHED; USING APPROPRIATE VOICE LEVEL; GETTING NECESSARY SUPPLIES; GIVING HELP TO STUDENTS IN GROUP

Soar to Success!

C H A M P S



no. 4.5a

CHAMPS EXPECTATIONS FOR
INDEPENDENT WORK

Conversation

**YES; PERSON TO YOUR LEFT, RIGHT, FRONT, OR BEHIND YOU;
VOICE LEVEL 1; ABOUT THE ASSIGNMENT**

Help

RAISE HAND

Activity

WORKING TOWARD COMPLETING THE ASSIGNMENT

Movement

YES; TO GET SUPPLIES, SHARPEN PENCIL, ETC.

Participation

**KNEES UNDER YOUR DESK; EYES TRACKING THE ASSIGNMENT AS
YOU WORK**

Soar to
Success!

EXHIBIT J-14



ALEXANDRIA ELEMENTARY SCHOOL

WELCOME BACK

Professional Development

August 7, 2015

1.) Welcome Back/Breakfast 8:00--Lunchroom

- a. Welcome the new people
- b. Devotion
- c. Door Prizes
- d. Photo booth
- e. Budget Committee Nominations

2.) Field Trip 9:00-10:00

3.) Field Trip Reflections 10:15-10:30

4.) CHAMPS 10:30-11:30

- a. PowerPoint
- b. Posters

****Lunch Break 11:30-1:00**

5.) Housekeeping items: 1:00-2:00

- a. Nurse information-Gwen Key
- b. Bookkeeper-Mrs. Forrest
- c. Code of Conduct-Crump
- d. Fobs/Morning and afternoon procedures-Crump
- e. Safety Checklists and safety bags-Wallace
- f. Badges-Wallace

**ALEXANDRIA ELEMENTARY
STAFF SIGN IN SHEET**

DATE 8-7-15

Faculty Sign-in Sheet

NAME	SIGNATURE
BALL, KATHRYN	<i>K. Ball</i>
BEDFORD, MALIEA	
BERRY, DEVON	<i>Devon Berry</i>
BLANTON, HOLLY	<i>Holly Blanton</i>
BLEWSTER, MEGAN	<i>Megan Blewster</i>
BONDS, JADA	<i>Jada Bonds</i>
BROWN, DONNA	
BROWN, JAMIE	<i>Jamie Brown</i>
BROWN, TONI	<i>Toni Brown</i>
BURNEY, LAUREN	<i>Lauren Burney</i>
CARGAL, ROBIN	<i>Robin Cargal</i>
CATO, BONNIE	<i>Bonnie Cato</i>
CHAMPION, BETTY	
CHANDLER, GINGER	<i>Ginger Chandler</i>
CLEDENIN, SARINA	<i>Sarina Clendenin</i>
COPELAND, BRANDY	<i>Brandy Copeland</i>
COPLAND, HEATHER	<i>Heather Copland</i>
CREEL, AMY	<i>Amy Creel</i>
CROSSLEY, ASHLEY	<i>Ashley Crossley</i>
CRUMP, TESHA	<i>Tesha Crump</i>
CUNNINGHAM, SHERRI	<i>Sherrin Cunningham</i>
CURVIN, JENNI	<i>Jenni Curvin</i>
CURVIN, JULIE	
DAVIS, KIM	
DUNAWAY, TAMMY	
FORREST, ALICIA	

Robert Annika

**ALEXANDRIA ELEMENTARY
STAFF SIGN IN SHEET**

DATE 8-7-15

NAME	SIGNATURE
FULLER, TRINA	<i>Trina Fuller</i>
GINN, EMILY	<i>Emily Ginn</i>
GINN, PAM	<i>Pam Ginn</i>
GOSS, TONYA	<i>Tonya Goss</i>
HARTLEY, JENNIFER	<i>Jennifer Hartley</i>
HARTZOG, FRANK	<i>Frank Hartzog</i>
HAYES, ROBIN	<i>Robin Hayes</i>
HAYNES, BETTY	
HILL, MARTHA	<i>Martha Hill</i>
HOBGOOD, AISSA	
HOWELL, JENNIFER	<i>Jennifer Howell</i>
HOWELL, JULIA	<i>Julia C. Howell</i>
JENKINS, LAUREN	<i>Lauren Jenkins</i>
KEY, GWEN	<i>Gwen Key</i>
KILGORE, TONYA	<i>Tonya Kilgore</i>
KIRBY, ROBIN	<i>Robin Kirby</i>
LANGSTON, CRYSTAL	<i>Crystal Langston</i>
LEE, AMY	<i>Amy Lee</i>
McGATHA, STEFANIE	<i>Stefanie McGatha</i>
MCMICHAEL, KIM	
MECHAM, JANA	<i>Jana Mecham</i>
MITCHELL, MILLIE	<i>Millie Mitchell</i>
MONTGOMERY, DEBBIE	
MOON, SKYLA	<i>Skyla Moon</i>
MORGAN, HEIDI	<i>Heidi Morgan</i>
MUELLER, KIM	<i>Kim Mueller</i>

**ALEXANDRIA ELEMENTARY
STAFF SIGN IN SHEET**

DATE

8-7-15

NAME	SIGNATURE
MURRAY, BRANDY	
NELMS, KAREN	
NORRIS, CHRISTY	
PARKER, ANGELA	A Parker
PARRIS, AMBER	Amber Parris
PATTERSON, CHRISTY	Christy Patterson
PHILLIPS, JESSIE	Jessie R. Phillips
PITTS, ANGELA	
PITTS, WANDA	Wanda Pitts
POH, PEN YEN	Pen Yen Poh
PRICKETT, AMANDA	A Prickett
PRICKETT, SANDRA	Sandra Prickett
RHODES, ALANE	Alane Rhodes
RIEGER, TIFFANY	Tiffany Rieger
SMITH, ANGELA	Angela Smith
SMITH, KAREN	Karen Smith
SMITHERMAN, RHONDA	Rhonda Smitherman
SPARKS, KRISTIN	Kristin Sparks
STEWART, LISA	
TONEY, JAMIE	Jamie Toney
WALLACE, JEREMY	Jeremy Wallace
WARREN, BECKY	Becky Warren
WHORTON, DANA	Dana Whorton
WILLS, TRACY	Tracy Wills
WOOD, ELLEN	
YOUNG, KELLIE	Kellie Young



CHAMPS



Assemblies

Conversation

Silence is Golden-No Talking when presenters are speaking.

Help

Wait until the assembly is over unless you have an emergency.

Activity

Listen quietly to the presenter to gain information and entertainment.

Movement

Stay seated, keep your feet on the floor, and keep knees pointed to presenter.

Participation

Look at the presenter, be silent during presentation, clap when appropriate, don't yell or shout, and follow directions of adults.

Success

Be a successful student at AES!

It's Great to be a Valley Cub!



CHAMPS

Bathroom



Conversation

Low Flow-Talking to a small group quietly.

Help

Return to your classroom and ask your teacher for help if needed.

Activity

Use the bathroom, flush the toilet, wash your hands, and return to class.

Movement

Ask your teacher for permission to be in the bathroom, walk, and wait your turn.

Participation

Quietly use the bathroom, flush, and wash hands. Do not climb on things. Return to class when you are done.

Success

Be a successful student at AES!

It's Great to be a Valley Cub!



CHAMPS

Buses



Conversation

Silence is Golden-No Talking.

Help

Ask your teacher for help if needed.

Activity

Stay with your teacher until you come to your bus.

Movement

**Walk slowly in line. Do not return to the building or your classroom!
Load your bus safely.**

Participation

Follow directions from adults. Load your bus and sit in assigned seat. Talk quietly to the person sitting beside you.

Success

Be a successful student at AES!

It's Great to be a Valley Cub!



CHAMPS

Gym



Conversation

Formal Normal-Use appropriate inside voice and language.

Help

Ask your teachers for help if needed.

Activity

Play and have fun. Use equipment properly and appropriately.

Movement

Run or walk safely. Wait your turn. Ask permission to leave the area.

Participation

Respect all people and equipment. Show good sportsmanship and manners. Line up when signaled.

Success

Be a successful student at AES!

It's Great to be a Valley Cub!



CHAMPS

Independent Time



Conversation

Help

Activity

Movement

Participation

Success

It's Great to be a Valley Cub!



CHAMPS

Instructional Time



Conversation

Help

Activity

Movement

Participation

Success

It's Great to be a Valley Cub!



CHAMPS

Lunchroom



Conversation

Spy Talk– Talk to one person quietly.

Help

Raise your hand if you need help.

Activity

Eat your lunch and quietly talk to the person beside you. Clean your space when you are finished.

Movement

Stay seated unless given permission to get up. Get all items the first time you go through the line.

Participation

Listen when adults are talking. Be respectful and responsible. Clean up after yourself. Take pride in your school!

Success

Be a successful student at AES!

It's Great to be a Valley Cub!



CHAMPS

Playground



Conversation

Loud Crowd-Use appropriate outside voice and language.

Help

Ask your teachers for help if needed.

Activity

Play and have fun. Use equipment properly and appropriately.

Movement

Run or walk safely. Wait your turn. Ask permission to leave the area.

Participation

Respect all people and equipment. Show good sportsmanship and manners. Line up when signaled.

Success

Be a successful student at AES!

It's Great to be a Valley Cub!

CHAMPS

AES Voice Levels



**Silence is Golden
No Talking**



**Spy Talk
Talk With One Person**



**Low Flow
Talk Quietly to a Small Group**



**Formal Normal
"Normal" Inside Voice**



**Loud Crowd
Speak Like You Are Presenting
To a Large Group**

CHAMPS
Independent Time

Level 0 - Silence is golden

How
Raise your hand

Answer
Listening with your eyes + ears

Message
Stay in your seat

Prerequisite
listen w/ eyes + ears / answer 2's

Slogan
Be a fantastic Valley Cub!
It's Great to be a Valley Cub!

CHAMPS
Independent Time

Level 1

How
Raise your hand

Answer
What if Everybody

Message
Staying in your seat / get a book

Prerequisite
listen w/ eyes + ears

Slogan
Be a fantastic Valley Cub!
It's Great to be a Valley Cub!

IMG_8175.JPG

LS IT
Pp Qq Rr Ss Tt Uu Vv

CHAMPS

AE5 Voice Levels



Silence is Golden
No Talking



Spy Talk
Talk With One Person



Low Flow
Talk Quietly to a Small Group



Formal Normal
"Normal" Inside Voice



Loud Crowd
Speak Like You Are Presenting
To a Large Group



CHAMPS



Conversation

Instructional Time

Level 0- Silence is Golden

Hint

Raise your hand for questions

Activity

Listen for all instructions

Movement

No one moving.

Participation

Everyone listening.

Success

We are ALL successful!

It's time to be Valley Club!

CHAMPS

Instructional Time

Conversation

Level 0 or 1, Level 2 in small grps.

Help

Raise your hand.

Activity

Eyes + Bodies turned to speaker.

Movement

Remain seated.

Participation

Raise hand to discuss/give feedback

Success

You learned something new today

It's Great to be a Valley Cub!

KCC8
KCC9
CC042



Alabama State River Trail



CHAMPS

Car Riders



Conversation

Shh & Golden - No talking so that you can hear your name.

Help

Raise your hand if you need help.

Activity

Follow directions of adults. Stand and call the building quietly when you hear your name called.

Movement

Stay seated until you hear your name called. Sit down when instructed by adults.

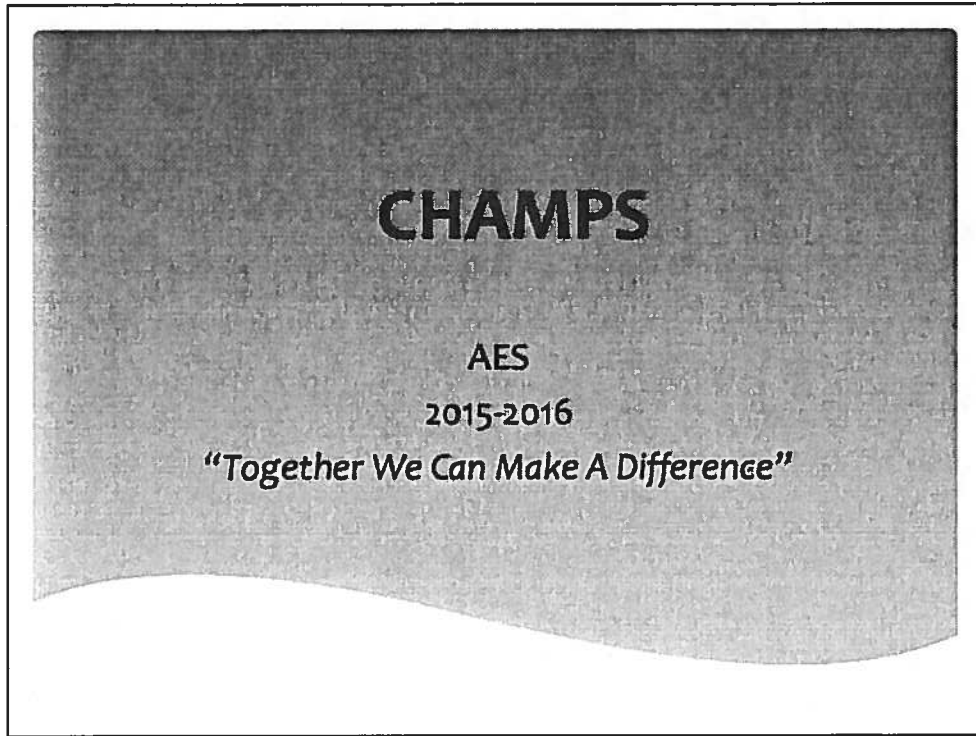
Participation

Listen when adults are talking. Be respectful and responsible. Keep your things in your backpack. Listen for your name.

Success

Be a successful student at ASD.

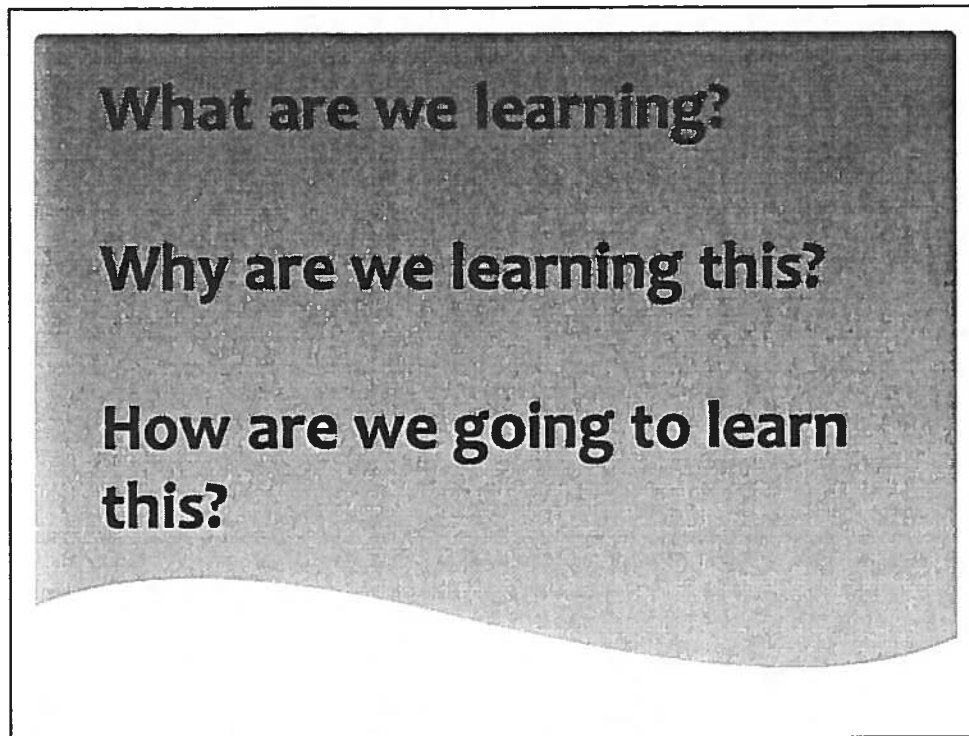
It's Great to be a Valley Cub!



CHAMPS centers around the cycle
of...

***TMF** (Teach, Monitor, Feedback)

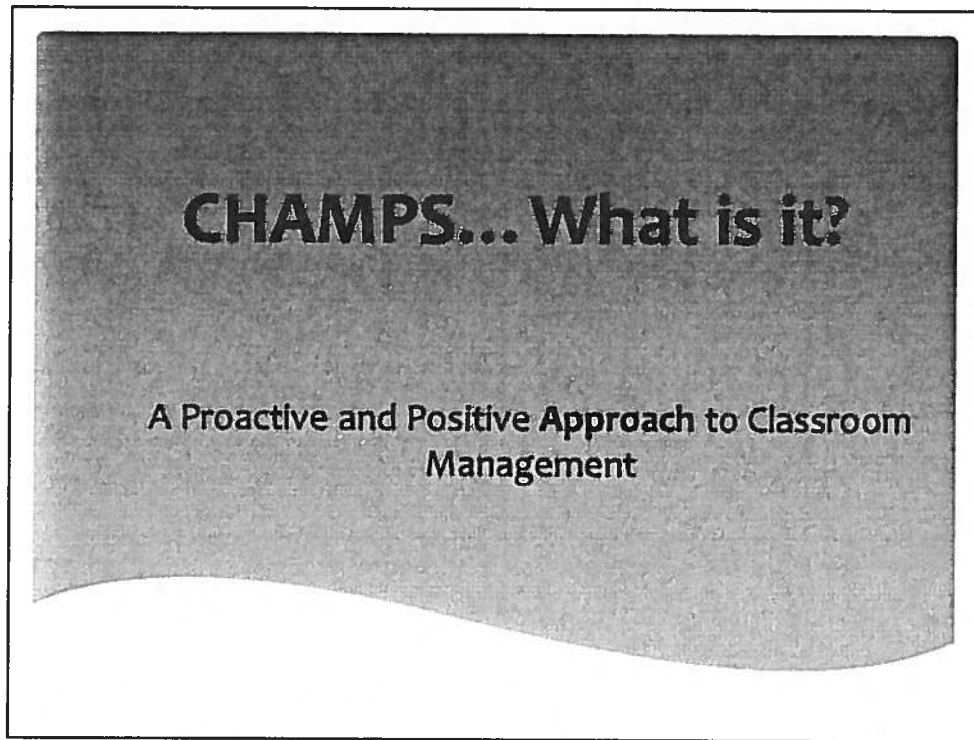
Remember we have to teach students the desired behaviors, continue with monitoring frequently and then providing feedback in a timely manner.



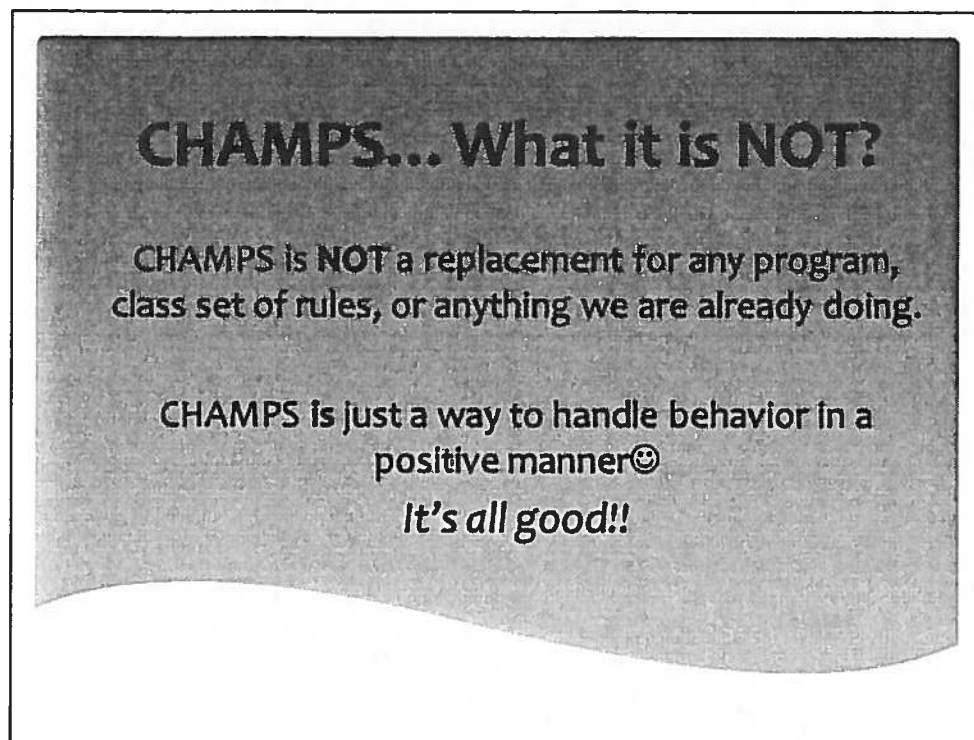
What are we learning? Champs - a behavioral approach

Why are we learning this? District-wide implementation due to the OCR and the Consent Decree that our county has been placed under

How are we going to learn this? It's a process and we will have conversations and numerous trainings throughout the school year



Talk about what Champs stand for ect



Talk about what Champs stand for ect

Why are we learning this?

CCBOE is under a **consent decree**, which is an agreement or settlement to resolve a dispute between two parties without admission of liability and most often refers to such a type of settlement in the United States.

Why?

What does the consent decree state?

In order for the district to fulfill its desegregation order we need to focus on two areas:

- * faculty and staff**
- * student discipline**

We as a school have the responsibility of improving in the area of student discipline.

Why?

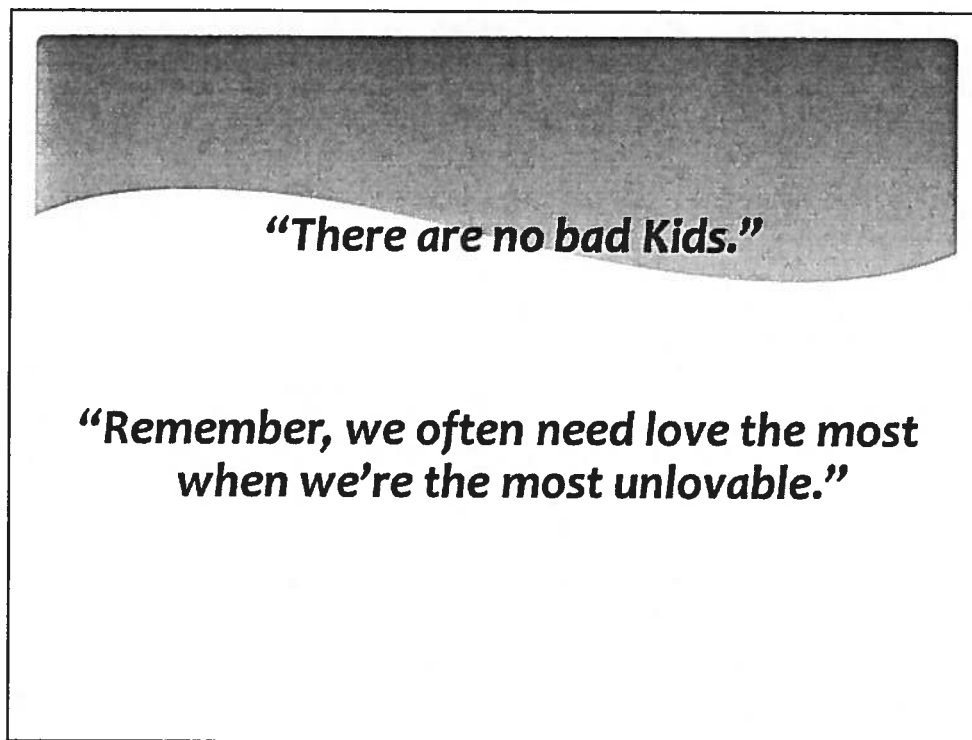
- * The CHAMPS posters will be expected to be displayed in your classrooms.
- * CHAMPS is going to be looked for during local school walkthroughs and walkthroughs conducted by the Central Office.

We as a school have the responsibility of improving in the area of student discipline.

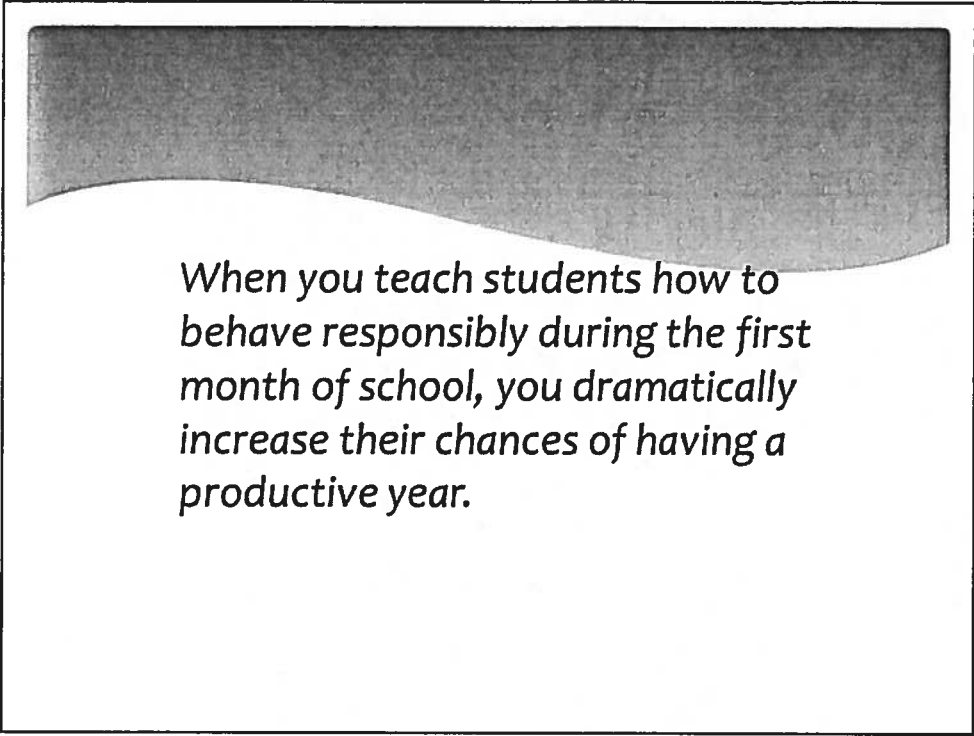
Rationale...

- CHAMPs is not one more thing on the plate -**It is the PLATE.**
- Our audience in schools has changed. (Universal kids, targeted kids and intensive kids)
- We can't use a method from 1950 with students of 2015.
- CHAMPs has simple solutions.
- We must TEACH the expected behaviors.
- We must become 'consciously competent'
- Each classroom procedures and expectations will differ but use common language.

We don't teach Opie anymore. Students come to us with baggage. We have to recognize that not all students are taught responsible behaviors at home, causing a need for educators to teach them.



Look at these two quotes and somebody explain them to us.



When you teach students how to behave responsibly during the first month of school, you dramatically increase their chances of having a productive year.

Somebody break this down in real talk... This is all about procedures. Remember those of us who have studied Harry Wong? All procedures. Why is it important to establish this with students?

Historical Perspective

Opie vs. Beavis

**Kids are different...so our
approaches to their behavior should
be as well.**

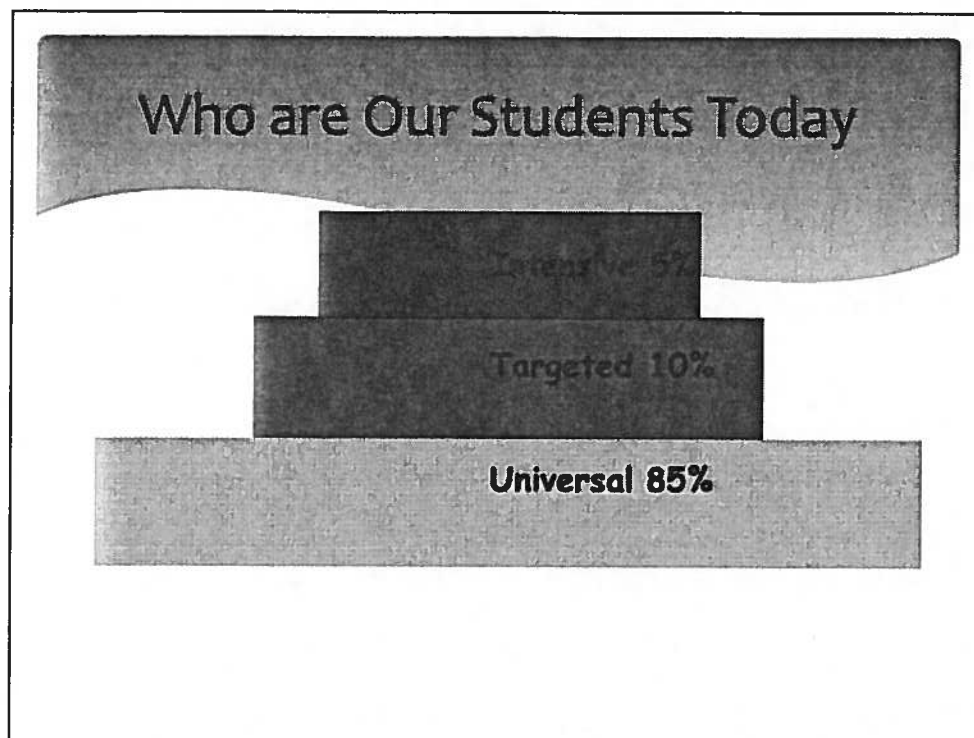
As you can see from our bus ride...we don't have Opie Taylors in our classrooms anymore. These 'simple solutions' DO NOT change behavior

**Understatement: Not all students
come to us motivated and/or
responsible.**

- * Some are responsible and highly motivated.
(universal kids)
- * Some are responsible, but only moderately motivated.
(Targeted kids)
- * Some are like Huck Finn, severely at risk.
(Intensive kids)



Not all students come to us with intrinsic motivation. We as educators have to build relationships with our students and allow them to lead us to the structure and motivation levels that are needed in order to experience success.



85% of our students should fall into the universal category. These are your rule followers

Targeted children are frequently sent to the office. They cost you time and effort.

Intensive children are the children who have multiple agencies involved, medications , psych evals on file and we know the entire family.

How are we going to learn this?

Phase I –

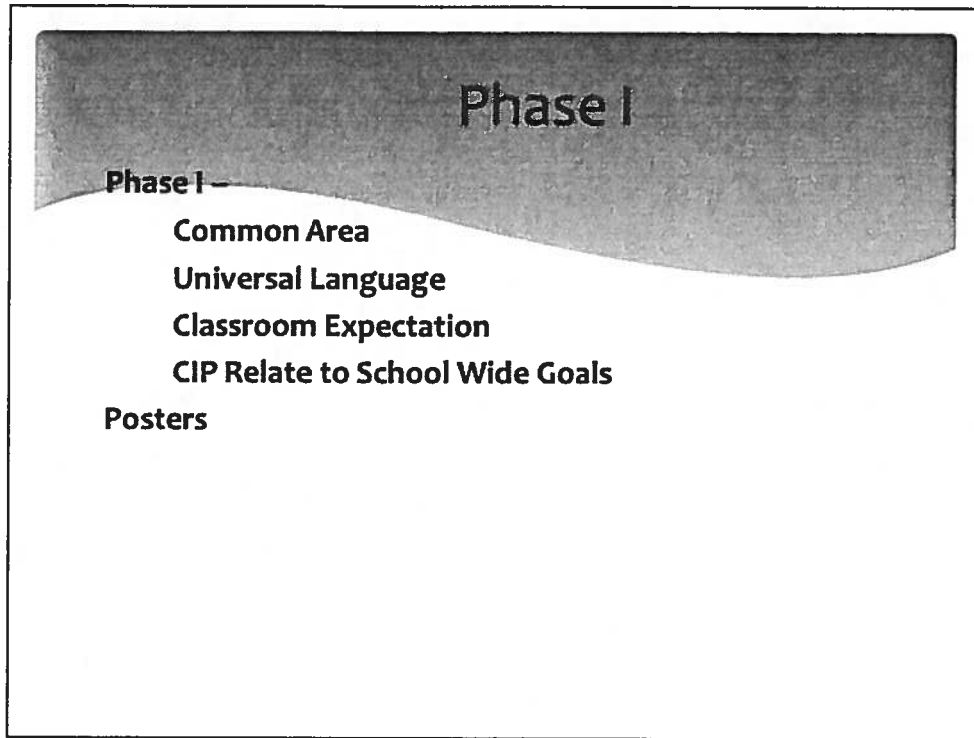
- Common Area
- Universal Language
- Classroom Expectation
- CIP Relate to School Wide Goals

Phase II –

- PBIS
- Greater In-depth Approach and Implementation

Phase III –

- Review
- Next Level Training
- Preparation for Next Steps

A rectangular poster with a dark grey header and a white body. The header contains the text "Phase I" in a large, bold, sans-serif font. Below the header, the text "Phase I -" is followed by a list of items: "Common Area", "Universal Language", "Classroom Expectation", "CIP Relate to School Wide Goals", and "Posters".

Phase I

Phase I -

- Common Area**
- Universal Language**
- Classroom Expectation**
- CIP Relate to School Wide Goals**

Posters

CHAMPS

- * The acronym CHAMPS reflects the “categories” or types of expectations that you, as a teacher need to clarify for students about every major activity or transition that occurs in your classroom.

The CHAMPs Acronym

Conversation: Can students talk to each other during this activity/transition?

Help: How can students ask questions during this activity/transition? How do they get your help?

Activity: What is the task/objective of this activity/transition? What is the expected end product?

Movement: Can students move about during this activity/transition? Can they sharpen their pencil, get water, etc.?

Participation: What does appropriate student work behavior for this activity/transition look/sound like?

Conversation could include discussion of voice levels, how to get help, how to move about the classroom and when. Basically the who, what, when, where and how's of the classroom.

Common Areas

CHAMPS Assemblies

Conversation

Silence is Golden No Talking when presenters are speaking.

Help

Wait until the assembly is over unless you have an emergency.

Activity

Listen quietly to the presenter to gain information and entertainment.

Movement

Stay seated. Keep your feet on the floor, and keep knees pointed to presenter.

Participation

Look at the presenter, be silent during presentation, clap when appropriate, don't yell or shout, and follow directions of adults.

Success

Be a successful student at AES.

It's Great to be a Valley Cub!

CHAMPS Lunchroom

Conversation

Spy Talk - Talk to one person quietly.

Help

Raise your hand if you need help.

Activity

Eat your lunch and quietly talk to the person beside you. Clean your space when you are finished.

Movement

Stay seated unless given permission to get up. Get all items the first time you go through the line.

Participation

Listen when adults are talking. Be respectful and responsible. Clean up after yourself. Take pride in your school.

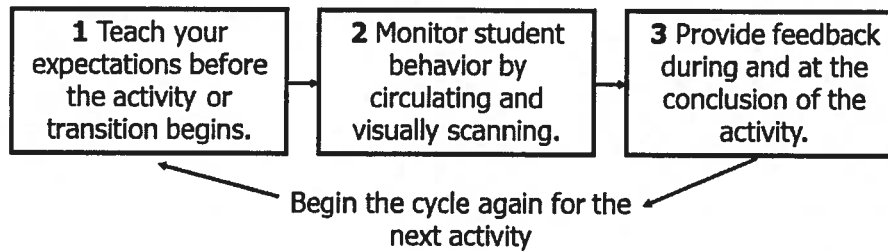
Success

Be a successful student at AES.

It's Great to be a Valley Cub!

TMF (Teach, Monitor, Feedback)

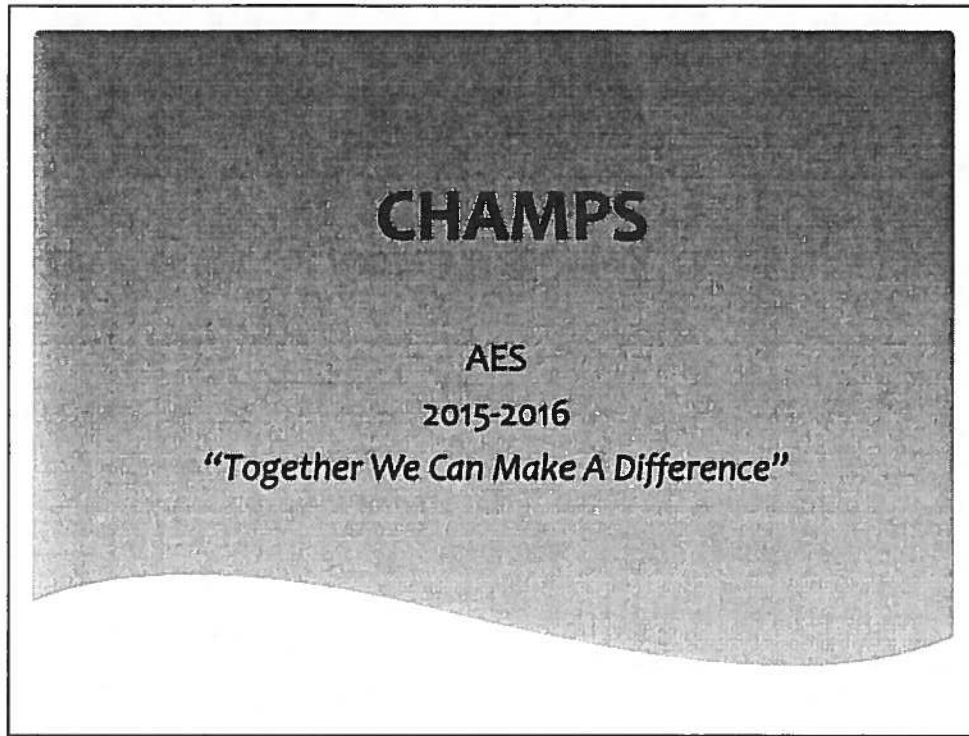
- * Clearly defined behavior expectations are not enough.
- * Expectations must also be communicated and taught in a 3-step process:



Remember we have to teach students the desired behaviors, continue with monitoring frequently and then providing feedback in a timely manner.



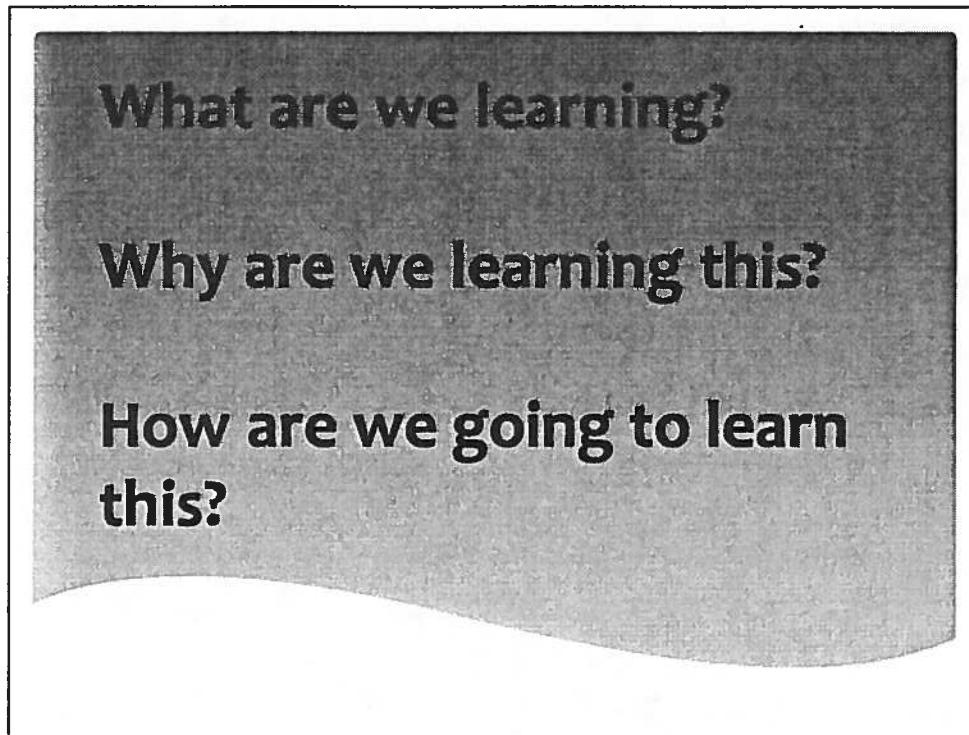
Thoughts?
Wonders?
Questions?
Concerns?



CHAMPS centers around the cycle
of...

***TMF** (Teach, Monitor, Feedback)

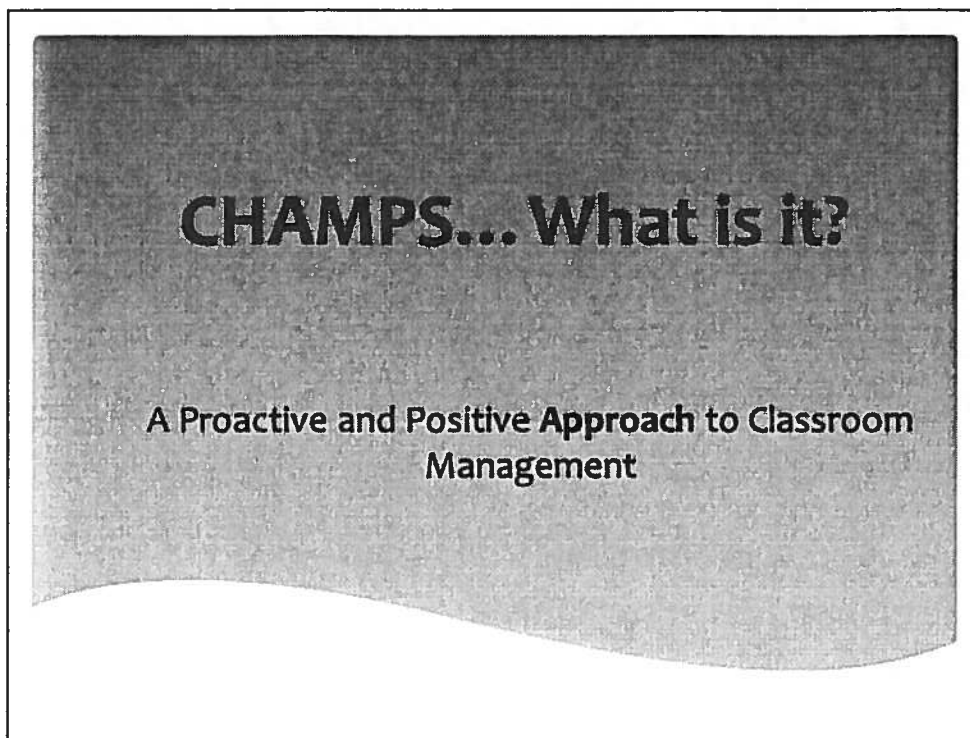
Remember we have to teach students the desired behaviors, continue with monitoring frequently and then providing feedback in a timely manner.



What are we learning? Champs - a behavioral approach

Why are we learning this? District-wide implementation due to the OCR and the Consent Decree that our county has been placed under

How are we going to learn this? It's a process and we will have conversations and numerous trainings throughout the school year



Talk about what Champs stand for ect

CHAMPS... What it is NOT?

**CHAMPS is NOT a replacement for any program,
class set of rules, or anything we are already doing.**

**CHAMPS is just a way to handle behavior in a
positive manner☺**

It's all good!!

Talk about what Champs stand for ect

Why are we learning this?

CCBOE is under a **consent decree**, which is an agreement or settlement to resolve a dispute between two parties without admission of liability and most often refers to such a type of settlement in the United States.

Why?

What does the consent decree state?

In order for the district to fulfill its desegregation order we need to focus on two areas:

- * faculty and staff
- * student discipline

We as a school have the responsibility of improving in the area of student discipline.

Why?

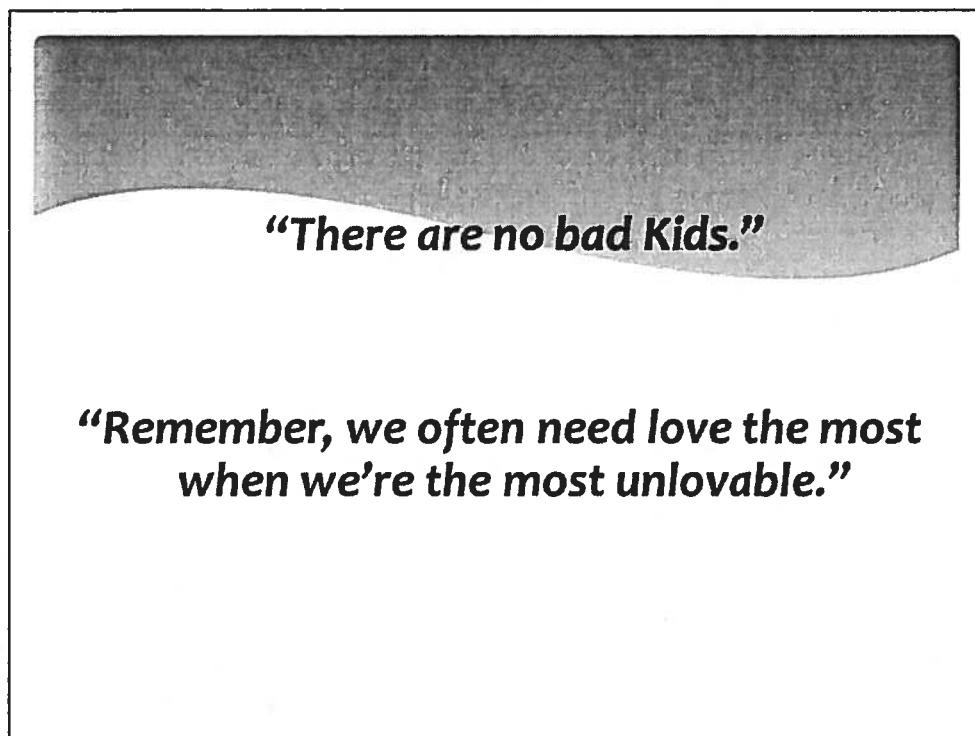
- * The CHAMPS posters will be expected to be displayed in your classrooms.
- * CHAMPS is going to be looked for during local school walkthroughs and walkthroughs conducted by the Central Office.

We as a school have the responsibility of improving in the area of student discipline.

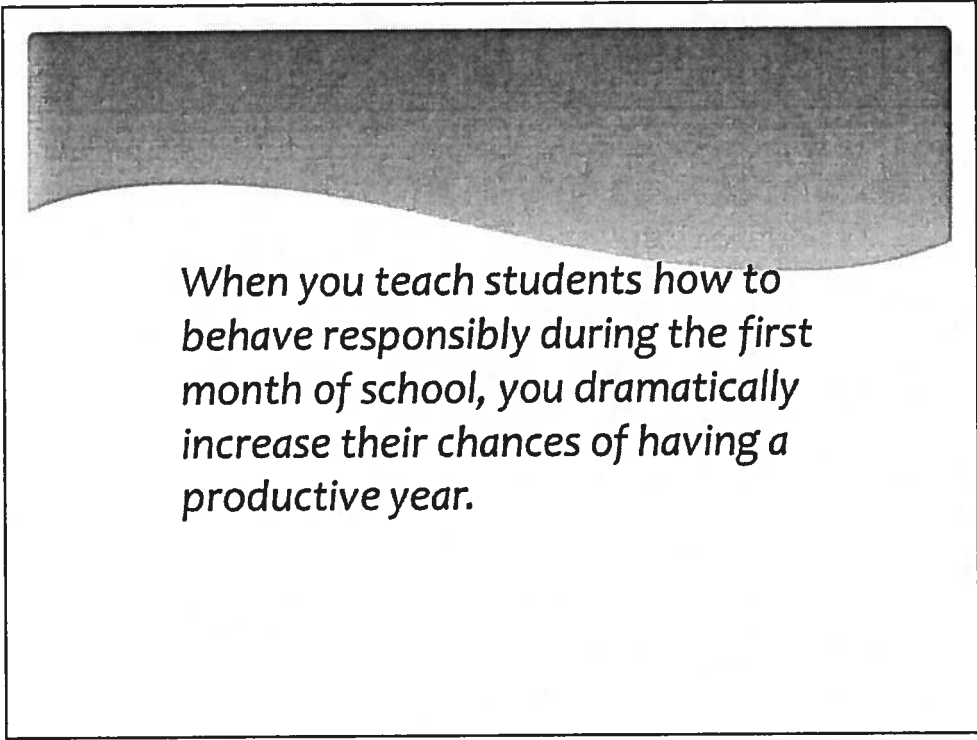
Rationale...

- CHAMPs is not one more thing on the plate -**it is the PLATE.**
- Our audience in schools has changed. (Universal kids, targeted kids and intensive kids)
- We can't use a method from 1950 with students of 2015.
- CHAMPs has simple solutions.
- We must TEACH the expected behaviors.
- We must become 'consciously competent'
- Each classroom procedures and expectations will differ but use common language.

We don't teach Opie anymore. Students come to us with baggage. We have to recognize that not all students are taught responsible behaviors at home, causing a need for educators to teach them.



Look at these two quotes and somebody explain them to us.



When you teach students how to behave responsibly during the first month of school, you dramatically increase their chances of having a productive year.

Somebody break this down in real talk...This is all about procedures. Remember those of us who have studied Harry Wong? All procedures. Why is it important to establish this with students?

Historical Perspective

Opie vs. Beavis

**Kids are different...so our
approaches to their behavior should
be as well.**

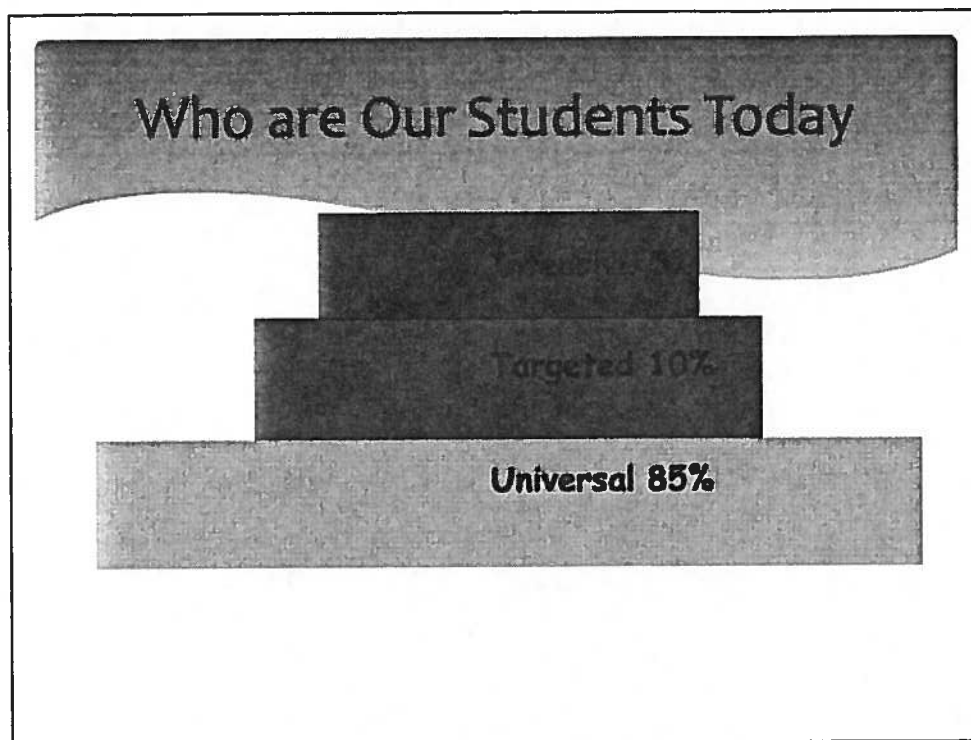
As you can see from our bus ride...we don't have Opie Taylors in our classrooms anymore. These 'simple solutions' DO NOT change behavior

**Understatement: Not all students
come to us motivated and/or
responsible.**

- * Some are responsible and highly motivated.
(universal kids)
- * Some are responsible, but only moderately motivated.
(Targeted kids)
- * Some are like Huck Finn, severely at risk.
(Intensive kids)



Not all students come to us with intrinsic motivation. We as educators have to build relationships with our students and allow them to lead us to the structure and motivation levels that are needed in order to experience success.



85% of our students should fall into the universal category. These are your rule followers

Targeted children are frequently sent to the office. They cost you time and effort.

Intensive children are the children who have multiple agencies involved, medications , psych evals on file and we know the entire family.

How are we going to learn this?

Phase I –

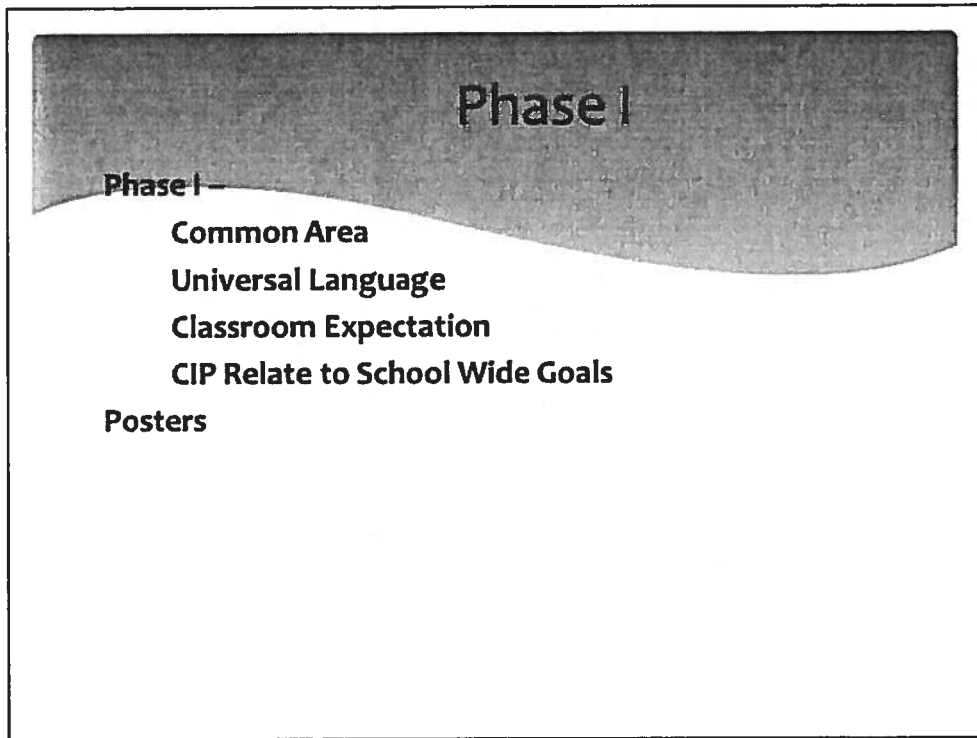
- Common Area**
- Universal Language**
- Classroom Expectation**
- CIP Relate to School Wide Goals**

Phase II –

- PBIS**
- Greater In-depth Approach and Implementation**

Phase III –

- Review**
- Next Level Training**
- Preparation for Next Steps**

A rectangular poster with a dark grey header and a white body. The header contains the text "Phase I" in a large, bold, sans-serif font. Below the header, the text "Phase I" is repeated in a smaller font, followed by a list of items: "Common Area", "Universal Language", "Classroom Expectation", "CIP Relate to School Wide Goals", and "Posters".

Phase I

Phase I

- Common Area**
- Universal Language**
- Classroom Expectation**
- CIP Relate to School Wide Goals**
- Posters**

CHAMPS

- * The acronym CHAMPS reflects the “categories” or types of expectations that you, as a teacher need to clarify for students about every major activity or transition that occurs in your classroom.

The CHAMPs Acronym

Conversation: Can students talk to each other during this activity/transition?

Help: How can students ask questions during this activity/transition? How do they get your help?



Activity: What is the task/objective of this activity/transition? What is the expected end product?

Movement: Can students move about during this activity/transition? Can they sharpen their pencil, get water, etc.?

Participation: What does appropriate student work behavior for this activity/transition look/sound like?

Conversation could include discussion of voice levels, how to get help, how to move about the classroom and when. Basically the who, what, when, where and how's of the classroom.

Common Areas

 **CHAMPS** 
Assemblies

Conversation

Silence is Golden- No Talking when presenters are speaking.

Help

Wait until the assembly is over unless you have an emergency.

Activity

Listen quietly to the presenter to gain information and entertainment.

Movement

Stay seated. Keep your feet on the floor and keep knees pointed to presenter.



Participation

Look at the presenter, be silent during presentation, clap when appropriate, don't yell or shout, and follow directions of adults.

Success

Be a successful student at AAS.

It's Great to be a Valley Cub!

 **CHAMPS** 
Lunchroom

Conversation

Spy Talk- Talk to one person quietly.

Help

Raise your hand if you need help.

Activity

Wash your hands and quietly talk to the person beside you. Clean your space when you are finished.

Movement

Stay seated unless given permission to get up. Get off items the first time you go through the line.

Participation

Listen when adults are talking. Be respectful and responsible. Clean up after yourself! Take pride in your school.

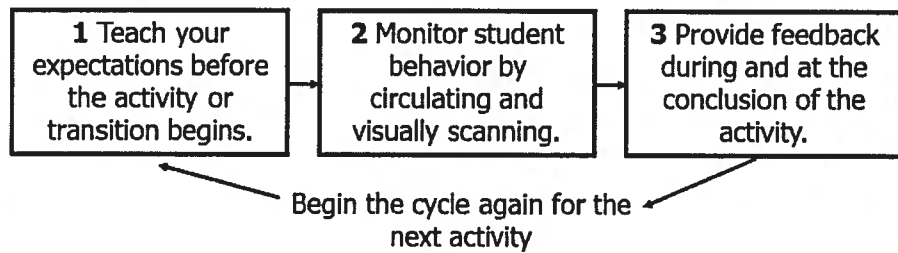
Success

Be a successful student at AAS.

It's Great to be a Valley Cub!

TMF (Teach, Monitor, Feedback)

- * Clearly defined behavior expectations are not enough.
- * Expectations must also be communicated and taught in a 3-step process:



Remember we have to teach students the desired behaviors, continue with monitoring frequently and then providing feedback in a timely manner.



Thoughts?
Wonders?
Questions?
Concerns?

EXHIBIT J-15

EXHIBIT J-16

CHAMPS TRAINING –ALEXANDRIA HIGH SCHOOL

AUGUST 7, 2015

9:00-11:00

Agenda

Lee vs Macon BOE- Consent Decree

Used the PowerPoint presentation that Whit Colvin used at principal's meeting in October of 2014 and the additions he had made at the beginning of school meeting July 2015.

Discussion involved the evolution of the Consent Decree and how far we have come and where we are today. Unitary Status and what that means to our school system.

Next Steps

Discussion about hiring practices and discipline within the schools.
Recommendations by the Discipline Equity Consultant

Positive Behavior Intervention Supports (PBIS)

CHAMPS Training- Terminology, Definitions Acronyms.

Expectations, Positive interactions with students Reward students for trying.

Good Teaching Take time to teach not just tell.

Keeping students in class and out of ISD or OSS.

Teach High Structure. Speak a Common Language.

Redirect students by referencing the rule



Agenda for Friday, August 7, 2015

Topics we need to cover today.

Consent Degree

CHAMPs Training

Budgets

Data Governance Policy

Policies and Procedures

First Day Procedures

Nurse Perry



Code of Conduct 2015-16

Special Education Update

Depth of Knowledge

Lunch Schedule

Google Mail

Google Docs

Chalkable (The New I-Now)

CISCO Telephone Use

Attendance

Lunch will be at 11:15

We start back at 12:30 Be on time.



We will try to dismiss by 3 p.m.

12-15 discharge

Discipline Report

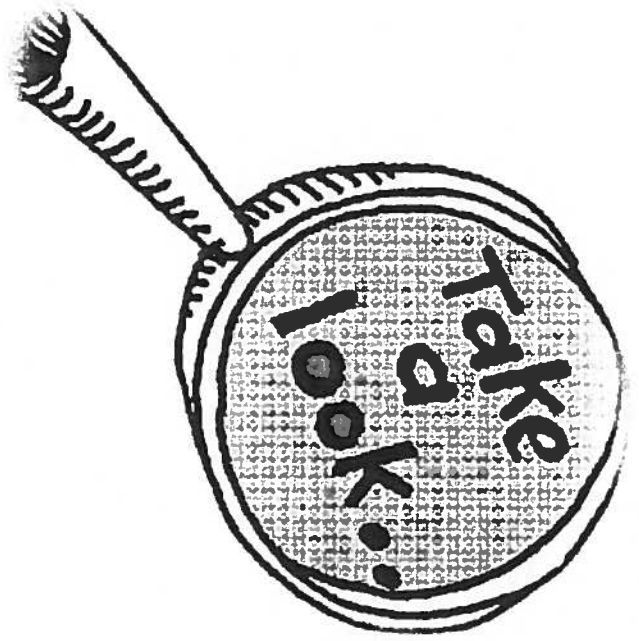
402C-Alcohol Use	402C	3	M	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Totals		418	F	2	0	0	0	0	0	0	13	4	3	268	15	0	0

Count down
Block
AMT
NR
W
11/11/15

Rebound total by 30%
Rebound w by 32%
Rebound B by 28%

33%

code of
conduct



**STUDENT
HANDBOOK
for
LEARNING
SUCCESS**

**2015-2016
CODE OF CONDUCT**

JURISDICTION OF THE BOARD OF EDUCATION

When students are engaged in school-sponsored activities held off-campus and/or after school hours, the authority of school officials is the same as if such activities took place during school.

Example: If you are at an athletic event in Anniston and you get in trouble, then you will be in trouble with our school and system.

Jurisdiction continued

This authority applies to all school sponsored activities on school property or at other establishments used by the school or school organization, including but not necessarily limited to the following:

- transportation on school bus or by private automobile
- field trips
- athletic functions
- club and organization meetings
- school-sponsored social events
- school groups representing the school system in educational events
- and all activities where appropriate school personnel have jurisdiction over students.

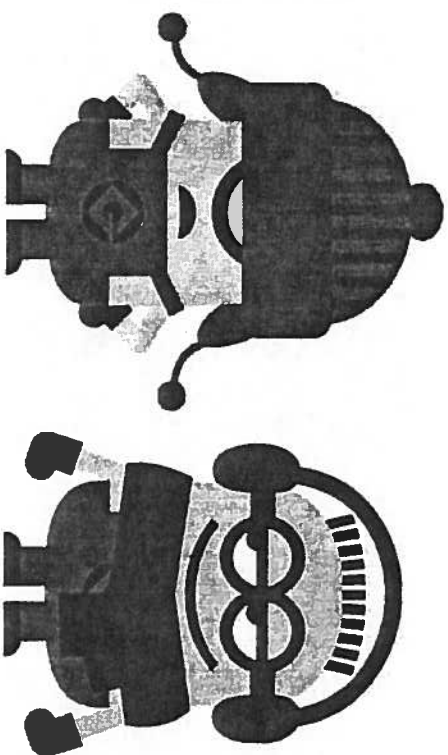
Similarly, all school regulations and prohibitions shall apply to automobiles driven or parked on school property or at establishments used for school activities.

SNOW: The timing of a snow event is critical. If the snow event occurs overnight, every effort will be made to have a decision regarding whether schools will operate by 5:15 AM. Area media will be notified and information will be made available on the school system's weather line **256-741-SNOW (7669)**.

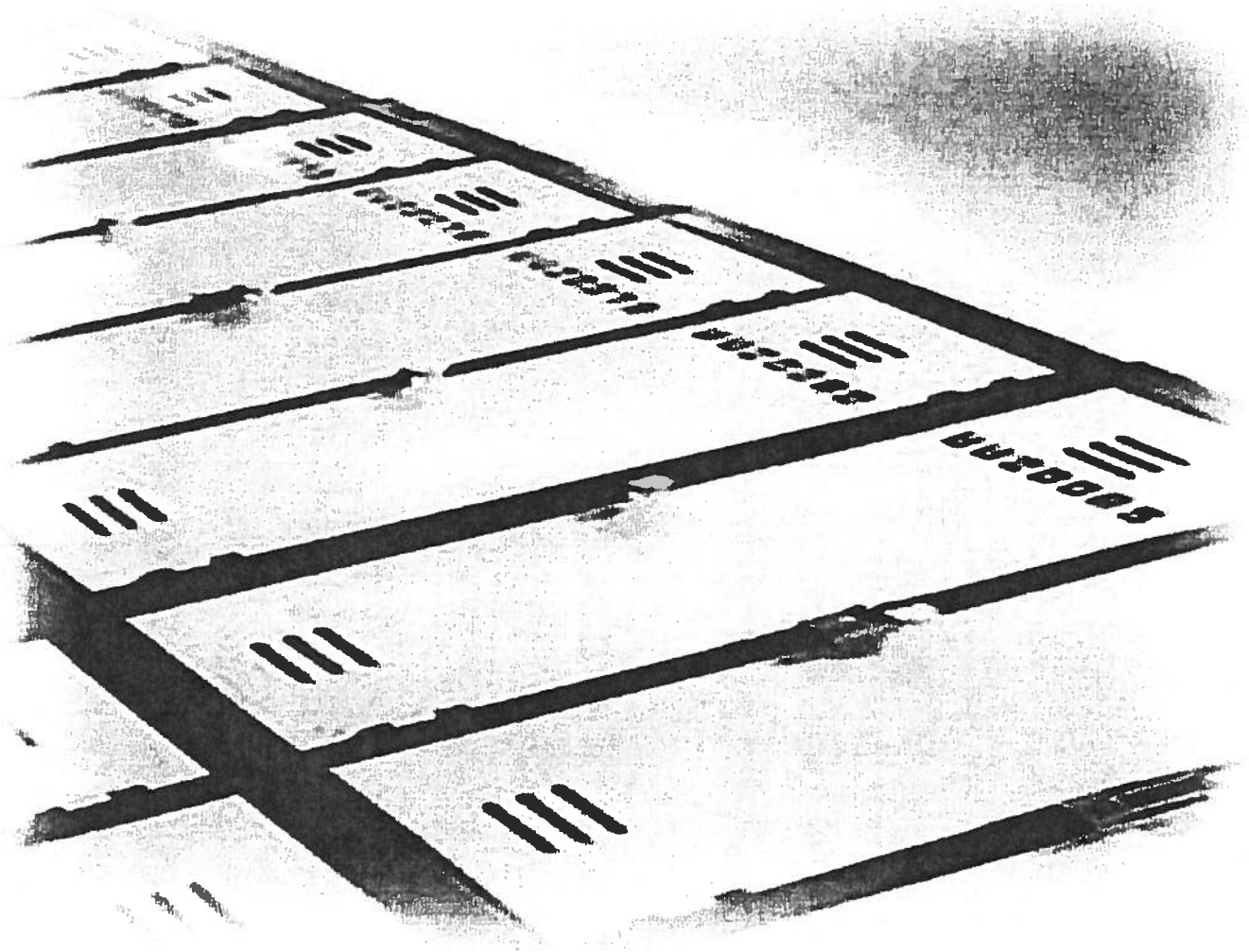
WEATHER LINE: In

most circumstances involving threatening weather that may impact the school day, information will be made available on the weather line **256-741-SNOW (7669)**.

S N O W



D A Y



LOCKER NOTICE

General searches and inspection of school property, including lockers, may be conducted by school officials at any time.

Student lockers, as well as all desks and similar storage areas provided to students, are the property of the CCBOE. They remain subject to inspection and search by school officials without prior notice.

Search and Seizure Policy

Search of Student's Person / Personal Effects

The Board of Education authorizes teachers and administrative personnel who have reasonable belief that a student or students are in possession of weapons, illegal drugs, or other items harmful to the student or students or to the welfare of the student body to search the person or personal effects and property (i.e. **book bags, purses, outer clothing, vehicles, etc.**) of said student(s).



attendance ~~MATTERS~~

ATTENDANCE POLICY

All students should attend school regularly and be on time for all classes in order to receive the greatest benefit from the instructional program and to develop habits of punctuality, self-discipline and individual responsibility.

There is a direct relationship between poor attendance and class failure. Students who have good attendance generally achieve higher grades and enjoy school more.

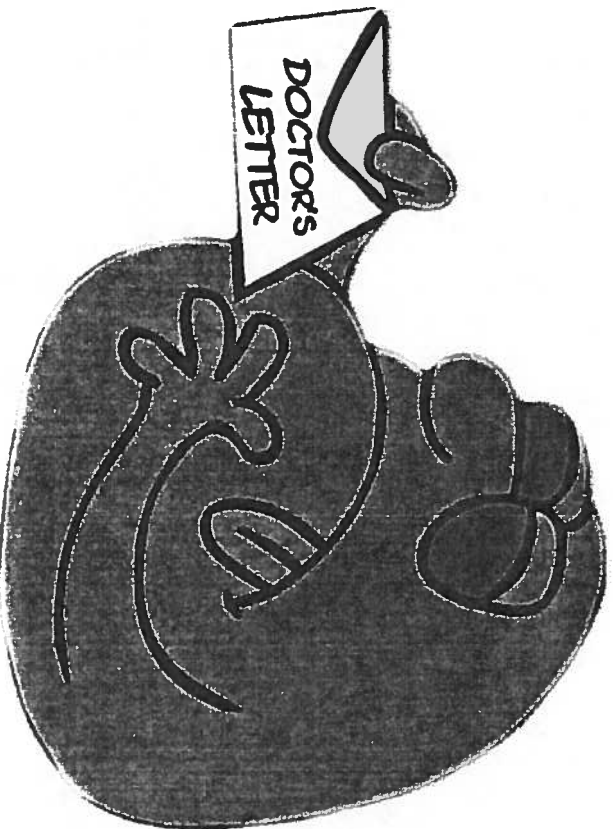
I. Classification of Excused or Unexcused Absence

A. A written excuse will be required of every student after absence, to be presented the day the child returns to school. The principal of the local school, or designee, will determine and code the excused or unexcused status of an absence. **If an acceptable reason for excusing an absence is not presented within three (3) days of the child's return to school, the absence will be coded as unexcused.**

Procedure for Alexandria High School

Students will turn in all excuses for absences to his or her first period teacher. The first period teacher will send excuses to Mrs. Kilgore via the yellow envelope.

C. After the fifth absence in a semester, additional documentation /verification of the nature of the absence will be required in determining if the absence is excused or unexcused. **A doctor's excuse must be presented or, in the absence of a doctor's excuse, the parent must arrange for a conference with the principal or designee within three (3) days of the child's return to school for consideration of excused status.**



C. It is the student's responsibility to present the coded excuse to each teacher.

If the student is eligible to make up missed work, arrangements for make-up work or tests must be made by the student, in cooperation with the teacher, within three (3) days of returning to school.

(Note: This procedure shall also be followed for make-up work missed due to time away from school for approved school-related activities.)

The Calhoun County Board of Education will pursue prosecution, in accordance with state law and State Board of Education guidelines, of students and/or parents/guardians for violations of Alabama's truancy and compulsory attendance laws.

Got Senioritis?



TARDY POLICY

I. Tardies to School (Unexcused Check-Ins)

All students who arrive late to school must be checked in through the school office in accordance with the Check-Out/Check-In Policy.

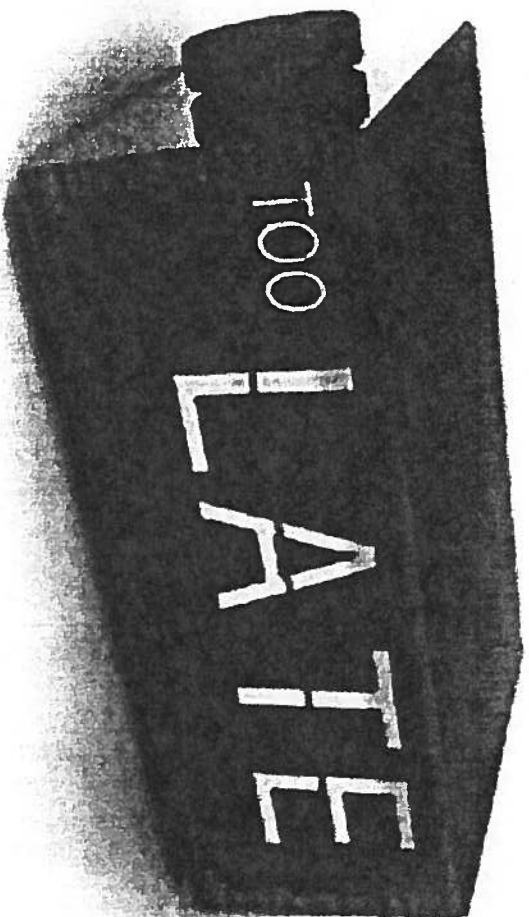
Late arrivals to school will be unexcused unless the student or parent/guardian presents a doctor's excuse or other documentation consistent with that required for excused status under the Attendance Policy.

Each unexcused check-in constitutes a tardy to school for purposes of this policy

When arriving at school during an on-going class period, tardy students will be allowed to enter class for the first three (3) occurrences after being checked in through the school office.

On the fourth and each subsequent tardy thereafter, students in grades 7-12 will be required to report to In-School Detention (ISD) until time for the next class to begin.

The ISD supervisor may determine an appropriate work assignment for the period.



II. Tardies to Class

Students who are tardy to class without an excuse in grades 7-12 (or in lower grades if classes are not self-contained and ISD is available) will be sent immediately to ISD for the duration of that class period.

Students who spend a class period in ISD due to tardiness to class shall be responsible to discuss make-up work with the teacher by the next school day and to complete the makeup work for that class within the time specified by the teacher and/or school administrator.

In addition, teachers have discretion to require students to complete scheduled tests and similar evaluative assignments while in ISD, rather than scheduling a make-up test. Procedures for such test

administration during ISD should be established by the local administrator, so that students are prevented from manipulating the tardy policy to avoid or postpone tests. The student may be required to complete the test during the scheduled class time, as well as completing other work assigned by the ISD supervisor before being released, even if this requires more than one class period in ISD.

Tardies continued

III. Disciplinary Action

The ISD supervisor or other school official shall maintain a record of all students referred to ISD for tardiness. When a student has accumulated more than four (4) incidents of tardiness in a semester (including tardies to school and to class), the student shall be subject to additional disciplinary action. **On the student's fifth (5th) tardy and each subsequent tardy in a semester, the student shall be charged with an Intermediate Violation under the Code of Student Conduct.**

Excessive tardies to school may also result in referral by the principal to the Attendance Supervisor for Calhoun County Schools. The Attendance Supervisor will refer students to juvenile court in appropriate situations.

CHECK-OUT/CHECK-IN POLICY

Check-out Procedures

1. In order to leave school during the school day, students must be signed out in the school office by a custodial parent, guardian, or other adult who has been properly designated in writing by the parent/guardian.

The parent/guardian or designated adult must come in person to the school office.

Students will NOT be permitted to sign out on the basis of a note or phone call from parent(s) or others.

Tardy to school/Checking-In

4. When arriving at school during an on-going class period, tardy students in grades 7-12 will be allowed to enter class for the first three (3) occurrences after being checked in through the school office.

On the fourth and each subsequent tardy thereafter, students in grades 7-12 (or in lower grades if classes are not self-contained and ISD is available) will be required to report to In-School Detention (ISD) until time for the next class to begin. The ISD supervisor may determine an appropriate work assignment for the period.

6. Failure to follow required check-in procedures when arriving late to school may result in an Intermediate Violation under the Code of Student Conduct.

VEHICLES ON SCHOOL CAMPUS

- 1. Driving privileges on school campuses are restricted to those students who have a valid driver's license and a current vehicle license, and who have been authorized by the principal and have purchased a decal which is properly displayed.**
- 2. Sitting in vehicles parked on school campus at any time is strictly prohibited.**
- 4. In order to operate a vehicle on school campus, the student must sign an agreement/acknowledgement regarding the student's full understanding of the rules and willingness to abide by same.**

VEHICLES ON SCHOOL CAMPUS *continued*

The student must agree as follows:

The student driver agrees to abide by all Alabama traffic laws, safety regulations, and school system rules regarding vehicles.

The student driver understands that the local school administration retains the right to revoke driving or parking privileges if it is deemed that the student is operating a vehicle in an unsafe manner, or that the continued operation of the vehicle would be a safety hazard to others, or for any other violation of this policy. The student driver will operate his/her vehicle in accordance with state and local laws and will obey all common rules of safety, courtesy, and consideration of others. The student also understands and agrees that the vehicle is subject to inspection and search by school officials in accordance with law and the Search and Seizure policy of the Board of Education.

STUDENT ACCEPTABLE USE POLICY - For the Use of Technology

This Acceptable Use Policy outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally owned devices on the school campus or in connection with school activities.

- The school board's network is intended for educational purposes.
- All activity over the network or when using district technologies may be monitored and retained.
- The Board's policies, regulations, and rules of conduct apply not only to use of school-owned resources, but also to personally-owned technology resources brought on school property or used in connection with school activities.

Personally-Owned Devices

Students should keep personally-owned devices (including laptops, tablets, smart phones, and cell phones) turned off and put away during school hours except as authorized or directed by school personnel.

In all matters involving the use or possession of personally-owned devices, students are expected to abide by the Code of Student Conduct, the Cell Phone Policy, and all other applicable school policies and rules. **Because of security concerns, when personally-owned mobile devices are used on campus, they should not be used over the school network without express permission from Technology staff.**

Use technologies at appropriate times, in approved places, for educational pursuits.

Recognize that use of school technologies is a PRIVILEGE and treat it as such.



Violations of Acceptable Use Policy

**Student use of the
computer network, the
Internet, and other
technology resources is a
privilege not a right.**

Violations of this policy may have disciplinary repercussions, including, but not limited to, the following:

- **Loss of privilege of bringing personally-owned technology devices to school**
- **In-school detention, out-of-school suspension, suspension from school bus, or other disciplinary actions as authorized by the Code of Student Conduct**

CELL PHONE POLICY

Pursuant to Alabama Code Section 16-1-27, the Board has developed this policy to regulate and limit the possession by students of cellular telephones, pocket pagers, and other electronic communication devices (ECEDs) during the school day, at school activities, and on school transportation.

Students who do carry cell phones or other ECEDs are REQUIRED to keep them put away and out of sight at school, except as specifically authorized by school faculty or administration.

Rules Governing Possession of Cell Phones and other ECDS at School

1. Except as authorized by school personnel, **the power on all such devices must be turned off during school hours**, on the school bus, and at any time that the student is a participant in an after-school activity under the direct supervision of school personnel.
2. Students are not permitted to use cell phones and other ECDS during school hours **except with the express authorization of school personnel**.
3. Except as authorized, students must ensure that phones are put away and are stored out of sight during the school day. **A student who has a phone out so that it is visible during the school day without authorization will be disciplined accordingly**.

5. School personnel will confiscate the cell phones and ECDS of students who violate this policy, and will require parents to retrieve the devices. Cell phones confiscated under this policy may be subject to search under the Board's Search and Seizure Policy.

6. Unauthorized use of a cell phone or ECD during school hours, on the school bus, or while participating in a supervised school activity will constitute an Intermediate Violation of the Code of Student Conduct, and students committing such violations will be subject to appropriate discipline. Repeat violations of this policy may be disciplined as Major Violations and repeat offenders may be banned from having a cell phone at school.

III. CODE OF STUDENT CONDUCT DISCIPLINARY METHODS AND PROCEDURES

District Model for Classroom Management

The Alabama State Department of Education has endorsed a research-based Positive Behavioral Intervention Supports PBIS model called CHAMPS.

Through the use of CHAMPS, the educators of Calhoun County Schools shall identify and promote strategies for teaching, encouraging, and reinforcing positive student behavior.

The school system believes that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning.

These strategies facilitate the establishment of a positive school culture by constructively teaching school rules and social-emotional skills.

CHAMPS is designed to help classroom teachers develop (or fine tune) an effective classroom management plan that is proactive, positive, and instructional.

CHAMPS stands for:

Conversation

Help

Activity

Movement

Participation

Success



In addition, your child will be using these learning strategies with the acronyms of **SLANT** and **STOIC**. SLANT is a classroom participation technique.

It is designed to teach students to:

Sit up

Lean forward

Activate your thinking / Act interested

Note important information / Nod your head

Track the talker (follow the teacher as they move around the room)

STOIC is a framework that applies to classroom management:

Structure & Organize the classroom for success.

Teach students how to behave responsibly in the classroom.

Observe student behavior (supervise!)

Interact positively with students.

Correct irresponsible behavior fluently— that is, in a manner that does not interrupt the flow of instruction.

Disciplinary Actions beyond the Classroom

The following disciplinary methods and procedures shall be implemented in accordance with Board policy and an applicable degree of due process shall be followed in each instance.

- **Before or After School Detention**
- **Disciplinary Probation**
- **Disciplinary Work / Clean-up Assignment**
- **In-School Detention**
- **School Bus Suspension**
- **Physical Restraint (See Seclusion and Restraint policy at page 22)**

CLASSIFICATION OF VIOLATIONS

It is fundamental that an orderly school shall have clearly defined behaviors and standards to which students must conform.

Non-conformity to these prescribed behaviors result in violations of the Code of Student Conduct.

Violations are grouped into four classes that range from the least to the most serious, as follows:

- Minor
- Intermediate
- Major
- Severe

None of these have changed from the previous year and the disciplinary actions are the same

Minor Violations

2. Violation of cell phone policy / unauthorized use of cell phone or other electronic communication device. Note: Repeated violations may result in the student being charged with an Intermediate Violation and disciplined accordingly (Not limited to, but to include, loss of cell phone privileges.)

Intermediate Violations

- 7. Unauthorized absence from school or class--once student has arrived on campus or ridden school bus, leaving school grounds without permission/out of class without permission.**
- 11. Profanity / vulgarity – possession or use of profane or vulgar language (written or spoken), vulgar drawings or pictures, or obscene gestures.**
- 15. Inappropriate display of affection and/or physical contact.**
- 20. Fifth (5th)/subsequent violation of Tardy Policy within semester.**
- 21. Fourth (4th) minor violation.**
- 22. Dress Code - Second (2nd) or subsequent dress code violation.**

Major Violations

16. Tobacco—possession or use of tobacco products. This includes E-Cigarettes

17. Fighting

A major violation of fighting includes an SRO report and a petition to the juvenile or adult court depending on age of students.

GROOMING AND DRESS CODE

- 1. Students must be neatly dressed, clean and well-groomed while at school.**
- 8. Coats must not extend below the knee.**
- 10. Form-fitting garments (such as leggings, “jeggings” or tights), pajama bottoms, pants that are clingy or revealing, and all types of underwear are prohibited as outerwear.**
- 12. Facial jewelry, including tongue jewelry and spacers, is prohibited. Pierced ears and earrings are permitted.**
- 13. Garments must be free of holes, rips, and tears above the knee in cases where skin is seen. Cut-off pants are not permitted.**
- 16. The principal or his/her designee will make the final judgment as to whether or not a student's clothing is appropriate for school wear.**

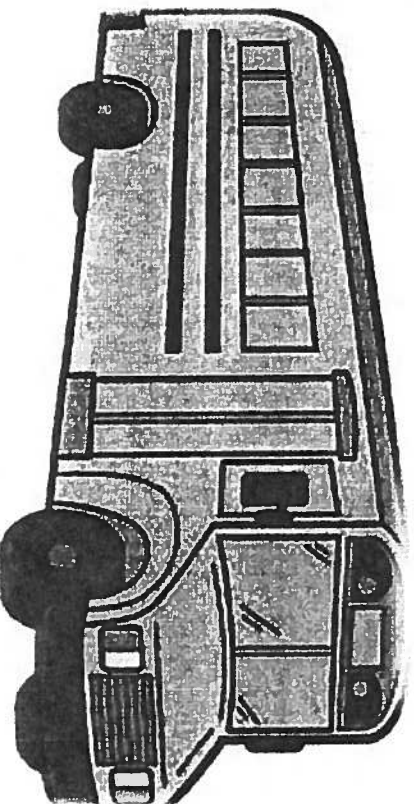
2015-2016 STUDENT TRANSPORTATION – BUS RULES

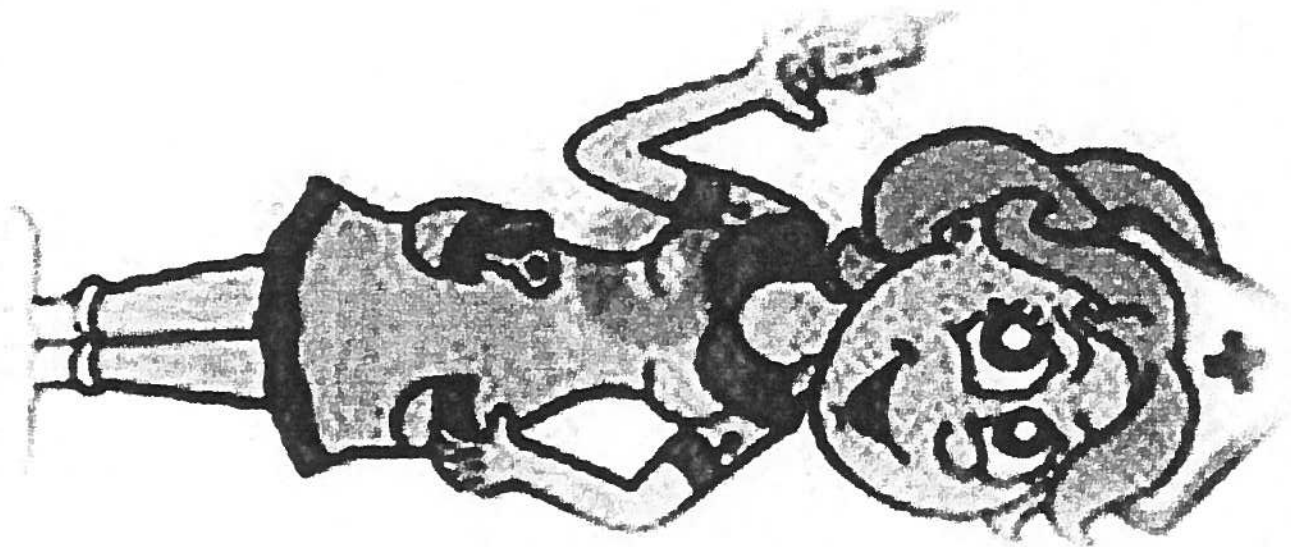
Bringing Articles Aboard the Bus

Students shall NOT bring any article on the bus that cannot be held in the lap. Large school projects, large band instruments, large amounts of fund raising products should be transported in parent vehicles and not buses.

Conduct

Students are considered "in school" when they board the bus. All written Board of Education Policy contained in the Code of Student Conduct Handbook applies while on the bus.



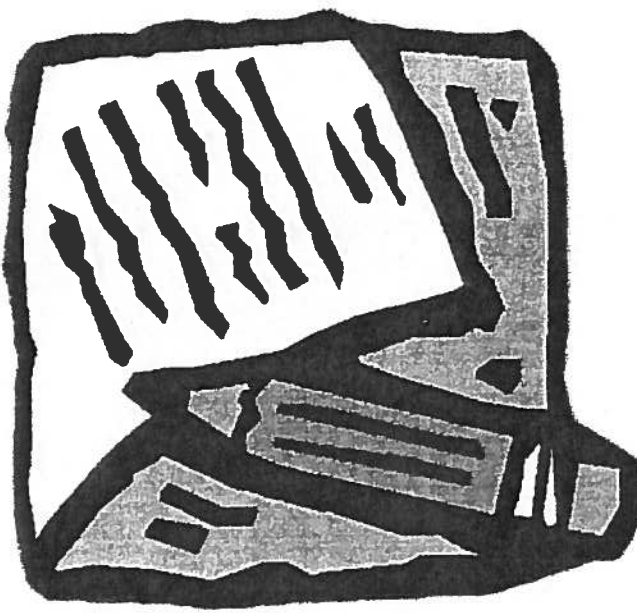


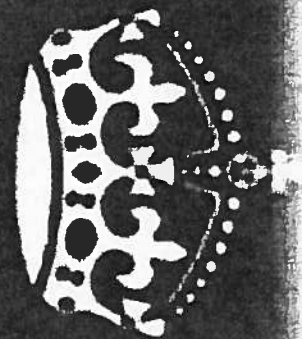
**Nurse Perry
has changed classrooms
She is now in room H209
(Mrs. Whitney Welch's
former classroom)**

A Pep Talk to
Teachers
AND
Students

Click on the words "Pep Talk" to show video

When administration receives the new student handbooks, students will meet in homeroom and they will sign for a book.





KEEP

CALM

AND FOLLOW

THE CODE

OF CONDUCT