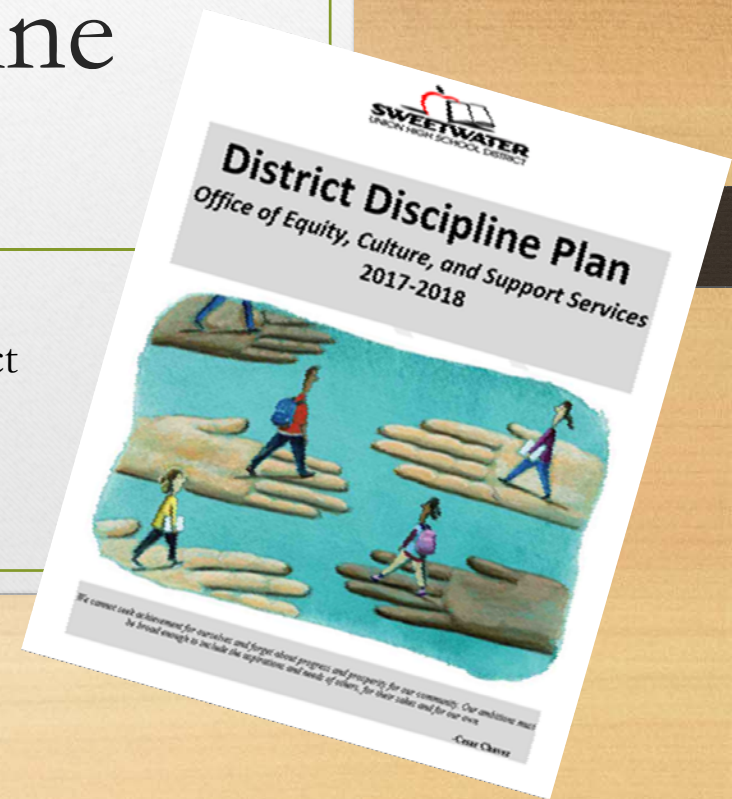


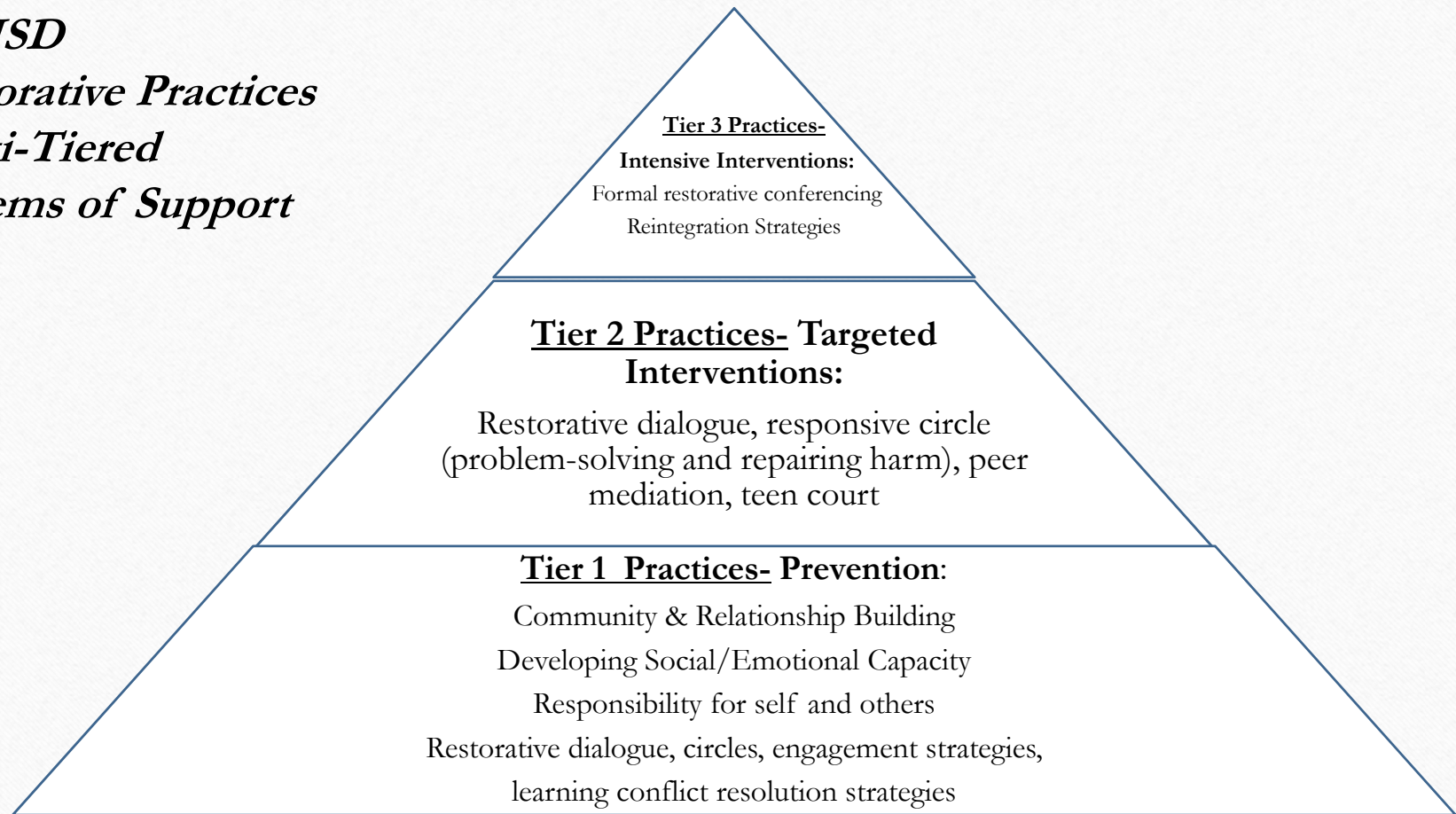
District Discipline Plan

Sweetwater Union High School District
July 2017

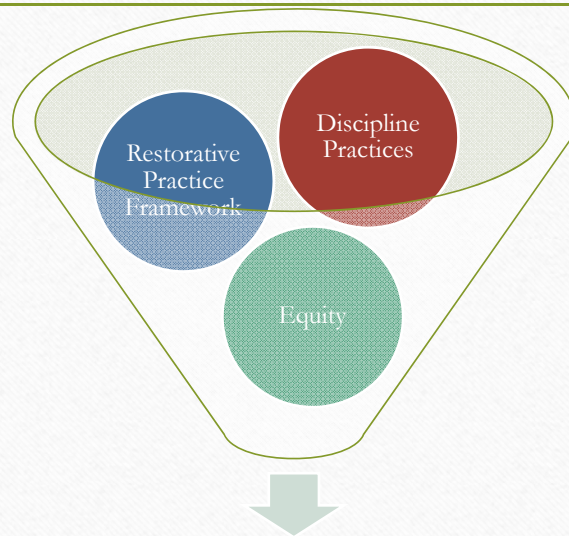


Overview

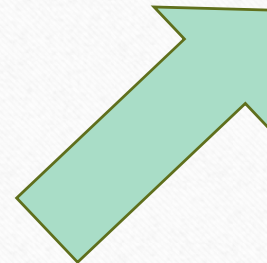
SUHSD
Restorative Practices
Multi-Tiered
Systems of Support



Positive School Culture and Climate

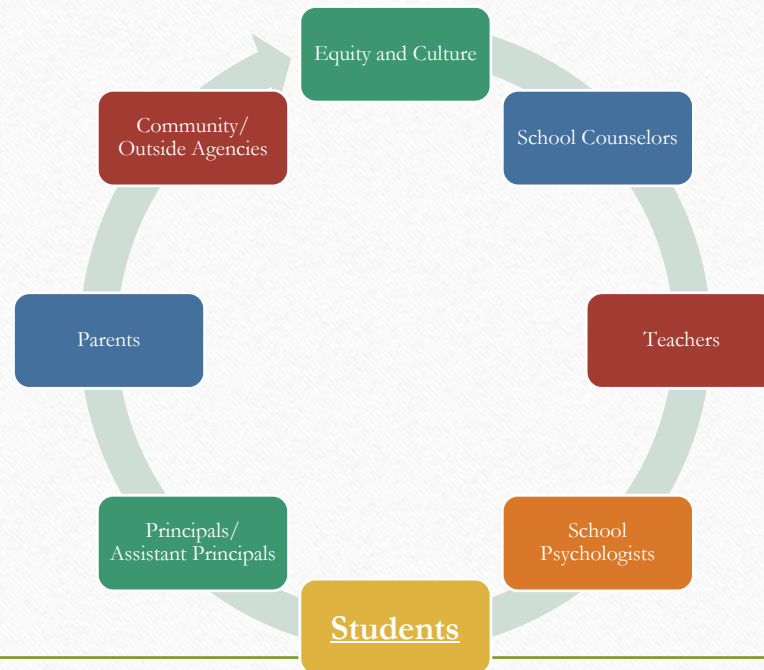


Transformational Culture

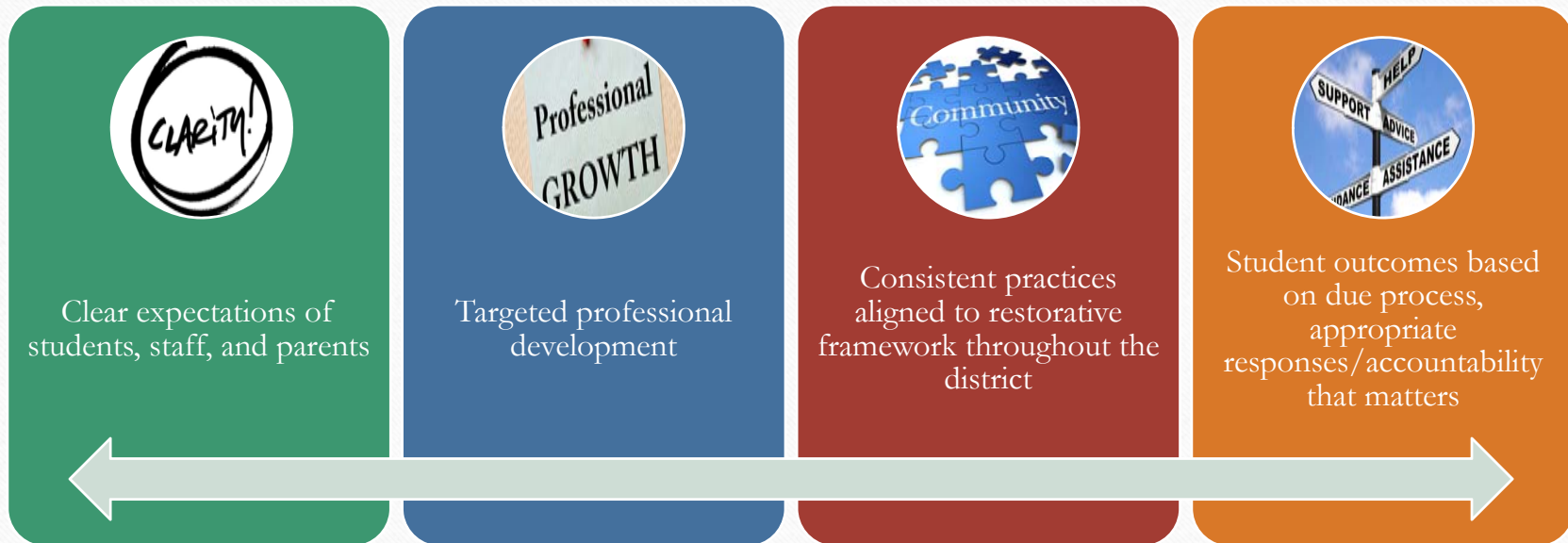


**Improve Student
Outcomes**

Accomplishing Discipline Through a Collective Approach



Refining Our Disciplinary Practices



Student and Parent Education

- Appropriate Boundaries/Relationships
- Digital Citizenship/Proper Use of Social Media
- Awareness of Controlled Substances

Staff Training

- Every school within the district is encouraged to annually allocate a portion of their professional development to issues regarding student behavior and discipline
- Recommended areas of professional development/training include: classroom management, conflict resolution, alternatives to suspensions, and techniques/strategies for avoiding power struggles.
- Staff training and relevant professional development should also address the needs of students at the school-wide, classroom, as well as the individual level

“PD to Go”

(Customized Professional Development)

- Discipline Training
- Social/Emotional
- Trauma Informed Care/Trauma Sensitive Schools
- Restorative Practices
- Student Success Team
- Suicide Prevention
- Foster/Homeless Youth
- Taking Care of the Professional (Self-Care) Training
- 504 Training
- Creating Safe and Supportive Environment for LGBTQ+ Youth
- Immigration/Know Your Rights
- AB 1266 – Supporting Transgender Youth
- Commercial and Sexually Exploited Children (CSEC)

Disciplinary Responses/Consequences Matrix


Levels of Response and Interventions	
Level 1	Examples of Classroom Managed Responses These consequences and interventions aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible consequences and interventions that may be used.
	<div> <div>Possible Responses</div> <ul style="list-style-type: none"> • Contact parent • Verbal corrective feedback • In-class time out • Parent/guardian conference • Student verbal or written apology • Use buddy teacher system • Loss of classroom privileges • Student written reflection • Teacher and student conference </div> <div> <div>Possible Interventions</div> <ul style="list-style-type: none"> • Parent/guardian meeting and/or accompany student in class • Establish positive relationship with student • Seat change • Pre-correction and redirection using affective language • Role play replacement behavior • Establish buddy teacher system • Daily progress report for behavior • Increase positive recognition • Goal setting with student </div>
Level 2	Examples of Administrative/Counselor Responses and/or Support These consequences and interventions, used in response to an office discipline referral, aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Interventions often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Below are possible consequences and interventions that may be used. Level 1 interventions may still apply.
	<div> <div>Possible Responses</div> <ul style="list-style-type: none"> • Parent/guardian notification required • Detention • Student verbal or written apology • Use buddy teacher system • Change of class • Conference with student • Removed privilege/restricted activity • Restitution/community service • Time out • Relationship development action • Restorative conferencing </div> <div> <div>Possible Interventions</div> <ul style="list-style-type: none"> • Refer to SST/Individual Education Plan (IEP)/504 team • Increase positive recognition • Collaborative problem solving • Establish positive relationship with student • Refer for substance abuse intervention • Mentoring • Develop/revise student success plan (SSP) • Check In/Check Out • Social/Academic Skills Group • Refer for educational/psychological evaluation (screening) • Refer to school/community based mental health </div>
Examples of Administrative Removal Responses	

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE						
Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).						
Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
Contraband - Weapons						
• Possessed an imitation firearm (EC 48900 (m))		•	•	•		
• Possessed a knife or other dangerous object (EC 48900 (b)) *		•	•	•		
• Sold or otherwise furnished any knife or other dangerous object (EC 48900 (b))			•	•		
• Brandished a knife at another person (EC 48915 (c)(2))					•	•
• Possessed an explosive as defined in federal law (EC 48915 (c)(3))					•	•
• Possessed, sold, or otherwise furnished a firearm (EC 48915 (c)(1))					•	•
Contraband - Other items						
• Possession of unauthorized items not otherwise included in this code	•	•				
• Unauthorized sale or distribution of goods not otherwise included in this code	•	•				
• Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code (EC 48900 (a)(1), (c), (d), (k)) *		•	•	•		•

Non-discrimination and due process

- School and district staff responsible for implementing the Plan shall do so without discrimination
- School and district officials must make sure that disciplinary due process rights are explained to students and parents
- To ensure effective relationships and adequate communication in student disciplinary matters, there should be consideration and respect for: **(1)** parents/guardians right to be immediately notified when their child faces disciplinary action; **(2)** students' right to a fair hearing; and **(3)** parents/students right to appeal suspensions, expulsions, and referrals to alternative schools

Suspension/Expulsion checklist


SWEETWATER UNION HIGH SCHOOL DISTRICT
STUDENT SUPPORT SERVICE
SUSPENSION/EXPULSION CHECKLIST

1. Initial Investigation of Misconduct - at the scene (principal/designee)
___ Gather any physical evidence of misconduct at the scene
___ Speak briefly to any witnesses at the scene of the misconduct to assess
___ Call law enforcement, if applicable, for drugs, weapons or serious injuries

If reasonably determined that the student has committed some misconduct, go to step 2.

2. Document Investigation - in the office (principal/AP)
___ Speak with students involved about the incident
___ Ask for written statements from the witnesses using the Report of Incident Form- dated and signed (students can opt to not put it in writing)
___ Preserve all information in the best way possible
___ Follow all other applicable procedures in student handbook/policy manual

3. Informal Conference with the Student (principal/AP)
___ Advise student of the particular misconduct of which he is accused
___ Advise student of basis for accusation (evidence, statements, facts)
___ Give student an opportunity to explain his version of facts and to call a parent
___ Advise student of determination (no action, suspension, expulsion, etc.)
___ Expulsion-advise student of suspension pending expulsion hearing

If suspension/expulsion is determined to be proper action, go to step 4.

4. Give Notices and Complete Forms (principal/AP)
___ Contact parents:
 ___ Suspension-notice of suspension; date and time of readmission conference (if suspension only); by phone or letter. Revise for any possible errors.
 ___ Expulsion-add notice of recommended expulsion; reasons; by certified mail
___ Complete forms for suspension and, if applicable, recommended expulsion
___ Provide copies of forms to student and parents/guardians
___ Expulsion-forward to Student Support Services for expulsion hearing
 ___ attempt to schedule hearing within 10 days of suspension
___ Follow all other applicable procedures in student handbook/policy manual

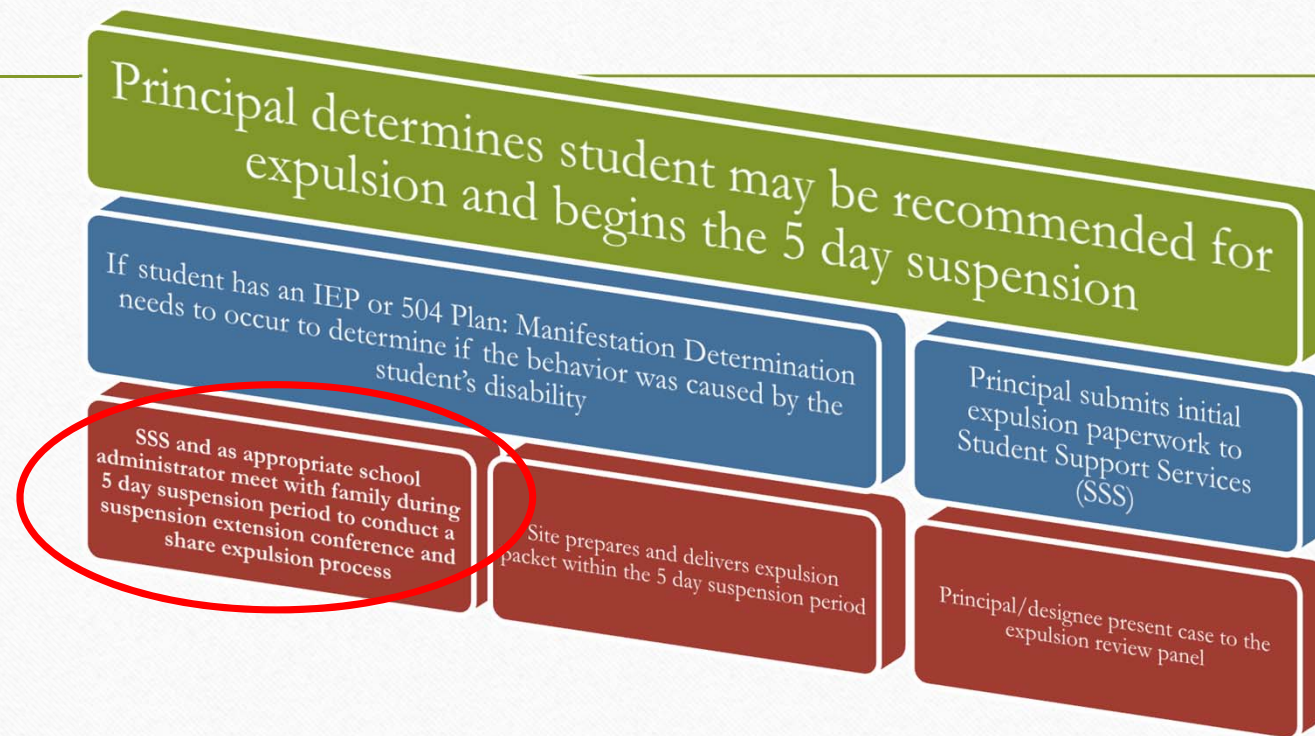
If the proper action is a short-term suspension (10 days or less), no further process is due.
If the proper action is a long-term suspension (11 days or more) or expulsion, go to step 5. (Advise)

Go to Step 5

Right to appeal in-school and out-of school suspensions



Procedures for expulsions and referrals to alternative schools



Re-engagement Plan

DRAFT



Student Re-engagement Plan

Student Information

Full Name: Last _____ First _____ M.I. _____ Student ID: _____

D.O.B. _____ Grade: _____ GPA: _____ Credits Earned: _____ School Name: _____
(attach transcript)

Previous
Schools of

Attendance: School Name: _____ School Name: _____ School Name: _____

City: _____ City: _____ City: _____

State: _____ State: _____ State: _____

Phone: _____ Email: _____

Parent/Guardian: _____ Parent/Guardian: _____

Services/Programs: _____
(ex. Special Education, 504, Alternative Education, etc.)

Assistant Principal: _____

Counselor: _____

Student Goals

Current Goals: _____

Academic: _____

Extracurricular: _____

Personal: _____

Post Secondary: _____

Re-engagement Strategies/Interventions

Academic

Academic re-engagement strategies, as developed by school staff, the student, and the student's parents/guardians, should be included in the re-engagement plan. During the period of exclusion, avoid the loss of academic credit whenever possible.

- _____
- _____
- _____

Behavioral

Behavioral re-engagement strategies should be reasonable and related directly to the disciplinary infraction.

- _____
- _____
- _____

Communication

Communication strategies should inform school staff, students, and parents/guardians about services, reentry plans, and/or accommodations. Incorporate these communication strategies into the re-engagement plan.

- _____
- _____
- _____

Other

Address the possibility of other supportive interventions as a way to help the student reintegrate successfully into the classroom and all aspects of the school environment.

- _____
- _____
- _____

Resources for Students

Help students and parents/guardians meet the requirements of a re-engagement plan by building in community-specific resources that could keep the student on track. List specific supports for issues related to the disciplinary action. For example, mental health, behavioral assessments and support services, as well as academic supports, such as tutoring and other academic services available through the district.

- _____
- _____
- _____

Quarterly Review of Data

- Student Support Services and school teams will collect and analyze school discipline data on a quarterly basis to identify those students and staff who need assistance with discipline.
- The review will include the following:
 - Prevention and intervention strategies in use;
 - The number of in-school suspensions, out-of-school suspensions, expulsions, referrals to alternative schools, arrests, involuntary transfers, and referrals to law enforcement (data should be disaggregated by age, grade, gender, race/ethnicity, English language learner status, disability, school, teacher, offense, and punishment or alternative used);
 - Differences in referrals among staff members; and
 - The extent to which disciplinary actions are consistently applied to all students.
- Based on the review, schools will: (a) identify areas of concern; (b) provide targeted professional development, supports, and services; (c) initiate appropriate corrective action; and (d) revise school procedures/practices as needed.

DISTRICT DISCIPLINE OVERSIGHT COMMITTEE

- The District Committee shall also be provided school discipline and attendance data on a quarterly basis. This Committee is charged with the following:
 - Monitoring school climate district-wide;
 - Developing, monitoring, and evaluating school discipline policies and practices district-wide;
 - Provide recommendations for site-specific and district-wide professional development.

Questions
