



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Graduation, Behavior, & School Discipline

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Special Education
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Civil Rights Data Collection (CRDC)

[A First Look: CRDC 2020-21](#)

[CRDC Data Overview](#)

Enrollment & Student Characteristics

- Overall Student Enrollment
- Preschool Enrollment
- IDEA & Section 504 Enrollment²
- English Learner Student Enrollment
- Student Retention

Teachers & School Support Staff

- Full-Time Equivalent Teachers
- Teacher Certification
- School Support Staff
- School Security Staff

School Climate

- Student Discipline
- Harassment or Bullying
- School Offenses
- School-related Arrests
- Referrals to Law Enforcement
- Restraint & Seclusion

School & School District Characteristics

- Distance Education Enrollment
- Desegregation Plans
- Civil Rights Coordinators
- Justice Facilities

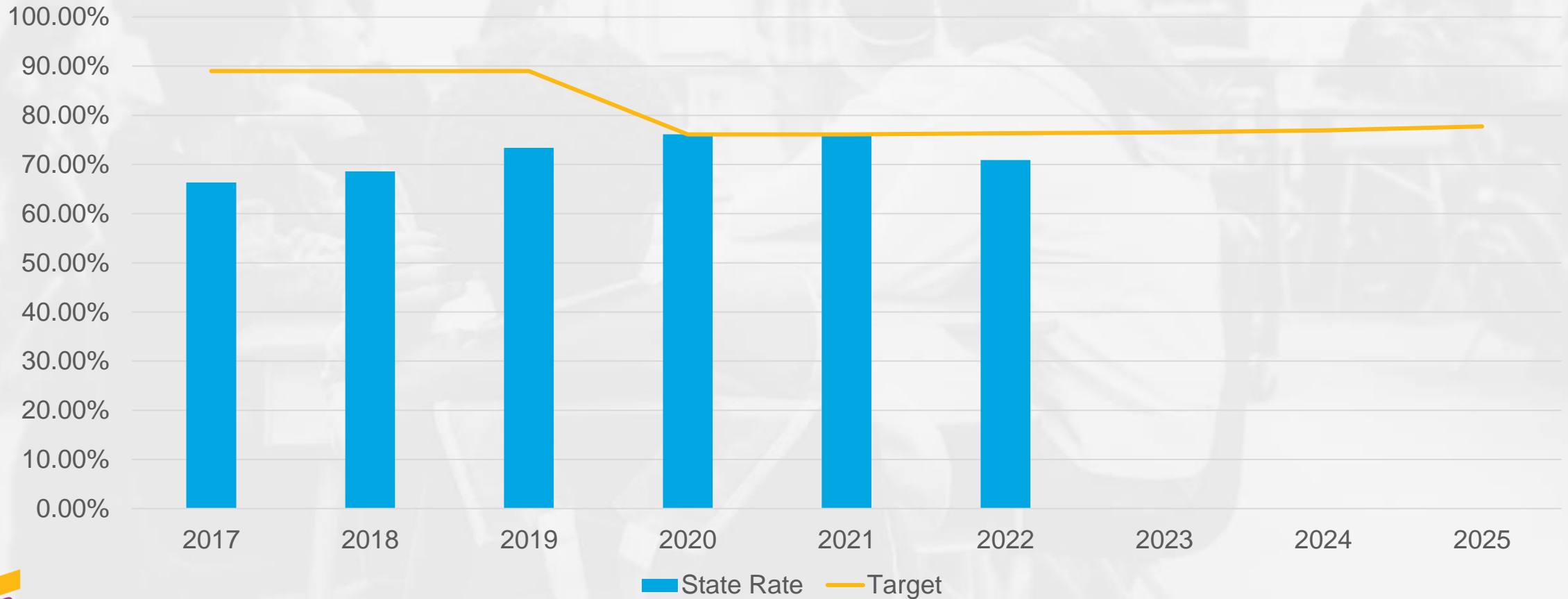
Internet Access & Devices

- Internet Connection
- Wi-Fi Enabled Devices

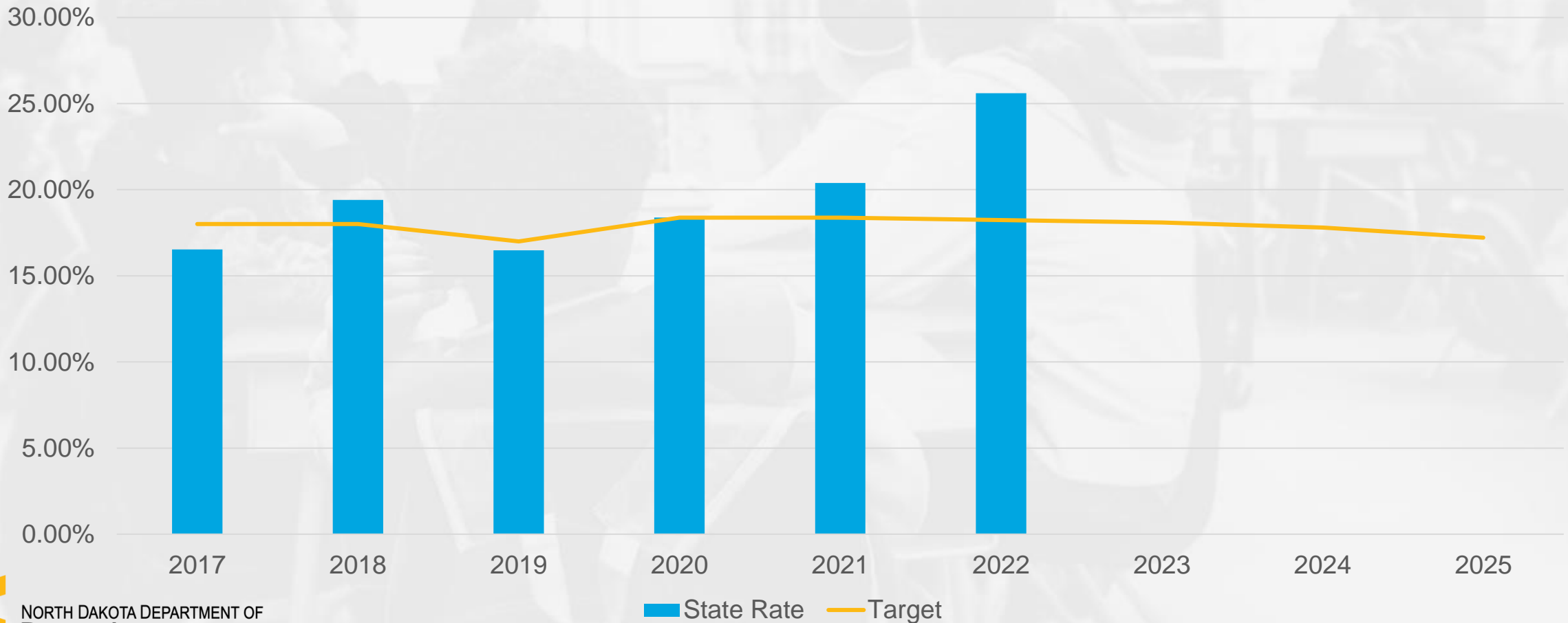
Courses & School Programs

- Science & Math Course Access and Passing
- Gifted & Talented Programs
- Dual Enrollment/Credit Programs
- English Language Instruction Educational Programs
- High School Equivalency Exam Preparation Programs
- Advanced Placement Courses & International Baccalaureate Programs
- SAT & ACT Test-taking
- Single-Sex Academic Classes
- Single-Sex Interscholastic Athletics

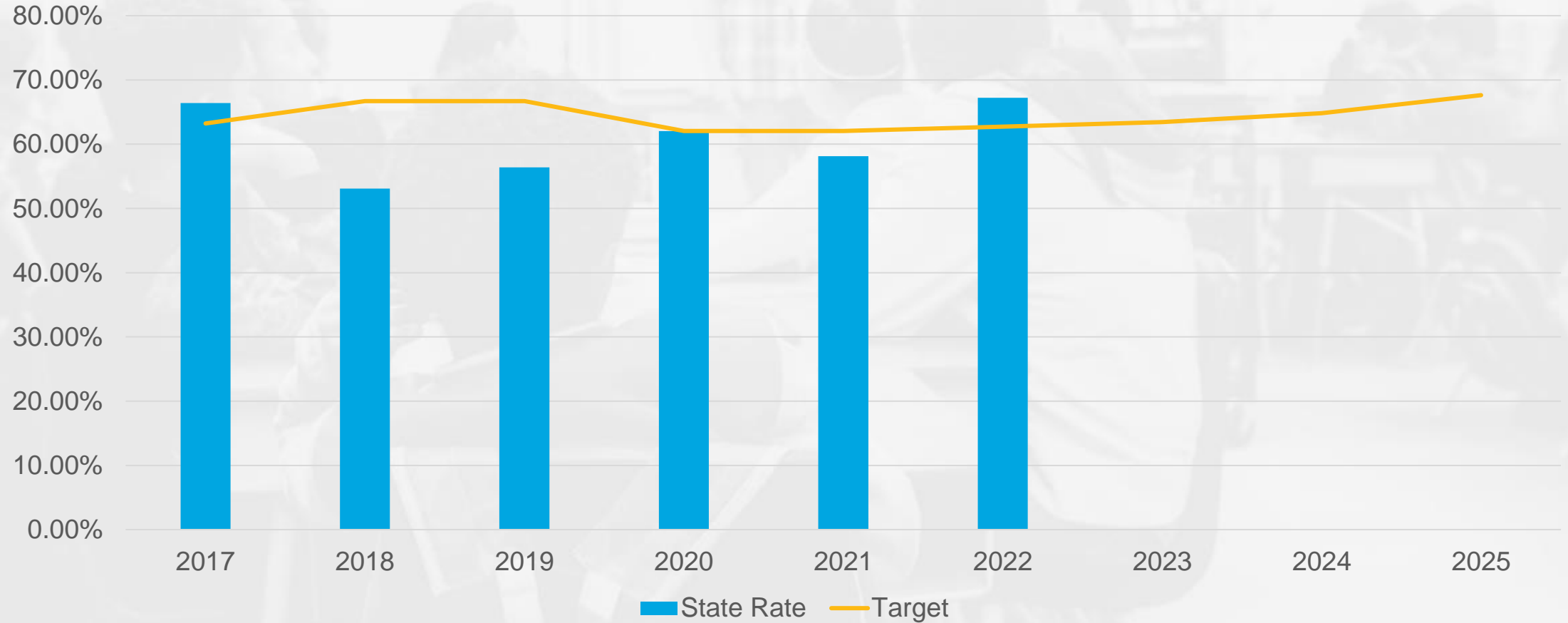
Graduation Rates: Students with Disabilities



Dropout Rates: Students with Disabilities



Graduation for Students with ED



What We Know

- Disengagement from school is gradual
- Students send identifiable signals
- Data can be used to identify trends
- Studying trends enables educators to intervene

~ American Institute for Research



Relationship between Attendance and Achievement

- Children who are chronically absent in preschool, kindergarten, and first grade are much less likely to read on grade level by the third grade
- Students who cannot read at grade level by the third grade are four times more likely to drop out of high school



Relationship between Attendance and Achievement, cont.

- By high school, regular attendance is a better dropout indicator than test scores
- A student who is chronically absent in any year between the eighth and twelfth grade is seven times more likely to drop out

Johns Hopkins University Everyone Graduates Center

- **As early as sixth grade, school-based factors can predict who will drop out**
- **Attendance, behavior, and course performance are the strongest predictors of school dropout**



Attendance Behavior Course Performance



Performance i



SUCCESS INDICATORS	PTG	PSR
Overall	MED	HIGH
Coursework	LOW	HIGH
Advanced Coursework	N/A	NO DATA
Gateway Coursework	LOW	LOW
Assessments	LOW	MED
College Entrance Exam Participation	N/A	LOW

[View Details](#)

Attendance i



SUCCESS INDICATORS	PTG	PSR
Overall	MED	MED
First 30 Days	MED	MED
Attendance to Date	MED	MED
Tardies	HIGH	HIGH
Chronic Absenteeism	LOW	LOW

Behavior i

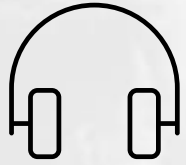


SUCCESS INDICATORS	PTG	PSR
Overall	HIGH	HIGH
Behaviors: Minor	LOW	MED
Behaviors: Major	HIGH	HIGH
Consequences: Referrals		View Data
Consequences: Detentions		View Data
Consequences: Suspensions		View Data
Consequences: Expulsions		View Data

Please Remember



Functions of Behavior



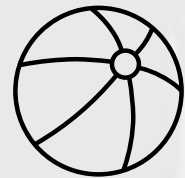
Sensory



Escape



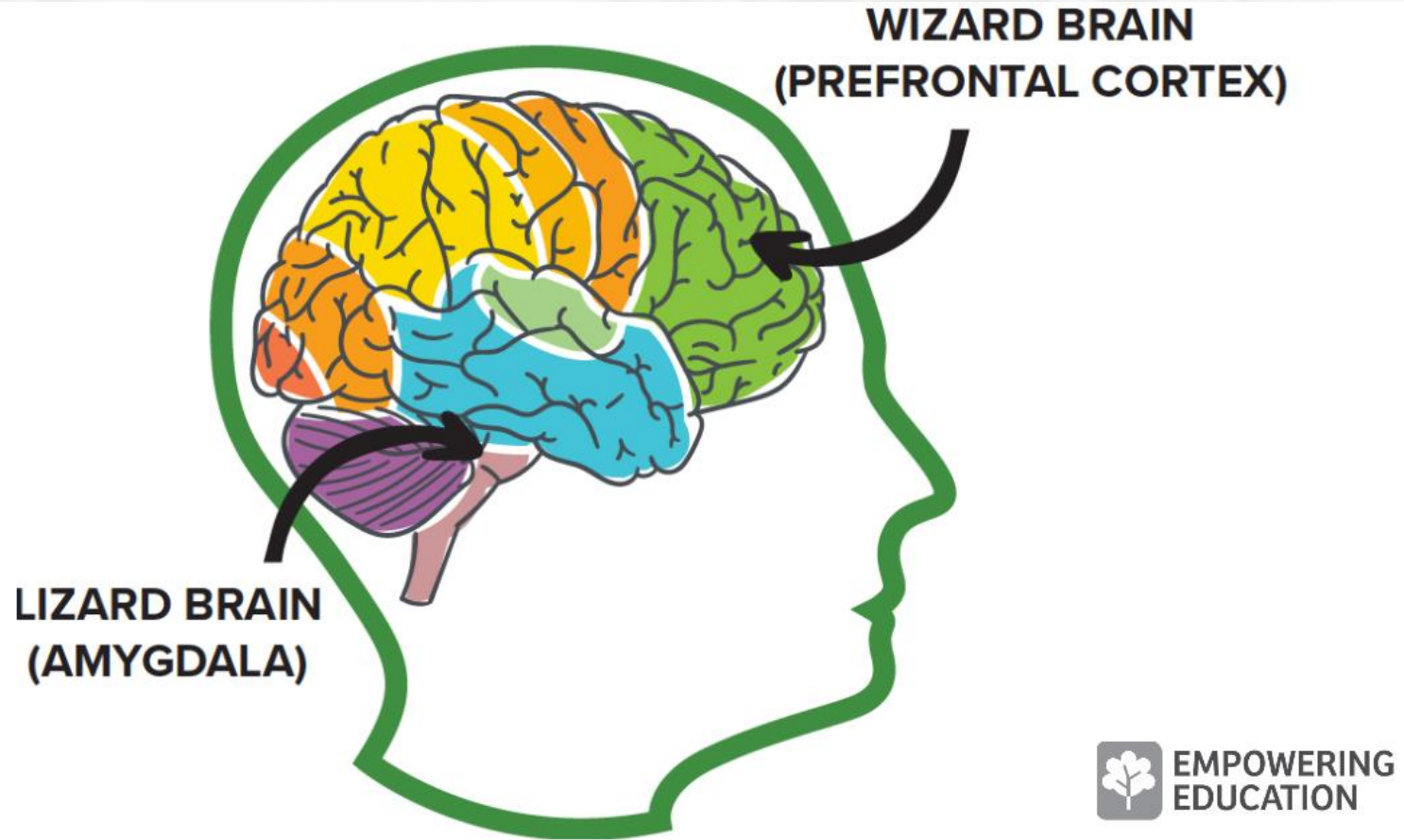
Attention



Tangible

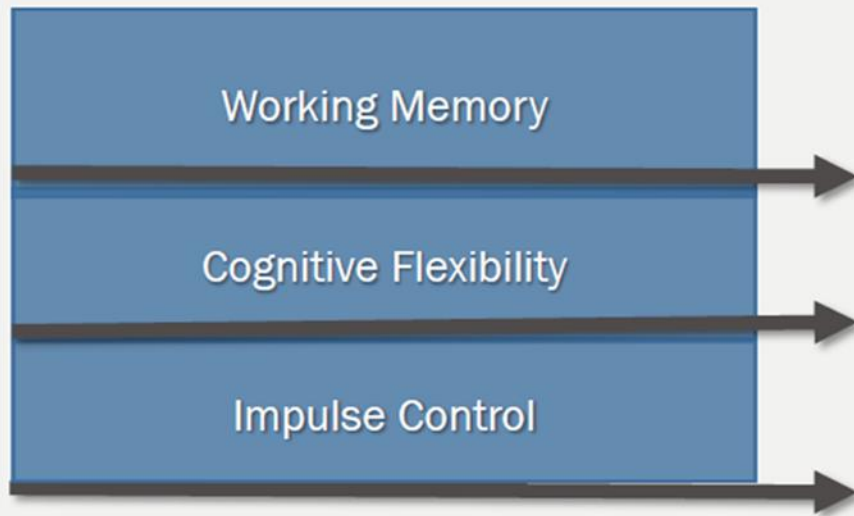


Science of Behavior



Skills Needed for Self-Regulation

Executive Function



Self-Regulation



How Do You Define?

- **Insubordination** – defiance of authority; refusal to obey orders
- **Disorderly Conduct** – unruly behavior constituting a minor offense
- **Habitual Indolence**
 - avoidance of activity or exertion; laziness



Why Define These?

15.1-19-09. Students - Suspension and expulsion - Rules.

1. The board of a school district shall adopt rules regarding the suspension and expulsion of a student. The rules for expulsion must provide for a procedural due process hearing in the manner provided for in subsection 2 of section 15.1-19-10, before the determination to expel a student is made. A student's parent or representative must be allowed to participate in the expulsion hearing.
2. A student may be suspended for up to ten days for insubordination, habitual indolence, disorderly conduct, or for violating a school district weapons policy.

Chronic Absenteeism vs. Truancy

- **Chronic Absenteeism** – Missing more than 10% of the school year, including both excused and unexcused absences.
- **Truancy** – (NDCC 15.1-20-02.1) Any student absent from school without excuse for more than:
 - Three school days during a semester of the school district's calendar
 - Six half days during a school district's calendar; or
 - Twenty-one class periods



Truancy Policy

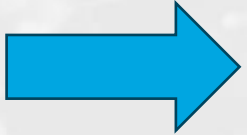
15.1-20-02.1. Attendance - Determination - Policies.

3. This chapter does not preclude a school district or nonpublic school from withholding credit, removing a student from a course, **or taking other punitive measures against a student who does not arrive in a timely fashion or who exceeds a specific number of absences, as determined by the school district or nonpublic school.**

Exceptions

15.1-20-02. Compulsory attendance - Exceptions.

1. Section 15.1-20-01 does not apply if the person having responsibility for the child demonstrates to the satisfaction of the school board that:
 - a. The child is in attendance for the same length of time at an approved nonpublic school;
 - b. The child has completed high school;
 - c. The child is necessary to the support of the child's family;
 - d. A multidisciplinary team including the child's school district superintendent, the director of the child's special education unit, the child's classroom teacher, the child's physician, and the child's parent has determined that the child has a disability that renders attendance or participation in a regular or special education program inexpedient or impracticable;
 - e. The child is receiving home education; or
 - f. The child is a military-connected student engaging in virtual instruction under section 15.1-07-37 at the educational entity of the gaining or losing military installation, a student with a medical condition unable to physically attend school, or a student moving out of state and virtual instruction is allowed by the gaining or losing educational entity.
2. The period of virtual instruction under subdivision f of subsection 1 may not extend beyond the current school year.
3. A decision by the board of a school district under subsection 1 is appealable to the district court.



Federal Policy

The Office of Special Education and Rehabilitative Services' (OSERS) view, exclusionary discipline should not be used for non-violent offenses such as, tardiness, absenteeism, or subjective offenses such as defiance or disrespect.

Exclusionary Discipline

The formal or informal removal, whether on a short-term or long-term basis, of a student from a class, school, or other educational program or activity for violating a school rule or code of conduct. Examples can include detentions, in-school suspensions, out-of-school suspensions, suspensions from riding the school bus, expulsions, disciplinary transfers to alternative schools, and referrals to law enforcement, including referrals that result in school related arrests

OSEP Resources

Positive Supports for Behavior and Discipline | OSEP Ideas That Work



Data

- [Data Dive: Collecting, Reporting & Analyzing Discipline Data](#) (**New**)
- [Data Dive: Using Discipline Data to Guide Decision Making](#) (**New**)
- [Addressing Discipline Disparities](#)
- [Early Childhood Resource Guide: Collection and Use of Data to Eliminate Exclusionary Discipline](#) (**New**)
- [Implementing Evidence-Based Approaches: Data-Based Decision Making](#)

National, state, and local discipline data:

- [Office of Civil Rights, Civil Rights Data Collection](#)
- [IDEA Section 618 Discipline Data Collection](#)

Systems

Practices

Where to Find the Policies

U.S. Department of Education Discipline/Behavior Guidance and Resources

Policy Documents

- [OSEP Dear Colleague Letter on Implementation of IDEA Discipline Provisions](#) . (en espanol)
- [Questions and Answers Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions](#) . (en espanol)
- [Positive, Proactive Approaches to Supporting the Needs of Children with Disabilities: A Guide for Stakeholders](#) . (en espanol)
- [Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973](#) and an accompanying [Fact Sheet](#) .
- [Office of Civil Rights: Resource on Confronting Racial Discrimination in Student Discipline](#) (ed.gov)
- [Dear Colleague Letter](#) on ensuring equity and providing behavioral supports to students with disabilities (Aug. 1, 2016)

For additional information, please visit: <https://sites.ed.gov/idea/topic-areas/#Discipline-Behavioral-Supports>



NDDPI Resources

- [Discipline Policy Paper \(nd.gov\)](#)
- [Functional Behavioral Analysis & Behavior Intervention Plan Guide](#)
- [Suspension Expulsion Truancy Report Instructions \(nd.gov\)](#)
- [ED Guidelines \(nd.gov\)](#)
- [Youth Behavioral Health | NDDPI \(nd.gov\)](#)
- [Behavioral Health and Education | NDHHS](#)



Thank You!

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