

Executive Summary
Prepared for Board of Trustees Meeting
October 23, 2012
Addendum to the Annual Discipline Report
Presented September 25, 2012

Board Goal(s) In the pursuit of excellence, the district will:

- develop a culture where learning is our first priority,
- promote and nourish a safe learning and working environment which is supportive, cooperative, and ensures open communication, and
- motivate and prepare students to embrace their full responsibilities as active citizens of their community, nation, and world.

Purpose of Update

This addendum is in response to the request for information regarding discipline totals and the ethnicity of the students disciplined. The district's annual discipline report was previously presented to the Board of Trustees on September 25, 2012. TEA requires reporting of every disciplinary action that removes a student from the regular classroom or educational placement for periods of one school day or more. Typically, this includes any action involving in-school suspension, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school (JJAEP).

Objectives

- Provide trustees with a broad picture of discipline patterns district-wide and the ethnicity of students disciplined.
- Establish baseline data for future planning and evaluation of campus and district discipline programs.

Report Design

The electronic report is divided into the following separate worksheets: Elementary Schools, Middle Schools, High Schools, and Alternative Schools. The school names are listed down the left side of the page. The PEIMS Ethnicity Codes and Discipline Codes are listed next, and then the Disciplinary Actions are listed by grade and gender. A key to understanding the ethnicity, discipline, and relevant action codes is presented at the top of each page.

Analysis

Campus leadership collects, reviews, and reports discipline information to evaluate the behaviors of students and the resulting disciplinary actions, to determine the effectiveness of intervention programs, and to measure the current state of the campus culture/learning environment.