District Discipline Plan

Sweetwater Union High School District

July 2017
Overview
**SUHSD Restorative Practices**

**Multi-Tiered Systems of Support**

**Tier 3 Practices - Intensive Interventions:**
- Formal restorative conferencing
- Reintegration Strategies

**Tier 2 Practices - Targeted Interventions:**
- Restorative dialogue, responsive circle (problem-solving and repairing harm), peer mediation, teen court

**Tier 1 Practices - Prevention:**
- Community & Relationship Building
- Developing Social/Emotional Capacity
- Responsibility for self and others
- Restorative dialogue, circles, engagement strategies, learning conflict resolution strategies
Positive School Culture and Climate

Transformational Culture

- Restorative Practice Framework
- Discipline Practices
- Equity

Improve Student Outcomes
Accomplishing Discipline Through a Collective Approach

- Equity and Culture
- Community/Outside Agencies
- Parents
- Principals/Assistant Principals
- Teachers
- School Counselors
- School Psychologists
- Students
- Principals/Assistant Principals
- Teachers
- School Counselors
- Community/Outside Agencies
- Equity and Culture
- Students
Refining Our Disciplinary Practices

- Clear expectations of students, staff, and parents
- Targeted professional development
- Consistent practices aligned to restorative framework throughout the district
- Student outcomes based on due process, appropriate responses/accountability that matters
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

<table>
<thead>
<tr>
<th>Levels of Response and Interventions</th>
<th>Examples of Classroom Managed Responses</th>
<th>Possible Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>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 classroom and classroom management strategies. Below are possible consequences and interventions that may be used.</td>
<td>Possible interventions include:</td>
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<tr>
<td><strong>Possible Response</strong></td>
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<td></td>
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<tr>
<td>Verbal corrective feedback</td>
<td>Parent/guardian meeting and or accompany student in class</td>
<td></td>
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<tr>
<td>In class time out</td>
<td>Separation from peers in class</td>
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<tr>
<td>Power/gender conference</td>
<td>Promote positive relationships with student</td>
<td></td>
</tr>
<tr>
<td>Student verbal or written apology</td>
<td>5-minute cool down</td>
<td></td>
</tr>
<tr>
<td>Use buddy, teacher support</td>
<td>Establish buddy, teacher support</td>
<td></td>
</tr>
<tr>
<td>Loss of classroom privileges</td>
<td>Establish buddy, teacher support</td>
<td></td>
</tr>
<tr>
<td>Student misses instruction</td>
<td>5-minute cool down</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher and Student conference</strong></td>
<td>Group setting with student</td>
<td></td>
</tr>
</tbody>
</table>

| **Level 2**                          | Examples of Administrative/Counselor Responses and/or Support | Possible interventions include:  |
| **Possible Response**                |                                        |                         |
| Parent/guardian notification required| Refer to Student handbook Education Plan (SBP)/0496 text |                         |
| Detention                            | Intervene positive relationships       |                         |
| Student verbal or written apology    | Collaborative problem-solving           |                         |
| Use buddy, teacher support           | Establish positive relationship with student |                         |
| Change of class                      | Refer for substance abuse intervention  |                         |
| Conference with student              | Monitoring                              |                         |
| Restored privilege/resumed activity  | Develop a student success plan (SBP)   |                         |
| Restitution/community service         | Check In/Check Out                     |                         |
| Time out                             | Social/Academic Skills Group           |                         |
| Restorative justice                  | Refer to school counseling and mental health |                         |

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<th>Examples of Administrative Removal Responses</th>
<th>Possible interventions include:</th>
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<td>Parent/guardian notification required</td>
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<td>Collaborative problem-solving</td>
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<td>Use buddy, teacher support</td>
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<td>Change of class</td>
<td>Refer for substance abuse intervention</td>
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<tr>
<th>PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE</th>
<th>Required Law Enforcement Notification</th>
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<tbody>
<tr>
<td><strong>Possession of a firearm (FPC 45906, etc.)</strong></td>
<td>Level 1 Level 2 Level 3 Level 4 Level 5</td>
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<tr>
<td><strong>Possession of a knife or other dangerous object (FPC 45906, etc.)</strong></td>
<td>Level 1 Level 2 Level 3 Level 4 Level 5</td>
</tr>
<tr>
<td><strong>Sold or otherwise furnished any knife or other dangerous object (FPC 45906, etc.)</strong></td>
<td>Level 1 Level 2 Level 3 Level 4 Level 5</td>
</tr>
<tr>
<td><strong>Brandished a knife on another person (FPC 45906, etc.)</strong></td>
<td>Level 1 Level 2 Level 3 Level 4 Level 5</td>
</tr>
<tr>
<td><strong>Possession of an explosive as defined in federal law (FPC 45906, etc.)</strong></td>
<td>Level 1 Level 2 Level 3 Level 4 Level 5</td>
</tr>
<tr>
<td><strong>Possession, sold, or otherwise furnished a firearm (FPC 45906, etc.)</strong></td>
<td>Level 1 Level 2 Level 3 Level 4 Level 5</td>
</tr>
<tr>
<td><strong>Contributed - Other items</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Possession of unauthorized items not otherwise included in this code</strong></td>
<td>Level 1 Level 2 Level 3 Level 4 Level 5</td>
</tr>
<tr>
<td><strong>Unauthorized sale or distribution of goods not otherwise included in this code</strong></td>
<td>Level 1 Level 2 Level 3 Level 4 Level 5</td>
</tr>
<tr>
<td><strong>Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code (FPC 45906, etc.)</strong></td>
<td>Level 1 Level 2 Level 3 Level 4 Level 5</td>
</tr>
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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. If 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 (*).
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

1. Initial Investigation of Misconduct - at the scene (principal/designee)
   - Gather any physical evidence of misconduct at the scene
   - Ask for written statements from the witnesses using the Report of Incident Form - dated and signed by students using the Report of Incident Form - dated and signed by students
   - Preserve all information in the best way possible
   - Notify all other applicable procedures in student handbook/policy manual

2. Document Investigation - in the office (principal/AP)
   - Speak with students involved about the incident
   - Call law enforcement, if applicable, for danger, weapons, or serious injuries
   - If reasonably determined that the student has committed some misconduct, go to step 2.

3. Informal Conference with the Student (principal/AP)
   - Advise student of probable misconduct of which he is accused
   - Advise student of basis for accusation, problem, misbehavior, offense
   - Advise student of opportunity to explain his version of facts and to call a witness
   - Advise student of determinations in writing, suspension, expulsion, etc.
   - Establish a finding of guilt or innocence, and specify suspension or expulsion

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

4. Formal Conference with the Student (principal/AP)
   - Advise student of probable misconduct of which he is accused
   - Advise student of basis for accusation, problem, misbehavior, offense
   - Advise student of opportunity to explain his version of facts and to call a witness
   - Advise student of determinations in writing, suspension, expulsion, etc.
   - Establish a finding of guilt or innocence, and specify suspension or expulsion
   - Advise student of the right to appeal, if applicable

If the proper action is a long-term suspension (10 days or less), go further process is due.

If the proper action is a long-term suspension (11 days or more) or expulsion, go to step 5.
Right to appeal in-school and out-of-school suspensions

- Right to request meeting with principal within 5 days
- Right to have a representative at the meeting
- Principal reviews all written documents
- Make a determination: -violation occurred -penalty imposed was appropriate
- Provide written decision within 3 days
- Second Appeal would be to the Student Services Department
Procedures for expulsions and referrals to alternative schools

Principal determines student may be recommended for expulsion and begins the 5 day suspension

If student has an IEP or 504 Plan: Manifestation Determination needs to occur to determine if the behavior was caused by the student’s disability

Site prepares and delivers expulsion packet within the 5 day suspension period

Principal submits initial expulsion paperwork to Student Support Services (SSS)

Principal/designee present case to the expulsion review panel

SSS and appropriate school administrator meet with family during 5 day suspension period to conduct a suspension extension conference and share expulsion process
Re-engagement Plan

Student Re-engagement Plan

Student Information

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Last</th>
<th>First</th>
<th>M.I.</th>
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<thead>
<tr>
<th>D.O.B.</th>
<th>Grade</th>
<th>GPA</th>
<th>Credits Earned</th>
<th>School Name</th>
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Previous Schools of Attendance:

<table>
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<tr>
<th>School Name</th>
<th>City</th>
<th>State</th>
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Phase: ___________________________

Email: ___________________________

Parent/Guardian: ___________________________

Parent/Guardian: ___________________________

Services/Program: ___________________________

[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 should be 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, near-term 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. In 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.

• ___________________________

• __________________________

DRAFT

SWEETWATER UNION HIGH SCHOOL DISTRICT

Re-engagement Plan
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