

DISCIPLINE

The district's discipline rules and procedures regarding discipline shall be created at the district level to ensure objective, consistent, and non-discriminatory application to all students. Rules and procedures regarding discipline shall be age-appropriate, culturally responsive to students of diverse backgrounds, and promote equality and dignity.

Staff shall use preventative measures, positive resolution techniques, and alternatives to exclusion discipline, whenever possible or required. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension or expulsion, shall be imposed only when required by law and when other means of correction have been documented, exhausted, and have failed to bring about a change in behavior. (Education Code 48900.5)

Annually, district-level discipline rules shall be reviewed by the Director of Supportive School Climate and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. The district's CR-PBIS team(s) shall be responsible for leading the development of the district-wide discipline rules and procedures.

A copy of the rules shall be incorporated into a district-wide handbook made available to the entire school community. Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS) expectations shall be created at each school-site but shall be reviewed by the Director of Supportive School Climate for consistency with CR-PBIS, fairness, and cultural responsiveness prior to implementation.

At the school-site level, CR-PBIS Team meetings shall be held within the school's existing resources, during non-classroom hours, and on normal schooldays. Such team(s) shall include at least one representative of each of the following groups that reflects the diversity of the school community: (Education Code 35291.5(a))

1. Parents/guardians;
2. Teachers;
3. School administrators;
4. Classified personnel;
5. School security personnel, if any; and
6. For middle schools, students enrolled in the school.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 01460 - Local Control and Accountability Plan)

Rules shall be communicated to students clearly and in a positive and age-appropriate manner.

It shall be the duty of each employee of the school to fairly and equitably enforce the school rules and procedures on student discipline, including exhausting and documenting other means of correction consistent with the law. (Education Code 35291, 48900.5)

DISCIPLINE (continued)**Disciplinary Strategies: Culturally Responsive Positive Behavior Interventions and Supports and Other Means of Correction**

The district will implement CR-PBIS and restorative justice practices, as a tier one and tier two strategy, at all schools. District rules and procedures related to discipline shall be nondiscriminatory and equitable.

Staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. These other means of correction include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Teaching, re-teaching, and re-enforcing appropriate behaviors

3. Home visits

4. Referral of the student to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

5. Convening of a student study team guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and their parents/guardians

(cf. 6164.5 - Student Success Teams)

6. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. 794(a))

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

7. Enrollment in a program for teaching prosocial behavior or anger management

8. Participation in a restorative justice program

9. A culturally responsive positive behavior support approach with tiered interventions that occur during the school day on campus

DISCIPLINE (continued)

10. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

11. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

12. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

13. Community service as provided in the section below entitled "Community Service"

14. Conflict resolution strategies

(cf. 6145 - Extracurricular/Cocurricular Activities)

Other disciplinary strategies available in lieu of suspension may be used consistent with state law and board policies include:

1. Detention after school hours as provided in the section below entitled "Detention After School"

2. In accordance with board policy and administrative regulation, and if such an action will not interfere with the student's classroom activities and is related to the conduct violation, restriction or disqualification from participation in extracurricular activities

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. Prior to any suspension of a student, a principal, the principal's designee, or the District superintendent shall conduct an informal conference between the pupil and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the principal, the principal's designee, or the district superintendent of schools. At the conference, the pupil shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required under Section 48900.5, and the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense. (Education Code 48900.5, 48911)

(cf. 5125 - Student Records)

Recess and Lunch Restriction Prohibited

A student shall not be required to remain in class during the noon intermission, or during any recess. (5 CCR 352)

School personnel and volunteers cannot allow any disciplinary action against a student that denies or delays a meal. (Education Code 49557.5)

DISCIPLINE (continued)**Detention After School**

Although school staff are highly encouraged to use non-exclusionary disciplinary methods, school staff may use after-school detention for disciplinary reasons in dealing with minor school infractions. After-school detention is limited to not more than one hour at the end of the school day. (5 CCR 353) In cases where the school bus departs more than one hour after the end of the school day, students may be detained only until the bus departs. (5 CCR 307, 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

During detention, the district shall provide social emotional learning and educational support programming that meets the district's goal of increasing student investment and engagement in school, developing teacher-student relationships and connections, and improving educational outcomes while a student is in detention.

Community Service

As part of or instead of disciplinary action, the Board, superintendent, or principal may require a student to perform community service during nonschool hours on school grounds, or with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

The Board encourages and expects this approach to be combined with a restorative justice/practices approach, such as a voluntary conference during which the student and other affected members of the school community delineate the harm done, develop a plan to promote future positive behavior and address the harm, and reintegrate the student to the school and classroom.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the superintendent or designee shall notify parents/guardians, in writing, of district rules related to discipline. (Education Code 35291, 48980)

In addition, at the beginning of each school year, the principal or designee shall notify students and parents/guardians, in writing, regarding any separate school rules related to discipline. (Education Code 35291.5)

(cf. 5145.6 - Parental Notifications)

DISCIPLINE (continued)

Transfer students shall also be provided with written notice of disciplinary rules at the time of their enrollment in the district.

Corporal Punishment (Physical Punishment)

No student shall be subject to the infliction of corporal punishment by any person employed by or engaged in the public schools of the district. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49000, 49001)

An employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons from physical injury, or prevent damage to property, or to obtain possession of weapons or other dangerous objects from within the control of the student, is not corporal punishment. (Education Code 49001)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain an electronic data system to track implementation of other/alternative means of correction, CR-PBIS, and meetings held to review and revise supports for students prior to suspension. The aforementioned data shall include:

1. Student test scores
2. Annual climate surveys
3. Student attendance
4. Student class rank, if available
5. Alternative/other means of correction
6. Teacher, office, and law enforcement referrals and dispositions related to the same;
7. Suspensions, including teacher, in-school, and out of-school suspensions, and days of suspensions per incident
8. Expulsions

Each of these data elements shall be disaggregated by all categories required by state and federal law, including but not limited to for CalPads reporting.

The Superintendent or designee shall disaggregate such data for review of district-level and school-site-level outcomes. Culturally Responsive Positive Behavior Supports and Interventions teams (CR-PBIS teams) shall review the data on a monthly basis at the district- and school-site level. During each monthly CR-PBIS team meeting, the team shall discuss ways to address areas in the school where safety issues are arising or patterns of behavior violations are occurring, identify whether implementation of other means of correction/alternatives, interventions, and supports has been consistent and effective, and assess and address disproportionality in discipline, if any, for particular groups of students based on any protected characteristics.

DISCIPLINE (continued)

On a quarterly basis, each school-site will share the data described above with school staff as part of a discussion focused on: (a) addressing the root causes of discrimination in discipline; (b) consistently implementing other/alternative means of correction, reviewing effectiveness, and engaging in continuous quality improvement efforts to ensure student engagement and success and school safety; and (c) assessing whether the district and school are implementing student discipline policies, practices, and procedures in a nondiscriminatory manner.

The Superintendent or designee shall also maintain outcome data related to student suspension and expulsions in accordance with Education Code 48900.8 and 48916.1. Information about this requirement is found in AR and BP 5144.1.