

**Discipline Equity/Advisory Task Force**  
**March 9, 2017**

**Present:**

Rick Carr, FIC

Gwenetta Posey, Dr. Howard

Joel Wright, Jefferson

Gianina Baker, Board of Ed.

Jeanne Smith, Mellon, Recorder

Jill Johnson, ACTIONS

Kathy Shannon, Board of Ed.

Bryan Yacko, Central

Orlando Thomas, Mellon, Chair

**Substance Abuse Policies/Procedures (Elementary and Secondary 710.15/R and 710.14/R)**

Since the group previously suggested making changes to the secondary substance abuse procedure that would allow students to reduce their suspensions for second and subsequent violations if they receive drug counseling, the task force deliberated on whether to make changes to the elementary procedure. The consensus of the group was to leave the elementary procedure (710.14R) as is.

Regarding the wording for the secondary procedure as it relates to delivery (p. 46 of Code, bottom of right-hand column), it was discussed that recently a student was not expelled for delivery because Board members believed the current definition of delivery was not specific enough. Currently this definition, according to the procedure, reads: "Delivery means a transfer of possession or control to another person whether or not the substance or item is in that person's immediate presence or possession of substance(s) packaged for delivery. Delivery includes, but is not limited to, any gift, exchange, sale, or other transfer without or without payment or other consideration."

The following change was suggested: "Delivery means: *a*) a transfer of possession or control to another person whether or not the substance or item is in that person's immediate presence, or *b*) possession of substance(s) *that are* packaged for delivery. Delivery includes, but is not limited to, any gift, exchange, sale, or other transfer without or without payment or other consideration." It was discussed that "packaged for delivery" is still unclear in this revised definition. Orlando said he would relay the task force's concern regarding this definition to Jennifer Smith to get her legal opinion. Whatever changes are made to this definition will be made to both the elementary and secondary policy definitions of delivery.

**Electronic Devices Guidelines**

Page 8 – After discussion of how student use of cell phones is handled at elementary, middle, and high school levels, the task force recommended changing the middle school guidelines to match the high school guidelines. The changes would be:

**MIDDLE SCHOOL LEVEL\***

- ~~1. Cell phones may be carried, but must be OFF during the entire school day. This includes recess, lunch, or field trips.~~
  - ~~2. OFF means "powered off" and not in "vibrate" or "silent" mode. Forgetting to turn off the cell phone is not an excuse.~~
- ~~Any Offense: Level 1 referral and parent contact.~~

### **MIDDLE SCHOOL LEVEL**

- 1. Electronic devices (phones, mp3 players, iPods, etc.) may be used in hallways during passing times and in the cafeteria during lunch.**
  - 2. Students in the hallways on passes (teacher, office tardy, etc.) may not use their cell phones.**
  - 3. Electronic devices may not be used in the hallways while class is in session.**
- Any Offense: Level 1 referral and parent contact.**

#### Telephone

The office phone is to be used for school business only. Students may use this phone for class business or any emergency with the permission of the administrator or secretary.

\*At the elementary and middle school levels, should a need for an activated cell phone exist during the school day due to a health-related situation, the student's parent/legal guardian shall address a request in writing to the principal, explaining the reason for the request. The principal's response shall be made in writing.

### **Physical Confrontations at the Elementary Level**

Orlando reported that elementary teachers have expressed that it is difficult to get assistance in breaking up physical confrontations between students because the principal and asst. principal are often busy with other responsibilities. It was noted that the enrollment at some elementary campuses nears 500 students, yet Franklin which has a current enrollment of 642 students has four administrators, three counselors, and a social worker compared to elementary campuses which have two administrators, no counselors, and one social worker. At a recent Elementary Principals' Meeting, ideas on how to address student behavior given limited administrative manpower were discussed. Ideas included:

- 1) Expanding the Restore Program to three classrooms (K-1, 2-3, and 4-5 with seven students per classroom and flexible enrollment times)
- 2) Creating a full-time alternative school for elementary students. Cons noted with this concept were: a) racial identification and b) possible tracking if students stayed longer than initially assigned
- 3) Adding staffing (counselor, dean, or social worker) at the elementary level).
- 4) Creating a new full-time position by combining part-time lunch room supervisor and safety aide positions into one position. This option would be economical.
- 5) Making instructional coaches behavior interventionists.

Orlando asked members of the group to identify what they believed to be the best option. The vast majority of the group favored Option 4 but one member said he was not familiar enough with the elementary level to know, but might favor Option 1. Gwenetta Posey said she'd like to receive information on other districts' elementary alternative schools. Rick Carr and Jill Johnson both commented that behavioral training needs to be provided to whomever is picking up this responsibility because without a behavioral background or sufficient training, the new position would be simply reactionary.

**Next meeting: March 30, 2017, 4:00 p.m., Mellon North Conference Room**

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