



# **Uniform Discipline Plan**

## **2012**

## Section One – Introduction

The Uniform Discipline Plan establishes a framework for developing, refining, and implementing a culture of discipline conducive to learning at every school in the San Diego Unified School District. This framework is built on school-wide positive behavior support, a culture of positive discipline techniques, and the systemic development of carefully identified rules with the necessary structure for their firm, fair, and consistent implementation. The importance of a school-wide positive behavior support and discipline plan is consistent with the principles of safety, responsibility, respectfulness, appreciation of differences, honesty, and life-long learning.

### All Students Have a Right to a High-Quality Education

The right to a high-quality education ensures that school disciplinary measures will not be used to exclude students from school or otherwise deprive them of such an education, unless it is necessary to preserve the safety of students and staff. One objective of discipline in schools is *to assist students in learning and displaying self-discipline or control of their own behavior*. Attainment of this objective depends on the good judgment and compassion of teachers, understanding and leadership by administrators, and the support of all parent(s)/guardian(s) within the community. Success with the Uniform Discipline Plan is predicated on the belief that it will be openly communicated and implemented as a cooperative effort between parent(s), guardian(s), students, and staff.

#### A. General Principles

The goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success, as well as support a school climate where students and staff are responsible and respectful. Successful school discipline is guided by the following principles:

- Engaging and effective instruction and classroom management are the foundations.
- Preventing misbehavior before it occurs and using effective interventions after it occurs.
- Strengthening school safety and academic success by encouraging all school staff to build positive relationships with students and be actively engaged in their students' academic lives and learning.
- Promoting high standards of behavior from school teams by teaching, modeling, and monitoring behavior and by fairly and consistently correcting misbehavior as necessary.
- Pairing school discipline with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community and is more likely to result in getting the student re-engaged in learning.
- Maximizing the amount of time students spend learning and minimizing the time students are removed from their classrooms due to misbehavior.

Please note that school climate reflects the physical and psychological aspects of a school that are likely to change as circumstances or people change. The climate of a school is evident in the feelings and attitudes expressed by students, teachers, staff, and parents. It is how students and staff "feel" about being at school each day. Student learning and staff satisfaction are strongly connected to the climate of a school. Howard (2005) describes a positive school climate as:

“...places where people care, respect, and trust one another; and where the school, as an institution, cares for, respects, and trusts people. In such a school, people feel a high sense of pride and ownership that comes from each individual having a role in making the school a better place.”

### *B. Reasonable Consequences*

District programs and schools will make every reasonable effort to correct student misbehavior through site-based resources at the lowest possible level, and support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior.

Teachers can address the vast majority of disciplinary issues at the classroom level. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and match the severity of the student's misbehavior.

### *C. Use of Out-of-School Suspensions, Expulsions, and Referrals to Alternative Schools should be Minimized*

The use of measures such as out-of-school suspensions, expulsions, and referrals to alternative schools that exclude students from school should be minimized. These measures typically result in the loss of valuable instructional time and should be reserved for infractions that cannot be appropriately addressed through other interventions and disciplinary responses. Appendix C provides a summary of district suspension and expulsion rates for the 2006-2010 school years.

### *D. Role of Law Enforcement*

District and school staffs are encouraged to avoid the unnecessary criminalization of students and as such, city police involvement should be limited to situations when it is necessary to protect the physical safety of students and staff, and/or appropriate to address the criminal behavior of persons other than students. Police involvement should not be requested in a situation that can be safely and appropriately handled by the District's internal disciplinary procedures. Additionally, city law enforcement personnel working on school grounds are encouraged to exercise their authority to arrest in a manner that is consistent with the goals and requirements of this Plan.

### *E. Addressing Racial Disparities in School Discipline*

Reducing the racial disparities in school discipline is an important goal of this plan. As is noted in the available district data (see Appendices), school discipline policies affect all students, however, past practices have disproportionately impacted students of color. African American, Latino/Hispanic, and Native American students, in particular, are more likely to be suspended, expelled, and arrested than their White peers, even for the same behavior. African American, Latino, and Native American students also tend to receive harsher punishments than their peers for the same offenses. Appendix D provides data on the suspension and expulsion rates by the variables race and ethnicity.

The systemic racial inequalities that persist in school discipline practices must be acknowledged and the district must therefore eliminate institutional structures which contribute to any form of discrimination or bias that present barriers to success for students.

Schools are equally charged with eliminating racial disparities in the application of school discipline. Specifically, schools will need to monitor the impact of their actions on all students, while critically analyzing disciplinary practices and the subsequent effects on youngsters from racial and ethnic groups, or other protected classes, that have historically been over-represented among those who are suspended, expelled, referred to alternative schools, arrested, or referred to law enforcement.

### *F. Students with Disabilities*

Many students with disabilities require intense academic support and prolonged removal from the learning environment, for any reason, can have a negative impact on their achievement. Learning

environments which experience few interruptions (e.g., out-of-school suspensions, expulsions, referrals to alternative schools, referrals to law enforcement, etc.) will likely achieve the greatest educational benefit for any student, but particularly for students with disabilities. When considering suspensions and expulsions, school officials must also carefully determine if the behavior is a manifestation of the student's disability. It is important that behavioral interventions are positive and in accordance with students' Individualized Education Programs (IEPs), behavior support or intervention plans (if applicable), and 504 plans (if applicable). Appendix E details the number of district students with disabilities who have been expelled and/or suspended in past years; based on district data, students with disabilities are typically suspended and expelled significantly more than their nondisabled peers.

#### *G. Non-Discrimination*

School and district staff responsible for implementing this Plan shall do so without discrimination based on ethnicity, ethnic group identification, race, color, creed, religion, national origin, ancestry, gender, sexual orientation, marital status, age, disability, resident status, or membership in any of the protected class(es).

#### *H. Due Process*

School and district officials must make sure that disciplinary due process rights are explained to students and parents. A failure to provide students and parents/guardians with due process could possibly result in a breakdown of trust between schools and some students, families, and communities they serve. 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.

#### *I. 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. This will help build capacity, facilitate effectiveness, and underscore the equitable application of pertinent policies, practices, methods, and procedures. Recommended areas of professional development/training include: classroom management, conflict resolution, alternatives to suspensions, and strategies to avoid 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. All relevant training should emphasize problem-solving skills and focus on prevention, intervention, PBIS, Response to Intervention (behavior), and data-based decision making. The analysis and review of data for monitoring the effectiveness and success of applied school and district interventions is crucial. It is also important that professional development and training remain fluid and based on the needs of the district, individual schools, and students.

#### *J. Individual School Policies*

Schools may adopt their own school rules and Codes of Conduct so long as they are consistent with this Plan. Any such rules or codes shall be approved by the Superintendent or a designated district official and will be made available to students and their parents/guardians in a manner consistent with this Plan.

#### *K. Community Involvement*

Meaningful parent, student, and community involvement in the creation and application of school

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and district policy is essential for building effective schools with positive and inclusive learning environments. As such, parents/guardians, students, and community members should have input in the development of discipline rules for their school and classrooms.

*L. Distribution of Plan*

The District shall distribute a copy of this Plan to all students and their parents/guardians in a language they can understand. It shall also be posted on the district website and in a visible and prominent location within each school.

## Section Two – Using Disciplinary Interventions

### A. Prevention

Prior to initiating the behavioral consequences found in the Uniform Discipline Plan, schools and district programs should consider the process as well as the positive behavior interventions and supports found in the following “Student Behavioral Summary” form:

**Describe the behaviors that are impeding learning as determined by performance data across settings, as well as strengths and weaknesses as comparable to peers.**

**Identify problematic behaviors at all levels (e.g., school-wide, class-wide, individual).**

**Indicate which Tier 1 behavioral supports you have implemented:**

	In Place	Somewhat in place	Not in place	Evidence
<b>Structure/Organize the Environment for Success</b>				
Clearly defined and posted behavioral rules/expectations				
Clearly defined and posted procedures for all environmental and classroom routines				
Clearly defined and posted expectations for transitions				
<b>Teach Students How to Behave Responsibly in All Environments</b>				
Teach and review the rules/expectations systematically				
Role-play the behavioral expectations- “What does the behavior look and sound like?”				
Pre-correct – prior to directing students to perform a task, provide a description of what the expected behavior will look and sound like.				
Cue/Prompt/Remind – Provide a pre-arranged/previously taught cue to remind students to engage				
<b>Observe Student Behavior</b>				
Check for student understanding of the behavioral expectations-e.g., “Please summarize for me what we have discussed so I am sure there is no confusion.”				

	In Place	Somewhat in place	Not in place	Evidence
Evaluate environmental factors that may be contributing to misbehavior (e.g., seating arrangement, noise, clutter)				
Collaborate with colleagues to identify patterns and trends				
Circulate and scan as a means of observing/monitoring ALL student behavior as the behavior of others may impact/effect				
Collect data about behavior (e.g., frequency, duration, time, location) and make decisions about what is going well and what needs to be adjusted				
<b>Interact Positively with Students</b>				
Model friendly, respectful behavior while monitoring the environment				
Interact with students using unconditional positive regard				
Provide age-appropriate, non-embarrassing feedback				
Provide a 4:1 ratio of positive to negative interactions for academics and behavior				
<b>Correct Behavior Fluently</b>				
Provide a warning – (e.g., “Respect is a school rule. All students are expected to talk respectfully to all students and adults here at school. This is an official warning”).				
Provide a structured choice-clearly offer a choice between two alternatives and state the outcomes of each.				
Provide corrections consistently, calmly, immediately, and briefly				
Utilize a menu of reinforcers and consequences that can be applied				
<b>Other</b>				

## Tier 2 Behavioral Supports Matched to Motivational Functions

It is important to look at the possible reasons for the persistent behaviors that have been identified as areas/environments of concern. Below are possible motivational factors with strategies that can be implemented to provide solutions and supports typically at the Tier 2 level of services. Directions for completing the document are as follows: "Identify the possible reason for the persistent behavior; mark the strategies you have implemented to offer Tier 2 behavioral supports and; provide evidence of implementation for RTI team review."

<b>Motivational Functions of Behavior</b>	<b>Mark Behavioral Supports &amp; Provide Evidence</b>
<p><b>Options for Ability:</b> Sometimes behaviors occur because the student does not have the neurological or physiological ability to behave the way the teacher would like. Interventions include: teaching replacement behavior(s) for the new skill or making behavioral accommodations.</p>	<ul style="list-style-type: none"> <li>○ Teach classroom/environmental routines</li> <li>○ Teach expectations</li> <li>○ Teach and review policies and procedures</li> <li>○ Provide visual, auditory and kinesthetic supports</li> <li>○ Reinforce the desired behavior</li> <li>○ Other: (please describe)</li> </ul>
<p><b>Options for Awareness:</b> Students may exhibit patterns about which they are almost completely unaware. Interventions include: helping the student become aware of the behavior through cueing or self-monitoring.</p>	<ul style="list-style-type: none"> <li>○ Correct immediately</li> <li>○ Provide goal setting</li> <li>○ Use signals/ prompts</li> <li>○ Implement Replacement behaviors/positive options</li> <li>○ Reinforce the desired behavior</li> <li>○ Other: (please describe)</li> </ul>
<p><b>Options for Adult Attention:</b> In order to get attention from an adult, some students may seek attention in inappropriate ways. Interventions include: ways to increase the frequency, duration, and intensity of adult attention the student receives when exhibiting positive behavior.</p>	<ul style="list-style-type: none"> <li>○ Correct calmly</li> <li>○ Planned discussion-confer with student</li> <li>○ Provide non-contingent attention</li> <li>○ Circulate frequently</li> <li>○ Reinforce the desired behavior</li> <li>○ Other: (please describe)</li> </ul>
<p><b>Options for Peer Attention:</b> Some students demonstrate inappropriate behavior to seek attention from peers-playing class clown, showing off, arguing, bullying or being annoying. Interventions include: an increase of positive attention when appropriate peer interactions occur.</p>	<ul style="list-style-type: none"> <li>○ Increase pro-social peer attention</li> <li>○ Provide explicit instruction in social skills</li> <li>○ Work with peer group on planned ignoring</li> <li>○ Change seat location</li> <li>○ Reinforce the desired behavior</li> <li>○ Other: (please describe)</li> </ul>
<p><b>Options for Power/Control:</b> Some students seek power or control by eliciting emotional reactions from staff. Interventions include: giving the student control over certain aspects when he/she exhibits positive behaviors and avoids power struggles or arguments.</p>	<ul style="list-style-type: none"> <li>○ Data collection</li> <li>○ Put student in charge of an area or role in the class/environment</li> <li>○ Manage the cycle of behavioral escalation</li> <li>○ Give viable choices</li> <li>○ Reinforce the desired behavior</li> <li>○ Other: (please describe)</li> </ul>
<p><b>Options for Avoidance:</b> Typically, the student is trying to escape or avoid something. Interventions include: a skill-building component and ways to learn the behavior that is desired.</p>	<ul style="list-style-type: none"> <li>○ Adjust expectations/procedures</li> <li>○ Planned discussion-confer with student</li> <li>○ Use first/then</li> <li>○ Adapt instruction</li> <li>○ Increase assignment interest</li> <li>○ Change schedule</li> <li>○ Reinforce the desired behavior</li> <li>○ Other: (please describe)</li> </ul>

### *B. Possible Types/Levels of Interventions and Sample Disciplinary Responses*

It is important to look at the possible reasons for the persistent student behavior(s) that have been identified as areas of concern. School teams are strongly encouraged to first look at the probable motivational factors and strategies that might be implemented to provide solutions and supports. Once the possible reason(s)/factor(s) for the behavior have been identified, appropriate intervention strategies and supports should be selected. Please be mindful, however, that more than one motivational factor could be occurring and multiple strategies and supports may need to be implemented simultaneously.

<b>Levels of Interventions and Disciplinary Responses</b>		
<b>Level 1</b>	<ul style="list-style-type: none"> <li>Teacher/Student Conference</li> <li>Reminders and Re-Direction</li> <li>Teaching of Expectations and Skills</li> <li>Written Apology</li> </ul>	<ul style="list-style-type: none"> <li>Reflective Essay or Other Reflective Activity</li> <li>Independent Study</li> <li>Role-Play</li> <li>Substance Use Intervention Group</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Any Lower-Level Interventions</li> <li>Parent/Guardian Outreach</li> <li>In-Class Time-Out</li> <li>Seat Change</li> <li>Self-Charting of Behaviors</li> <li>Daily Report Card on Behavior, Task Completion, and Achievement</li> </ul>	<ul style="list-style-type: none"> <li>Reprimand by Administrator</li> <li>Removal from Class to Supervised Time-Out in Another Classroom</li> <li>Loss of Privileges (e.g., exclusion from group lunch or extra activities)</li> <li>Mini-Course/Training (e.g., conflict resolution, anger management, social skills, or appropriate behavior)</li> <li>Substance Use Intervention Group</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Any Lower-Level Interventions</li> <li>Student/Teacher/Parent Conference</li> <li>Referral to Support Staff (e.g., counselor, psychologist, nurse, etc)</li> <li>Short-term Behavioral Progress Reports</li> <li>Behavioral Intervention Plan</li> <li>Change in Schedule/Class</li> <li>Referral to After-School Program</li> <li>In-School Suspension – 1 day</li> </ul>	<ul style="list-style-type: none"> <li>Community Service</li> <li>Mentoring Program</li> <li>Peer Mediation</li> <li>Functional Behavioral Assessment</li> <li>Referral to School-Based Health/Mental Health Clinics</li> <li>Referral to Community-Based Services</li> <li>Substance Use Intervention Group</li> <li>Modification of IEP (if applicable)</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Any Lower-Level Interventions</li> <li>Detention</li> <li>Saturday School</li> <li>Restorative Justice</li> <li>In-School Suspension—1 to 3 days</li> </ul>	<ul style="list-style-type: none"> <li>Teen Court/Peer Jury</li> <li>Restitution</li> <li>Out-of-School Suspension—1 or more days (if needed)</li> <li>Substance Use Intervention Group</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>Any Lower-Level Intervention</li> <li>Out-of-School Suspension—1 to 5 days (and may be extended as necessary)</li> </ul>	<ul style="list-style-type: none"> <li>Alternative Educational Placement</li> <li>Recommendation for Expulsion</li> <li>Arrest or Referral to Law Enforcement</li> <li>Substance Use Intervention Group</li> </ul>
<b>Level 6</b>	<ul style="list-style-type: none"> <li><b>Mandatory recommendation for expulsion</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Arrest/referral to Law Enforcement</b></li> <li><b>Alternative Educational Placement</b></li> <li><b>Recommendation for Expulsion</b></li> </ul>

For more information and clarity on these interventions, see the Glossary attached as Appendix A.

Please note that the above list is not intended to be exhaustive and is a representative sample of disciplinary responses/interventions that site administrators may consider. With proper documentation (e.g., behavior/discipline history, behavior charts, positive behavior intervention and

support plans, parent/student conferences, work samples, etc.), school officials maintain the authority to elevate the level(s) of disciplinary response/intervention.

### *C. Relevant Factors in Making Discipline Decisions*

When choosing consequences for students' inappropriate behavior, teachers, administrators, and school staff must consider the following:

- Age, health, and disability or special education status of the student;
- Appropriateness of student's academic placement;
- Student's prior conduct and record of behavior;
- Student's willingness to repair the harm;
- Seriousness of the offense and the degree of harm caused;
- Impact of the incident on overall school community

#### *Unique circumstances:*

***Homelessness.*** Generally, out-of school suspension is not recommended for students who are homeless. Children and youth living in shelters, cars, parks, and other unstable living environments have **NO safe place** to go during the daytime hours. Because of these safety concerns, alternate methods of discipline should be considered and used as appropriate.

***Foster Care.*** Many children and youth are placed under the care of Child Welfare because they have suffered abuse and/or neglect. Some school behaviors may be symptoms of that abuse. School officials are encouraged to consult with the school counselor or school psychologist to develop a behavior plan appropriate to the circumstances for these students.

## Section Three—Description of Inappropriate and Disruptive Behaviors and Consequences

### A. Disciplinary Consequences Matrix

The following is the Disciplinary Consequences Matrix, which contains a list of potential inappropriate or disruptive behaviors with the appropriate interventions or consequences.

Note: On the first instance of inappropriate or disruptive behavior, use one or more interventions from the lowest level indicated for that behavior, or any lower level. If the same behavior is repeated during the same school year, one or more interventions or disciplinary responses from the next highest level may be used. Lower-level interventions may always be used, but interventions/disciplinary responses from the shaded boxes should only be considered with proper documentation.						
Inappropriate or Disruptive Behavior	Levels					
	1	2	3	4	5	6
<b>Assaults/Battery/Mutual Combat (Code 01)</b>						
- <b>Attempted/threatened to cause physical injury; mutual combat</b> (injury or minor injury; no malicious intent, honest misunderstanding; resolved after counseling with student and parent; includes verbal/written threats)		●	●	●		
- <b>Willfully caused minor injury, except in self-defense</b> (NOT mutual combat; minor injury, no cuts or bruises; no or minor medical attention required; willful and unlawful force or violence upon another; clear aggressor)			●	●		
- <b>Willfully caused serious injuries, except in self-defense</b> (can include mutual combat; heavy bruises and/or cuts, broken bones; medical attention required; willful and unlawful force or violence upon another)						●
- <b>Assault or battery on any school employee</b> (must be a physical assault or battery)						●
- <b>Sexual assault or sexual battery</b> ( <u>sexual battery</u> is the unwanted touching of intimate parts for sexual gratification; <u>sexual assault</u> is rape or attempted rape)						●
- <b>Aids or abets</b> (inflicting or attempting to inflict physical injury; not a basis for expulsion)			●	●	●	
<b>Weapons, Explosives, Dangerous Objects, Imitation Firearms (Code 02)</b>						●
- <b>Possessed, sold, and/or furnished</b> (firearm [real gun, pistol, rifle, etc]; possession of weapon, explosive, imitation firearm, or other dangerous object-M80, cherry bomb or larger)						●
- <b>Brandishing a knife</b> (weapon with blade longer than 3 ½" or folding knife with locking blade or unguarded razor blade or fixed blade; threatening another individual with a knife)						●
- <b>Possessed, sold, or furnished firecrackers or fireworks other than M80s or cherry bombs</b>			●	●	●	
- <b>Possessed, sold, or furnished imitation firearms</b>						●
<b>Controlled/Prohibited Substances (Code 03)</b>						
<i>Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled/prohibited substance in lieu of alcohol or intoxicant.</i>						
- <b>Possessed and/or used controlled/prohibited substance, alcohol/intoxicant</b> <i>Suspension may be waived by completing appropriate intervention contract (Procedure 6298)</i>				●	●	
- <b>Furnished or sold controlled/prohibited substance, alcohol/intoxicant</b>						●
- <b>Possession of an amount for more than personal use</b>						●
- <b>Offered, arranged to sell, or sold SOMA</b>						●

**Note: On the first instance of inappropriate or disruptive behavior, use one or more interventions from the lowest level indicated for that behavior, or any lower level. If the same behavior is repeated during the same school year, one or more interventions or disciplinary responses from the next highest level may be used. Lower-level interventions may always be used, but interventions/disciplinary responses from the shaded boxes should only be considered with proper documentation.**

Inappropriate or Disruptive Behavior	Levels					
	1	2	3	4	5	6
<b>Substance in Lieu of Controlled Substances (04)</b> <i>Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in the Health and Safety Code, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or materials as a controlled substance.</i> <ul style="list-style-type: none"> <li>- Delivered, furnished, and/or sold</li> </ul>			●	●	●	
<b>Robbery/Extortion (includes attempts) (05)</b> <ul style="list-style-type: none"> <li>- <b>Robbery</b> (the felonious taking of personal property in the possession of another against his/her will as accomplished by force or fear)</li> </ul>						●
<ul style="list-style-type: none"> <li>- <b>Extortion</b> (obtaining of property of another with his/her consent induced by wrongful use of force or fear)</li> </ul>						●
<b>Property/Damage (06)</b> <ul style="list-style-type: none"> <li>- Attempted to cause minor damage</li> </ul>		●	●			
<ul style="list-style-type: none"> <li>- Caused minor damage</li> </ul>		●	●	●		
<ul style="list-style-type: none"> <li>- Caused major damage</li> </ul>			●	●	●	
<b>Property/Theft (07)</b> <ul style="list-style-type: none"> <li>- Attempted to steal property</li> </ul>		●	●			
<ul style="list-style-type: none"> <li>- Stole</li> </ul>			●	●	●	
<ul style="list-style-type: none"> <li>- Receipt of stolen property</li> </ul>			●	●	●	
<b>Tobacco or Nicotine Product (08)</b> <i>Possessed, used, sold, or otherwise furnished a product with tobacco or nicotine. Suspension may be waived by completing appropriate forms (Procedure 6298).</i> <ul style="list-style-type: none"> <li>- First Offense</li> </ul>	●					
<ul style="list-style-type: none"> <li>- Second Offense</li> </ul>		●				
<ul style="list-style-type: none"> <li>- Third Offense</li> </ul>			●			
<ul style="list-style-type: none"> <li>- Fourth Offense</li> </ul>				●		
<b>Obscenity (09)</b> <ul style="list-style-type: none"> <li>- Committed an obscene act</li> </ul>		●	●			
<ul style="list-style-type: none"> <li>- Engaged in habitual profanity/vulgarity</li> </ul>			●	●	●	
<b>Drug Paraphernalia (10)</b> <i>Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia</i> <ul style="list-style-type: none"> <li>- Unlawful possession</li> </ul>	●	●	●			
<ul style="list-style-type: none"> <li>- Unlawfully offered, arranged, or negotiated to sell</li> </ul>		●	●	●		

**Note: On the first instance of inappropriate or disruptive behavior, use one or more interventions from the lowest level indicated for that behavior, or any lower level. If the same behavior is repeated during the same school year, one or more interventions or disciplinary responses from the next highest level may be used. Lower-level interventions may always be used, but interventions/disciplinary responses from the shaded boxes should only be considered with proper documentation.**

Inappropriate or Disruptive Behavior	Levels					
	1	2	3	4	5	6
<b>Disruption/Defiance (11)</b> <i>Disrupted school activities or willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties:</i> <ul style="list-style-type: none"> <li>- <b>Minor disruption/defiance</b> (classroom, school-sponsored event, failure to follow teacher/supervisor directions, verbal abuse or defiance of teacher/supervisor)</li> <li>- <b>Major Disruption/defiance</b> (one or more classrooms, school sponsored events, verbal abuse or defiance of teacher/supervisor requiring assistance)</li> </ul>	●	●	●			
<b>Sexual Harassment (Grades 4-12) (13)</b> <ul style="list-style-type: none"> <li>- <b>Verbal/visual</b> (creating signs, gestures, and/or verbal statement that causes a negative impact)</li> <li>- <b>Physical contact</b> (involving a physical contact of non-intimate parts of another in the act of harassment)</li> <li>- <b>Continual verbal, visual, or physical sexual harassment</b></li> </ul>		●	●			
<b>Hate Violence (Grades 4-12) (Code 14)</b> <i>Incident must be motivated in part or in whole by hostility toward a person's real or perceived disability, gender, nationality, race, religion, or sexual orientation. Act must be intended to cause emotional suffering, physical injury, or property damage.</i> <ul style="list-style-type: none"> <li>- <b>Mutual combat</b> (fight motivated by racial differences, real or perceived sexual orientation, or other hate-related matters)</li> <li>- <b>Offensive comment</b> (intent to harm – racial slur, derogatory comment about nationality, etc)</li> <li>- <b>Use of physical force, minor injury</b> (not mutual combat; no or minor medical attention required; no cuts or bruises; willful and unlawful force or violence upon another; clear aggressor)</li> <li>- <b>Use of physical force, serious injury</b> (not mutual combat, no or minor medical attention required, heavy bruises and/or cuts, broken bones; medical attention required; willful and unlawful force or violence upon another; clear aggressor)</li> <li>- <b>Threat of violence</b> (must be hate-motivated)</li> <li>- <b>Vandalism or graffiti that is hate-motivated or conveys a racist or otherwise hateful message</b></li> </ul>		●	●	●	●	
<b>Threats and Intimidation (15)</b> <ul style="list-style-type: none"> <li>- <b>Witness intimidation using harassment and/or threat</b></li> <li>- <b>Threat of death or grave bodily injury against school official, or against school property (at least \$1000)</b></li> <li>- <b>Bullying (including electronic acts)</b></li> </ul>		●	●	●	●	
<b>Harassment (Grades 4-12) (17)</b> <ul style="list-style-type: none"> <li>- <b>Harassed, intimidated, threatened a pupil or group of pupils or school personnel with actual or expected effect of: (1) disrupting class work; or (2) creating substantial disorder; or (3) creating an intimidating or hostile educational environment.</b></li> </ul>			●	●	●	

Note: On the first instance of inappropriate or disruptive behavior, use one or more interventions from the lowest level indicated for that behavior, or any lower level. If the same behavior is repeated during the same school year, one or more interventions or disciplinary responses from the next highest level may be used. Lower-level interventions may always be used, but interventions/disciplinary responses from the shaded boxes should only be considered with proper documentation.						
Inappropriate or Disruptive Behavior	Levels					
	1	2	3	4	5	6
<b>Hazing (18)</b> - Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code.		●	●	●		
Academic Dishonesty (cheating and plagiarizing) (misc.)	●	●	●	●		
Bus Disruptions (misc.)	●	●	●	●		
False Activation of Fire Alarm (misc.)			●	●		
Gambling (misc.)		●	●	●		
Portable Electronic Devices Use at Unauthorized Times (misc.)	●	●	●			
Unauthorized Use of School Equipment (misc.)	●	●	●			

The Uniform Discipline Plan and the above matrix provide a clear delineation of infractions categorized by levels of severity. Each infraction is accompanied by disciplinary measures that are based on Education Code and the judgment of school officials. To create a safe and orderly learning environment, it is crucial for the district and school staff to actively engage parents and the broad school community. A coordinated team approach, which includes parent(s)/guardian(s), school staff and students, must be utilized. Finally, the collaborative teams must remain focused on positive school environments as well as student achievement.

*B. Behavior Off of School Property and Outside the School Day*

A student may not be disciplined for conduct that occurs off school property and outside the school day unless the conduct seriously endangers the safety of students or staff and is related to a school activity. Please note, however, that any misconduct that occurs while students are going to or coming from school may be subject to disciplinary action. When considering “off-campus” misconduct/ disruptions, please reflect on the following: (1) Does the action violate any school/district rule or regulation? (2) Does the action contain threats of violence against staff/students or threats of vandalism to school property? (3) Does the action mention or advocate for physical harm to staff or students or damage to school property? (4) Are there specific instances, or threats of, disruption to the school program?

It should be noted that the above questions are not exhaustive and site specific concerns can be addressed by contacting the Placement and Appeal Office.

*C. Use of Expulsions and Referrals to Alternative Schools (e.g., ALBA, SUMMIT)*

Recommendations for expulsion and referrals to alternative schools may only be made under the following circumstances:

- The student has committed a **Level 6** behavior (mandatory expulsion offenses);
- A 5-day out-of-school suspension and/or other interventions are inadequate to address the behavior;

- The student’s continued presence in the school endangers the safety of students or staff.

If all of these conditions are not met, the behavior must be addressed through alternative interventions and disciplinary responses.

Even if all of these conditions are met, school administrators should consider each of the factors identified above in Section 2(C) before recommending expulsion or referral to an alternative school.

#### *D. Arrests and Referrals to Law Enforcement*

Typically, the only infractions that may result in arrest or referral to law enforcement are **Level 5/6** behaviors. All other inappropriate or disruptive behaviors could be addressed through alternative interventions and disciplinary responses. With proper documentation, however, school officials may elevate the disciplinary response to a higher level.

While **Level 5/6** behaviors may result in arrest or referral to law enforcement, such action should only be used as a last resort and incidents resolved without the involvement of law enforcement whenever appropriate. School officials should use their discretion before notifying law enforcement and are encouraged to consider the following:

- Whether the misconduct was particularly egregious;
- Whether the student persists in misconduct after being told to cease such behavior, and continues to endanger the safety of others;
- The age of the student engaging in misconduct; and
- Whether the student’s misconduct is specifically intended to cause, or irresponsibly causes, physical harm to others, or endangers the safety of others.

## Section Four—Procedures for In-School Suspensions, Out-of-School Suspensions, Expulsions, and Referrals to Alternative Schools

### A. *Procedures for In-School and Out-of-School Suspensions*

When a student is suspended in-school or out-of-school, he or she has the right to an informal conference with the principal or designee. At the conference, the student must:

- Be allowed to call a parent/guardian, and have the parent/guardian attend the conference if they are able to within a reasonable amount of time;
- Be informed of the allegations and evidence against him or her;
- Have an opportunity to respond to the allegations, verbally or in writing, and present his or her version of events;
- Be informed of the right not to submit a written statement, if a written statement is requested; and
- Have an opportunity to present evidence in his or her defense, including the right to have witnesses interviewed by the principal or designee.
- If, after the informal conference, the principal or designee decides to issue an in-school or out-of-school suspension, the school must make a reasonable attempt to contact the parent/guardian at once by phone. The school must also provide a written notice of out-of-school suspension in a language that the parent/guardian can understand. Both the oral and written notices must:
  - Inform the parent/guardian that the student has been suspended;
  - Include the grounds for the suspension, the period of the suspension, and offer to schedule a time and place for the parent/guardian to meet with the principal or designee to review the suspension prior to or concurrent with reinstatement; and
  - State that make-up work will be provided during the period of suspension, and that the student has the right to appeal the suspension and how to do so.

If a behavioral emergency requires immediate removal of the student from school, the informal conference shall follow as soon after the student's removal as practicable. If immediate removal from school is necessary, the school shall promptly notify the parent/guardian to determine the best way to transfer custody of the student to the parent/guardian.

While suspended in-school or out-of-school, students shall be provided the opportunity to earn equivalent grades and academic credits as other students. They must also be provided the opportunity to make up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to not doubly punish students with suspensions and academic sanctions, while also providing an opportunity for the student to reintegrate into the educational program of the district following the suspension period.

Students who are suspended in-school or out-of-school during the administration of state or district assessments must be provided an opportunity to take the test(s) and may be allowed to participate in related test preparation activities, upon approval by the school principal or a designee.

### B. *Right to Appeal In-School and Out-of-School Suspensions*

Students have the following rights during the appeals process:

- The right to request a meeting with the school principal within five days of the incident;
- The right to have a representative at the meeting;

- The right to address the principal or other administrator or appropriate designee on the evidence and the appropriateness of the penalty; and
- The right to submit a dissenting opinion regarding the disciplinary action, and have it included in the student's disciplinary file.

The school administrator must do the following:

- Review all written documents;
- Make a determination of whether there was sufficient evidence to find:
  - That the alleged violation occurred; and
  - Whether the penalty imposed was appropriate.
- Provide a written decision within five days of the meeting.

If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file and a corrected copy of the student's file will be provided to the student's parent or guardian by mail. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the principal.

If the school administrator denies the appeal, the student and his or her parent/guardian must be notified of the right to a second appeal of the disciplinary action to the Superintendent or a designee.

### *C. Procedures for Expulsions and Referrals to Alternative Schools*

When a student is recommended for expulsion or referral to an alternative school, the student is entitled to a hearing within 30 school days. The student and his or her parents/guardian must be provided with written notice of the hearing in a language they can understand. The written notice shall be forwarded to the student at least ten (10) calendar days before the hearing date and must include:

- The date and place of the hearing;
- A statement of the reasons for the recommended action;
- A copy of the district's disciplinary rules which relate to the alleged violation;
- A statement that the student may be present at the hearing to hear the evidence and be accompanied by a parent/guardian, counsel, or other representative; may have an opportunity to present relevant evidence, may inspect and obtain copies of all documents to be used at the hearing, and may have the opportunity to question all witnesses who testify at the hearing.

Hearings must be conducted by an expulsion review panel consisting of three certificated persons, none of whom is a member of the Board or employed at the school in which the student is enrolled.

The Board of Education must review the findings of facts and recommended action of the expulsion review panel. A written notice to the student and his or her parent/guardian of the action taken must be issued within ten (10) days of the hearing. The period of expulsion or placement in an alternative school shall not exceed one calendar year, unless the student does not complete his/her required rehabilitation plan.

The Superintendent or designee must also notify the student and his or her parent/guardian of their right to appeal the decision to the San Diego County Board of Education within 30 calendar days of the written notice. The notice must be in a language that the parent/guardian can understand.

The Disproportionate Discipline Committee proposes that all recommended expulsions, with the exception of mandatory expellable acts (see below), are reviewed by the respective area superintendent(s). It should be noted that in California, only five infractions require that a public school student **MUST** be recommended for expulsion. These include:

- 1) Possessing, selling or furnishing a firearm.
- 2) Brandishing a knife at another person.
- 3) Unlawfully selling a controlled substance.
- 4) Committing or attempting to commit a sexual assault or committing a sexual battery.
- 5) Possession of an explosive.

### **Expulsion Process/Procedures**

1. Site principal determines student may be recommended for expulsion (student begins the 5- day suspension).
2. Where appropriate, site principal contacts area superintendent to discuss merit of case (for non-mandated offenses).
3. If student is protected under IDEA or Section 504, a Manifestation Hearing must be conducted to determine eligibility under IDEA or Section 504. Educational services must be provided to protected student(s) upon 11<sup>th</sup> and 6<sup>th</sup> day of suspension.
4. If site administrator (and where appropriate, the area superintendent) agree to move forward with expulsion, principal submits the expulsion paperwork to Placement and Appeal Office and proceeds to #5.
5. Placement and Appeal Office, and as appropriate, principal and area superintendent, meet with family within five days of suspension period to conduct suspension/extension conference. (Extension of Suspension Letter will be provided to family at this conference).
6. Site prepares written documentation:
  - Written documentation must be completed accordingly and submitted via email attachment or hard copy to the Placement and Appeal Office within the five days of suspension period (no exceptions).
  - Description of facts leading to a recommendation for expulsion (describe the incident in sufficient detail so that the reader can picture what happened).
  - Explain how the misconduct is related to school activity or attendance which includes: (1) while on school grounds; (2) while going to or coming from school; (3) during lunch (whether on or off school ground); or (4) during or while going to or coming from a school sponsored activity.
  - For all offenses, except the five mandatory offenses (48915 c), address the additional findings of fact that are required: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or (2) due to the nature of the act/violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others - 48915 (b) and (e).
  - Include direct evidence and any hearsay evidence that the school will present: (1) student admission directly heard by the administrator, (2) eye witness for the expulsion hearing, or (3) sworn statement.
  - Include all written statements from students, witnesses, police, staff, and student who committed the act.
  - Include discipline history, attendance history, current/past grades, and all contact information for family.
7. Principal/designee presents the case to the expulsion review panel.

**Note.** See Appendix F for the Expulsion Flowchart.

*D. Right to Appeal Expulsions and Referrals to Alternative Schools*

If an appeal is requested, the Board of Education must review the record and offer the opportunity for representatives of the District and the student to make statements to the Board. The Board must:

- Make a determination of whether there was sufficient evidence to find:
  - That the alleged violation occurred; and
  - Whether the penalty imposed was appropriate.
- Provide a written decision within five days of the meeting.

If it is determined that no violation occurred, all school records pertaining to the expulsion or referral to an alternative school will be expunged from the student's file and a corrected copy of the student's file will be provided to the student's parent or guardian by mail. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the Board.

Information will be provided to the parent/guardian of every expelled student regarding educational alternatives available during the period of expulsion. If the parent/guardian desires a home-based educational program, curricula at the appropriate grade level will be made available.

## Section Five—Data Collection and Monitoring

### *A. Quarterly Review of Data*

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, 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.

### *B. School Climate and Discipline Oversight Committees*

Every school shall have a School Climate and Discipline Oversight Committee, comprised of school personnel, parents/guardians, and students. School discipline and attendance data should be provided to the committee on a quarterly basis. The purpose of the committee will be to:

- Monitor school climate;
- Develop, monitor, and evaluate school discipline policies and practices.

The committee shall submit their findings and any recommendations to the school principal on at least an annual basis.

### *C. 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.

The District Discipline Oversight Committee shall submit their findings and any recommendations to the Board of Education and Superintendent on at least an annual basis.

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## Appendices

### Appendix A

#### *Glossary of Disciplinary Interventions or Responses*

*Behavior Support Plan:* A proactive plan designed by school staff to address behavior that is impeding student learning or the learning of others through positive behavioral interventions, strategies, and supports, including the teaching of new behavior. This plan is appropriate for both students with and without disabilities.

*Community Service:* Allows the student to participate in some sort of activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up litter, helping at a facility for the aged, etc.

*Conference:* Conferences can involve students, teachers, administrators, and parents/ guardians in discussion about student misbehavior and potential solutions that address social, academic, and personal issues related to the behavior.

*Functional Behavior Assessment:* Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches school staff should take to correct or manage the student's behavior.

*Mentoring Program:* A student is paired with a mentor (a counselor, teacher, student, or community member) who helps the student in personal, academic, and social development.

*Parent/Guardian Outreach:* Parent/guardian outreach requires school staff to inform parents/guardians of their child's behavior and seek the parents'/guardians' assistance with correcting inappropriate or disruptive behavior.

*Peer Mediation:* Peer mediation is a form of conflict resolution in which students help other students deal with, and develop solutions to conflicts.

*Referral to Substance Use Intervention Group:* Students with behavior related to substance use and/or when there is reason to believe substance abuse counseling is needed, may be referred to school-based or community-based services.

*Referral to Community-Based Organizations:* Students can be referred to community-based organizations for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.

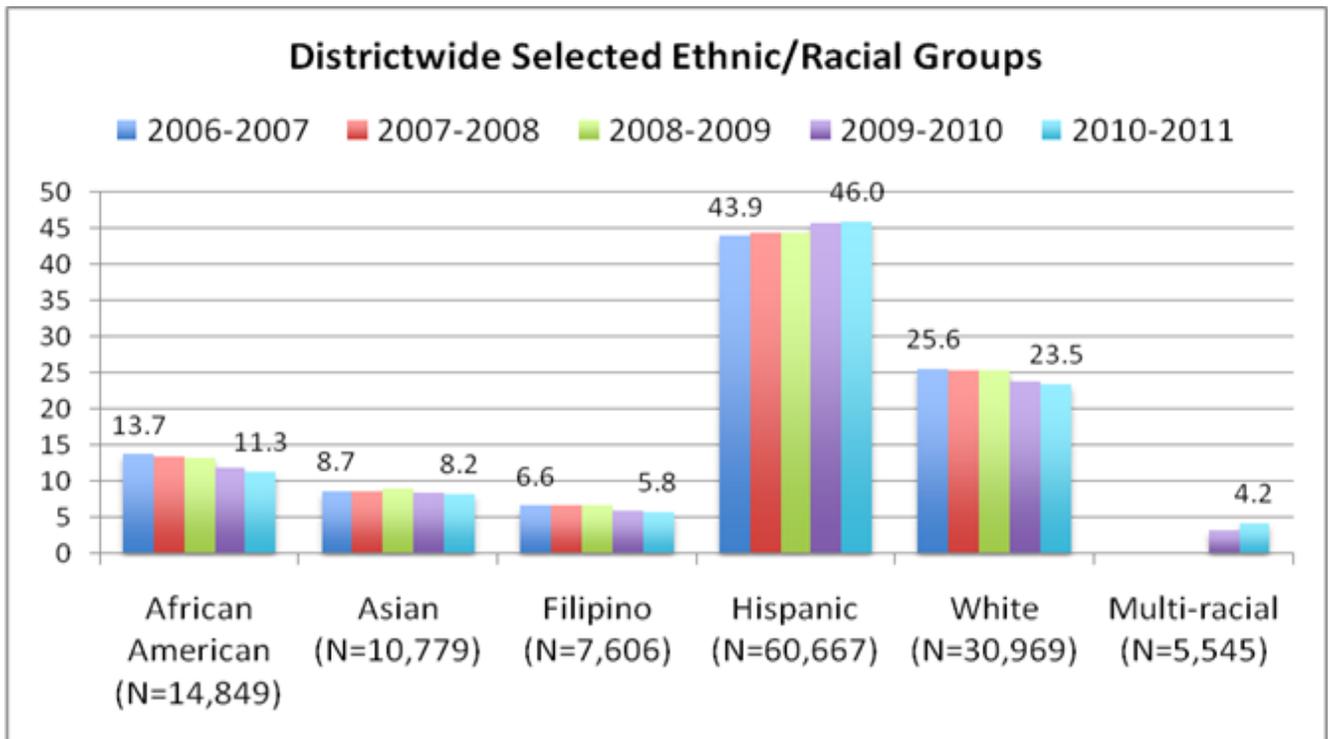
*Referral to School-Based Health and Mental Health Clinics:* These services provide counseling and assessments to students who are in need. Students are allowed to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents/guardians are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.

*Restorative Justice Strategies:* There are many examples of restorative justice practices, ranging from simple conversations with students who misbehave to more intensive interventions involving multiple actors. Below are some examples that may be used by communities seeking alternatives to out-of-school suspensions, expulsions, referrals to law enforcement, and arrests.

- *Community Accountability Panels.* Designed to hold the offender accountable for the offense by imposing mutually agreed upon consequences to address harm or damage caused. The key participants in this model are the community panel members, the offender, and sometimes the victim, where appropriate.
- *Family Group Conferencing/Conferencing.* Brings together those involved in and affected by the offense to allow the offender to take responsibility, the victim to voice the impact of the offense, and community members to assist in the resolution of the offense. The facilitator acts as a guide for the dialogue between the victim and the offender to take place.
- *Victim-Offender Mediation.* Provides a forum for victims and offenders to meet in a safe and respectful environment with the assistance of a facilitator. The purpose of the meeting is to explore and discuss the effects of an offense, and the ways in which healing can take place.
- *Sentencing Circles.* Community meetings designed to address both family and community circumstances that are underlying causes of misbehavior. They are meant to rebuild relationships, develop rehabilitative plans, and respond to victims' needs. They involve the offender(s), victim(s), the friends and families of each, community members, and faith-based advisors.

For more information, see [www.safersanerschools.org](http://www.safersanerschools.org); [www.restorativejustice.org](http://www.restorativejustice.org); and <http://www.iirp.org>.

**Appendix B**  
*District Demographics: Race/Ethnicity*  
*Figure 1*



Note: Ns are for 2010-2011

## Appendix C

### District-wide Suspension Data (2006-2010)

#### Figure 1

**SUSPENSION DATA BY RACIAL/ETHNIC CATEGORY AND GENDER**  
2006-2007 TO 2010-2011

FEMALE STUDENTS																					
Year	African American		Asian		Filipino		Hispanic		Indochinese		Native American		Pacific Islander		White		Multi-Racial		Total		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>All Schools</b>																					
2006-2007	1,193	13.7	12	0.6	76	1.8	1,851	6.6	92	2.8	15	4.1	36	5.7	420	2.6				3,695	5.8
2007-2008	992	11.5	13	0.6	44	1.1	1,753	6.1	69	2.1	31	8.8	27	4.3	349	2.2				3,278	5.1
2008-2009	1,032	12.2	16	0.7	62	1.5	1,533	5.3	68	2.0	25	7.1	39	6.1	327	2.0				3,102	4.8
2009-2010	966	13.2	13	0.7	43	1.2	1,960	6.6	42	1.3	28	10.9	25	4.9	269	1.8	78	3.1		3,424	5.3
2010-2011	977	13.6	10	0.5	67	1.8	1,703	5.7	46	1.4	26	10.7	38	6.6	268	1.8	127	4.3		3,262	5.1
<b>District-Managed Schools</b>																					
2006-2007	1,021	13.6	12	0.6	68	1.8	1,546	6.2	85	2.7	13	4.0	30	5.2	400	2.7				3,175	5.6
2007-2008	854	11.5	12	0.6	41	1.1	1,529	6.1	68	2.2	31	9.8	24	4.2	325	2.2				2,884	5.1
2008-2009	968	12.0	16	0.7	58	1.5	1,332	5.3	65	2.1	25	7.9	33	5.7	319	2.2				2,716	4.8
2009-2010	802	13.0	13	0.7	40	1.1	1,775	6.8	42	1.4	25	11.3	25	5.7	262	2.0	71	3.0		3,055	5.4
2010-2011	817	13.7	10	0.5	62	1.8	1,465	5.7	41	1.4	24	11.5	26	6.9	259	2.0	100	3.6		2,804	5.0
<b>Charter Schools</b>																					
2006-2007	172	14.1	0	0.0	8	2.9	305	9.0	7	3.9	2	5.0	6	10.9	20	1.4				520	7.7
2007-2008	138	11.2	1	0.8	3	1.1	224	6.4	1	0.5	0	0.0	3	5.5	24	1.5				394	5.6
2008-2009	164	13.5	0	0.0	4	1.5	201	5.6	3	1.5	0	0.0	6	8.8	8	0.5				386	5.3
2009-2010	164	14.2	0	0.0	3	1.4	185	4.9	0	0.0	3	8.3	0	0.0	7	0.4	7	0.5		369	5.0
2010-2011	160	13.1	0	0.0	5	2.4	238	5.6	5	2.5	2	5.7	12	17.9	9	0.5	27	0.1		458	5.7
<b>MALE STUDENTS</b>																					
Year	African American		Asian		Filipino		Hispanic		Indochinese		Native American		Pacific Islander		White		Multi-Racial		Total		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>All Schools</b>																					
2006-2007	3,123	33.9	72	3.2	211	4.6	5,998	19.1	266	7.4	91	25.8	146	22.1	1,538	8.9				11,045	16.4
2007-2008	2,678	29.2	67	2.8	164	3.6	4,907	16.8	151	4.3	61	16.6	110	16.5	1,252	7.9				9,570	14.2
2008-2009	2,740	30.3	97	3.8	256	5.7	4,901	16.3	162	4.6	68	20.3	121	17.1	1,385	8.0				9,730	14.3
2009-2010	2,410	30.8	67	3.1	191	4.8	5,292	17.1	168	5.0	56	24.9	75	14.6	1,272	8.0	244	9.4		9,775	14.5
2010-2011	2,226	29.4	96	4.4	194	5.0	5,132	16.5	165	4.9	28	14.4	82	17.1	1,231	7.7	277	9.3		9,431	13.9
<b>District-Managed Schools</b>																					
2006-2007	2,715	34.2	63	2.9	203	4.8	4,770	18.4	243	7.2	85	26.6	128	21.4	1,478	9.3				9,685	16.0
2007-2008	2,406	30.4	66	2.9	155	3.6	4,449	16.8	146	4.4	56	17.3	92	15.4	1,304	8.4				8,674	14.3
2008-2009	2,471	31.6	96	4.0	243	5.8	4,383	16.4	157	4.7	64	21.6	103	16.3	1,333	8.6				8,850	14.5
2009-2010	2,162	32.0	65	3.1	177	4.8	4,812	17.4	159	5.0	46	23.4	63	14.0	1,214	8.6	223	9.1		8,921	14.7
2010-2011	1,934	30.0	90	4.4	181	4.9	4,479	16.4	159	5.0	24	14	76	18.1	1,162	8.2	264	9.5		8,359	13.9
<b>Charter Schools</b>																					
2006-2007	408	32.2	9	8.4	8	2.7	828	24.8	23	11.2	6	18.2	18	28.6	60	4.3				1,360	20.2
2007-2008	272	22.0	1	0.8	9	3.0	538	16.2	5	2.6	5	11.1	18	26.1	48	3.0				896	13.0
2008-2009	269	21.9	1	0.7	13	4.8	518	15.5	5	2.7	4	10.3	18	23.4	52	3.0				880	12.6
2009-2010	248	23.2	2	1.7	14	5.3	480	14.1	9	5.0	10	35.7	12	18.5	58	3.5				854	12.3
2010-2011	302	26.5	6	5.0	13	5.2	653	16.8	6	3.1	4	17.4	6	9.8	69	4.0	13	6.1		1,072	14.1

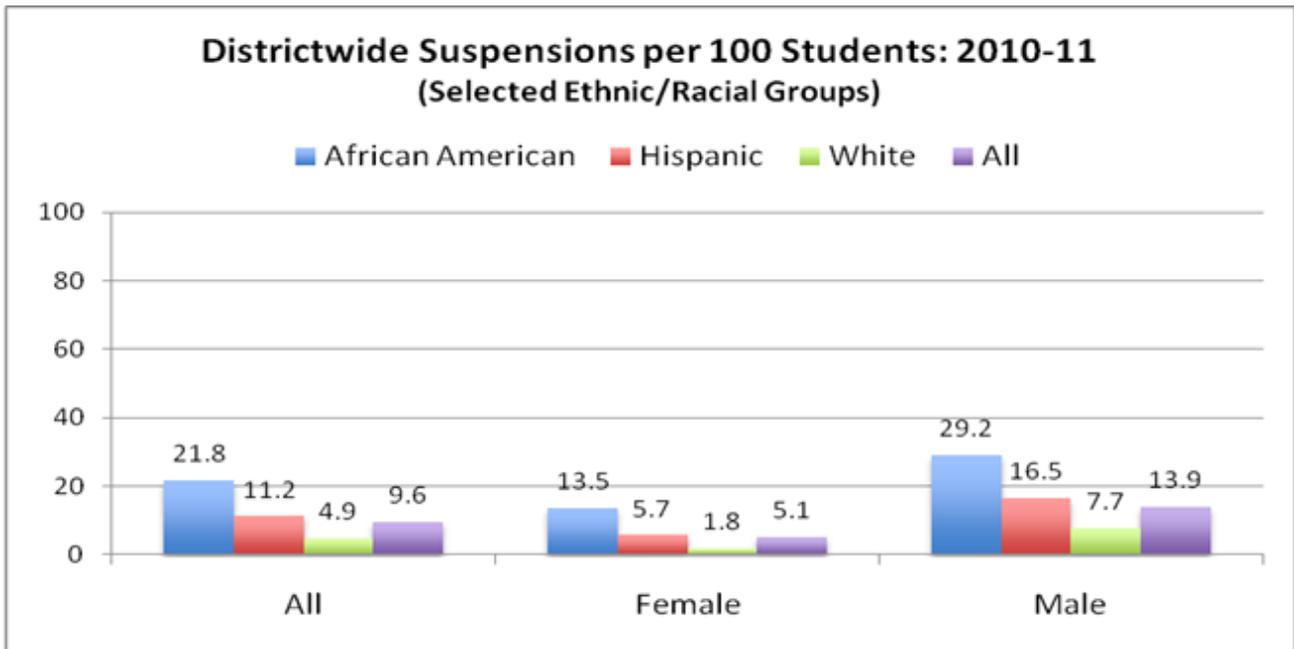
## District-wide Expulsion Data (2006-2010)

### Figure 2

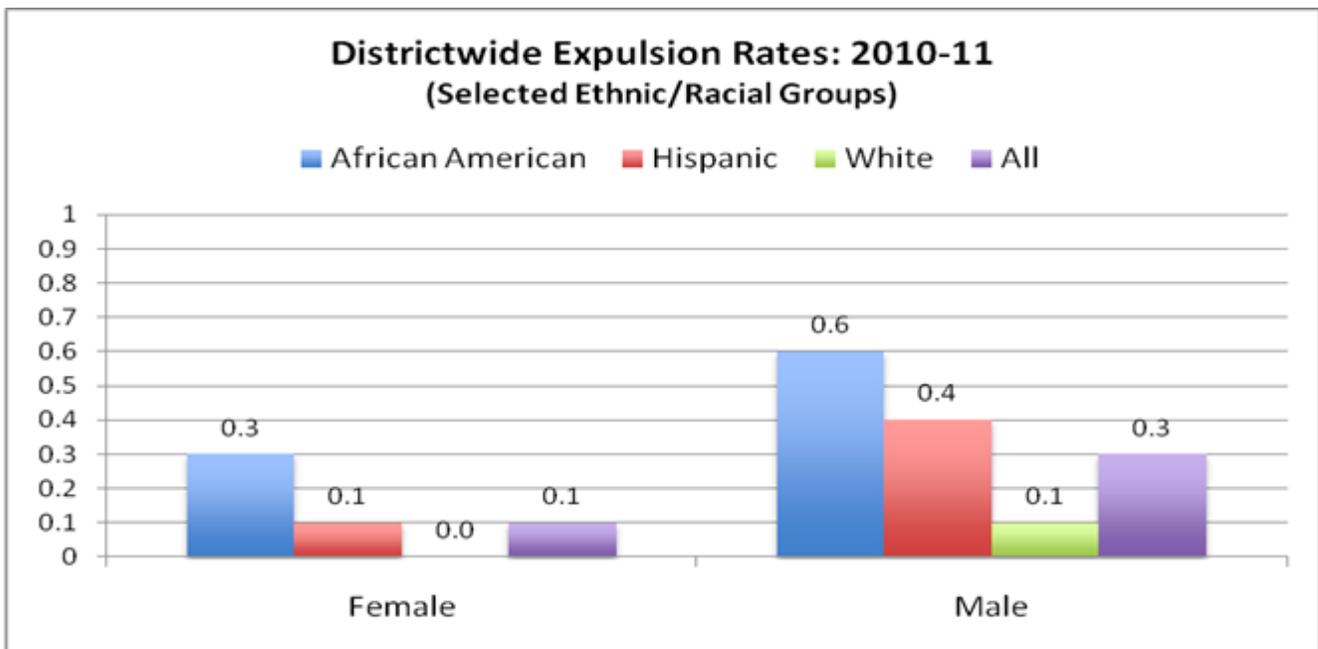
**EXPULSION DATA BY RACIAL/ETHNIC CATEGORY AND GENDER**  
2006-2007 TO 2010-2011

FEMALE STUDENTS																					
Year	African American		Asian		Filipino		Hispanic		Indochinese		Native American		Pacific Islander		White		Multi-Racial		Total		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>All Schools</b>																					
2006-2007	23	0.3	0	0.0	2	0.0	29	0.1	2	0.1	0	0.0	0	0.0	7	0.0				63	0.1
2007-2008	19	0.2	1	0.0	1	0.0	41	0.1	1	0.0	1	0.3	0	0.0	5	0.0				69	0.1
2008-2009	13	0.2	0	0.0	0	0.0	24	0.1	2	0.1	0	0.0	0	0.0	5	0.0				44	0.1
2009-2010	15	0.2	0	0.0	2	0.1	33	0.1	0	0.0	0	0.0	0	0.0	5	0.0	0	0.0		55	0.1
2010-2011	18	0.3	0	0.0	0	0.0	25	0.1	0	0.0	0	0.0	0	0.0	3	0.0	1	0.0		47	0.1
<b>District-Managed Schools</b>																					
2006-2007	21	0.3	0	0.0	2	0.1	25	0.1	2	0.1	0	0.0	0	0.0	7	0.0				57	0.1
2007-2008	16	0.2	1	0.0	1	0.0	38	0.2	1	0.0	1	0.3	0	0.0	5	0.0				63	0.1
2008-2009	12	0.2	0	0.0	0	0.0	24	0.1	2	0.1	0	0.0	0	0.0	5	0.0				43	0.1
2009-2010	14	0.2	0	0.0	2	0.1	33	0.1	0	0.0	0	0.0	0	0.0	5	0.0	0	0.0		54	0.1
2010-2011	15	0.3	0	0.0	0	0.0	18	0.1	0	0.0	0	0.0	0	0.0	3	0.0	1	0.0		37	0.1
<b>Charter Schools</b>																					
2006-2007	2	0.2	0	0.0	0	0.0	4	0.1	0	0.0	0	0.0	0	0.0	0	0.0				6	0.1
2007-2008	3	0.2	0	0.0	0	0.0	3	0.1	0	0.0	0	0.0	0	0.0	0	0.0				6	0.1
2008-2009	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0				1	0.0
2009-2010	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		1	0.0
2010-2011	3	0.2	0	0.0	0	0.0	7	0.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		10	0.1
<b>MALE STUDENTS</b>																					
Year	African American		Asian		Filipino		Hispanic		Indochinese		Native American		Pacific Islander		White		Multi-Racial		Total		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>All Schools</b>																					
2006-2007	75	0.8	5	0.2	12	0.3	194	0.7	11	0.3	3	0.8	1	0.2	34	0.2				335	0.5
2007-2008	92	1.0	1	0.0	6	0.1	170	0.6	9	0.3	3	0.8	5	0.7	25	0.1				311	0.5
2008-2009	62	0.7	2	0.1	6	0.1	136	0.5	3	0.1	1	0.3	5	0.7	19	0.1				234	0.3
2009-2010	36	0.5	3	0.1	8	0.2	129	0.4	6	0.2	1	0.4	3	0.5	18	0.1	0	0.0		204	0.3
2010-2011	44	0.6	3	0.1	5	0.1	113	0.4	7	0.2	0	0.0	2	0.4	20	0.1	0	0.0		194	0.3
<b>District-Managed Schools</b>																					
2006-2007	71	0.9	5	0.2	12	0.3	180	0.7	8	0.2	2	0.6	1	0.2	34	0.2				313	0.5
2007-2008	85	1.1	1	0.0	6	0.1	158	0.6	9	0.3	3	0.9	5	0.8	25	0.2				292	0.5
2008-2009	62	0.8	2	0.1	5	0.1	124	0.5	3	0.1	1	0.3	3	0.5	19	0.1				219	0.4
2009-2010	34	0.5	3	0.1	8	0.2	124	0.5	5	0.2	1	0.5	3	0.6	18	0.1	0	0.0		196	

**Appendix D**  
*District-wide Suspensions: Race/Ethnicity*  
*Figure 1*



*District-wide Expulsions: Race/Ethnicity*  
*Figure 2*



## Appendix E

### *Suspension Rates: Students with and without Disabilities*

*Figure 1*

Area	2008-2009		2009-2010		2010-2011	
	Non-SpEd	SpEd	Non-SpEd	SpEd	Non-SpEd	SpEd
Area 1	9.9	36.7	8.9	31.2	8.4	27.0
Area 2	6.1	23.1	5.4	19.9	5.1	22.9
Area 3	5.7	22.9	5.7	20.0	6.0	20.3
Area 4	8.0	20.6	9.2	25.7	8.4	24.5
Area 5	8.0	37.0	8.8	32.7	8.9	30.3
Area 6	7.0	24.9	10.9	33.6	9.5	29.7
Atypical/Alternative Schools	11.6	46.6	13.3	58.3	11.9	39.5
Charter Schools	7.1	29.2	7.9	18.4	9.4	19.2
Language Schools	2.6	8.5	3.5	9.1	5.1	22.2
SpEd Schools	0.0	13.1	0.0	21.0	0.0	16.3
Transitional Services	8.0	37.6	19.4	35.5	11.1	22.4
<b>DISTRICT TOTAL</b>	<b>7.4</b>	<b>26.8</b>	<b>7.9</b>	<b>26.4</b>	<b>7.8</b>	<b>24.8</b>

### *Reasons for Suspensions: Students with and without Disabilities*

*Figure 2*

Area	2008-2009		2009-2010		2010-2011	
	Non-SpEd	SpEd	Non-SpEd	SpEd	Non-SpEd	SpEd
Alcohol/Tobacco/Drugs	10%	5%	11%	6%	12%	7%
Assault/Battery	37%	38%	34%	35%	31%	32%
Disruption/Defiance	33%	38%	37%	39%	39%	42%
Hate Incidents	0%	0%	1%	1%	1%	0%
Hazing	0%	0%	0%	0%	0%	0%
Obscenity	3%	4%	2%	3%	3%	3%
Property Damage	3%	2%	3%	3%	2%	2%
Robbery/Extortion	0%	0%	0%	0%	0%	0%
Sexual/Harassment	5%	5%	2%	3%	5%	5%
Theft/Stolen Property	5%	4%	5%	4%	5%	3%
Threats/Intimidation	1%	1%	3%	4%	1%	1%
Weapons	3%	3%	3%	4%	3%	3%

**Appendix F**  
*Expulsion Flowchart*

