



LAKE CHELAN SCHOOL DISTRICT

**Lead*

**Serve*

**Inspire*

DISTRICT THEMES





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DISCIPLINE WORK GROUP

OUTCOMES / PURPOSE

I. Educate & Inform:

Gain a deeper understanding of the **mindset** behind the new Discipline Law changes


II. Seek Input & Direction

Provide a **voice** to parents/teachers/students in determining the practices/strategies requiring input to assist the board in adopting Policy 3240

THE PROCESS

EDUCATE & INFORM

1

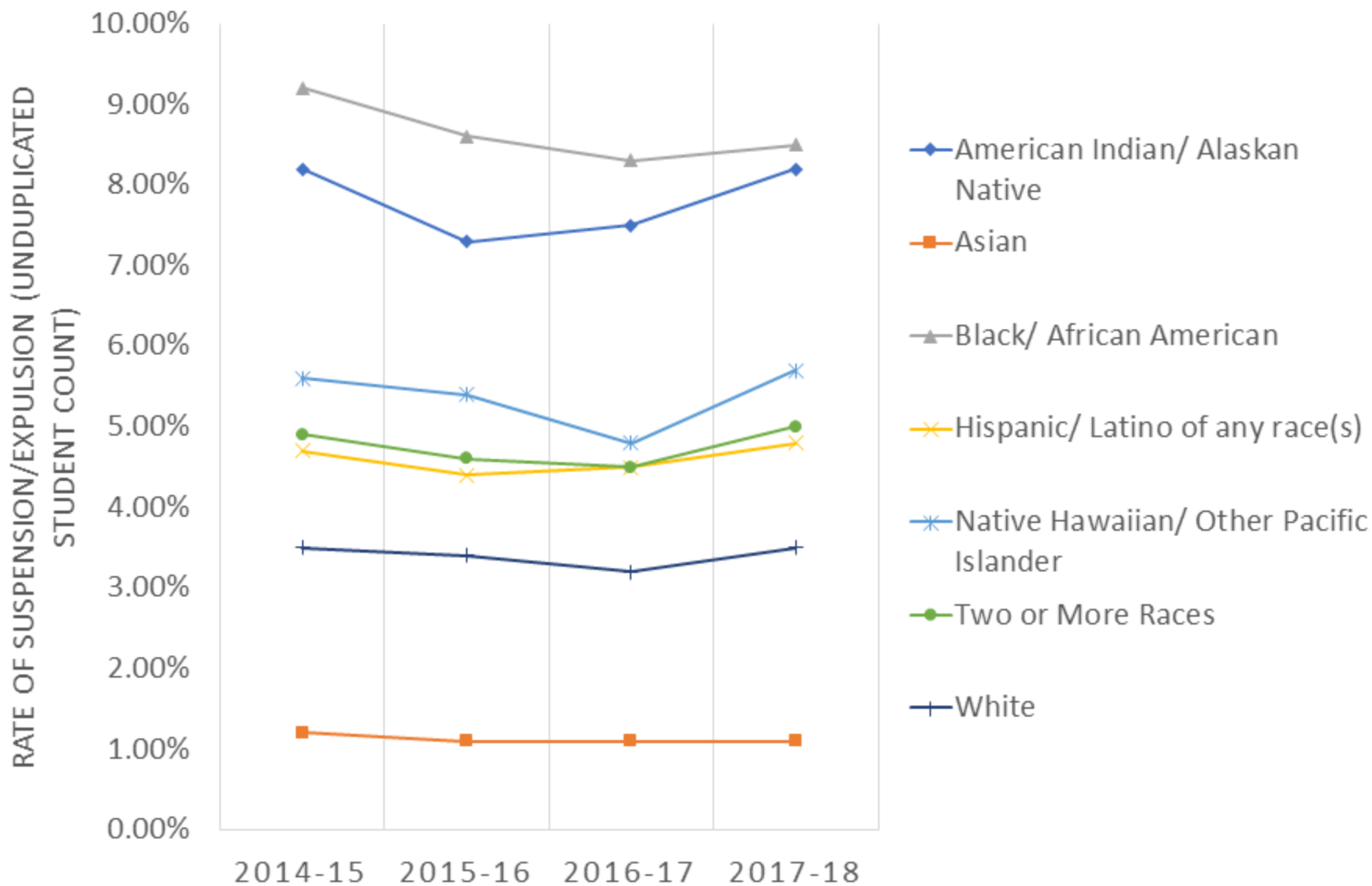
- ✓ Review Policy 3220 & Parent Discipline Q & A
- ✓ Provide context for the new Discipline Policy & Procedures 3240 (“The Why”)
 - State Discipline Statistics
 - Framework for  Equity
 - Mindset Shift

SEEK INPUT & DIRECTION

2

- ✓ Review Policy 3241 Procedure
- ✓ Review 4 types of corrective action
- ✓ Review Key Definitions
- ✓ Discretionary vs Non-Discretionary Discipline
- ✓ State vs Spokane
- ✓ Opportunities for Input:
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WASHINGTON K-12 EXCLUSION RATES BY RACE/ETHNICITY, 2014-2018



Nine times out of 10,
the story behind the
misbehavior won't
make you angry;
it will break your
heart.

-Annette Breaux

CreativeChild
MAGAZINE



Washington School Classroom (30 Students) Adverse Childhood Experiences (ACEs)

6 students with no ACE

5 students with 1 ACE

6 students with 2 ACEs

3 students with 3 ACEs

7 students with 4 or 5 ACEs

3 students with 6 or more ACEs

58% (17) students with no exposure to physical abuse or adult to adult violence

29% (9) of students exposed to physical abuse or adult to adult violence

13% (4) of students exposed to physical abuse and adult to adult violence



Equality



The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

FRAMEWORK for INCREASING EQUITY IN SCHOOL DISCIPLINE

PREVENTION

- Supportive Relationships
- Bias-aware Classrooms/
Respective School Environments
- Academic Rigor
- Culturally Relevant /
Responsive Teaching
- Opportunities for Learning &
Correcting Behavior

INTERVENTION

- Data-Based Inquiry for Equity
- Problem Solving Approaches
discipline
- Inclusion of Student & Family
Voice on Conflicts, Causes and
Solutions
- Reintegration of Students after
Conflict or Absence

PREVENTION & INTERVENTION

- Multi-tiered System of Support

Lake Chelan School District K-12 Student Demographic Change 1986-2016

