
Discipline Procedures

Rancho Santa Fe School District

2022-2023

Background on Discipline Procedures at RSF

- Prior to the 2018-19 school year:
 - Elementary school teachers utilized school-wide positive discipline within the classroom.
 - There was a Respect Room used in both elementary school and middle school during lunch for various infractions.
 - There was no consistent discipline plan in place for office referrals. Teachers would refer students to the office for a range of behaviors from minor classroom infractions (calling out) to major issues (physical aggression).
 - That year, based on teacher feedback and collaboration, a four level system of behavior was developed with consequences that were appropriate to each level.
 - The new plan was communicated to parents during a Principal's Coffee and placed in the Family Guide.
- In 2019-2020 school year, the plan was implemented in both the elementary and middle school.
 - Slight changes were made in the types of consequences assigned to infractions in the middle school.
 - The SEL Committee determined not to have the Respect Room because it didn't yield the intended results.
 - The Respect Room consequence was replaced with an hour of after school detention.
- In 2020-2021, the middle school teachers and administrators worked on a separate leveled discipline matrix for middle school.
 - Some infractions that only seemed appropriate to elementary school were removed.
 - Additional infractions prevalent in the middle school were added, including breaking safety protocols and repeat offenses.
 - Moved stealing and academic cheating to the level four category.
 - Streamlined the consequences for level three and level four behaviors for consistency.
 - Added the school's cell phone policy to the plan.
 - Megan and John launched the plan to parents at a Principal's Chat and informed families of the changes.

2021-22 School Year

- Megan and Carrie attended a training regarding discipline investigations by Kendall Swanson, Currier and Hudson, the District's Legal Counsel
- Implemented restorative conversations when infractions occurred between groups of students
- Board Presentation in January - made minor revisions
 - Added Hate Speech
 - Added Issues Related to Covid (now removed)

2022-23 School Year

- Megan, Joel, Donna, Jeremy, and Carly attended a training on how to conduct bullying investigations through Currier and Hudson, the District's Legal Counsel
- In-school Suspension Letter was created
 - This document will be placed in a student's file and will document a student's In-school Suspension. It is expunged when the student leaves the District (graduates or moves).
 - The letter clearly states that the next offense will result in an out-of-school suspension.
 - This is also explained to the student and his/her parents when we meet with them.

Considerations Prior to Disciplinary Action

Complaint by parent, student, teacher, staff member about another student's actions:

- Collect information from complainant, respondent, and third party witnesses, if necessary
- Determine best course of action
 - Main objective is for students to understand the impact of their actions, to repair harm to the school community, and for the behavior not to be repeated in the future

Components of Discipline Cases

- Initial considerations
 - Responsibility of each party
 - Context
 - Prior offenses
 - Student profile (Special Education)

As a district we want uniform investigations, to utilize best practices in investigations, and for investigations to be thorough and done in a timely manner

- When are investigations conducted?
 - Multiple parties involved
 - Need for witnesses because student accounts don't match
 - Surveillance video
- How are investigations conducted?
 - Student interviews
 - Staff interviews

Considerations Leading to Disciplinary Action

- Decisions regarding disciplinary action are made once all information has been gathered and all factors have been carefully considered.
- Because the main objective is to prevent future repeated behaviors, consequences for referrals are as authentic as possible, e.g. playground offenses will result in missed recess time.
- Each situation the administration team handles is complex and nuanced. For this reason our discipline matrices are guidelines, administrators who know all the facts make the final decisions regarding appropriate disciplinary action.

Progressive Discipline - What Does Education Code Say?

In recent years there have been statutory provisions designed to limit the use of suspensions and promote alternatives to suspension. Suspension does not address the root cause of the behavior and removes students from the learning environment. Progressive discipline must be shown and followed, except in extreme cases.

- **Instead of Suspension, Support:** *EC 48900: Administrators are encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes.*
 - *EC Section 48900(w)(2) adds that the supports include restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.*
- **Suspension as a Last Resort:** *EC Section 48900.5 provides that, except for specified exceptions, suspension, including supervised suspension, shall be imposed only when other means of correction fail to bring about proper conduct, and then continues to provide an extensive list of suggested positive, non-exclusionary alternative practices.*

Board Policy

Board Policy #5012, STUDENT DISCIPLINE: SUSPENSION and EXPULSION states:

"A suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, may be suspended for any of the reasons enumerated in provision C upon a first offense, if the Principal or Superintendent determines that the pupil violated provision C 1, 2, 3, 4, or 5, or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process. **Suspension, including supervised suspension, shall be imposed in accordance with Education Code section 48900.5 amended in 2012 in most cases only when other means of correction fail to bring about proper conduct.** The Superintendent or Principal may document such other means of correction used and place that documentation in the pupil's record. Other means of correction include, but are not limited to, a conference with the pupil's parent or legal guardian, referral to a counselor, and any of the alternatives listed in Education Code section 48900.5(b). Suspension including supervised suspension, shall be imposed in accordance with Education Code section 48900.5 amended in 2012 in most cases only when other means of correction fail to bring about proper conduct. The Superintendent or Principal may document such other means of correction used and place that documentation in the pupil's record. Other means of correction include, but are not limited to, a conference with the pupil's parent or legal guardian, referral to a counselor, and any of the alternatives listed in Education Code section 48900.5(b)"

Progressive Discipline - What do we do at R. Roger Rowe?

- Our discipline plan is based Education Code and best practices regarding progressive discipline. Our goal is to provide effective corrective measures to prevent the behavior from happening in the future. This includes both consequences and supports.
- Oftentimes, students make mistakes with things they say or how they act in moments of anger.
- For the majority of our students, experiencing the first level of discipline and supports deters them from repeating the behavior.
- For those students who repeat the behaviors, the consequence worsens and the supports we extend increase.

Consequences:

- **Lowest level:**
 - Missed recess/break
 - Loss of related school privileges
- **Medium level:**
 - Lunch
 - After school detention
- **Severe Level:**
 - Multiple days of after school detention
 - In-school suspension
 - Out-of-school suspension/parent meeting

Supports provided to students:

- Review of incident with principals
- Restorative conversations with peers facilitated by principals, counselor
- Writing reflections on the behavior; what they will do differently next time
- Assignments pertaining to the area of offense; offensive language
- Behavior plans/contracts
- Monitoring/check-ins with principals, counselors, teachers

Difference Between In-School and Out of School Suspensions

In-School Suspensions

- In most cases, a meeting is held with the parent(s) and student prior to the in-school suspension
- Student stays in the office for the duration of the day
- No interaction with peers or teachers
- Completes work and assignments that teacher(s) provide
- Writes a reflection and an apology, if appropriate
- Monitored throughout the day by administrator
- Counseling services during the day
- Depending on the infraction, assignments may be given related to the topic
- In-school suspension letter placed in file that clearly states that the next step in progressive discipline is an out of school suspension
- Expunged when the student leaves the District

Out-of-School Suspensions

- A mandatory conference is held with the student and parent(s)
- An out-of-school suspension results in day(s) away from school
- Suspension letter that stays in the cumulative file and follows the student to his/her next school
- School has no control over what the student does/doesn't do during the day
- Out-of-school suspensions can be appealed to the Superintendent and the Board of Education for possible process violation
- Re-entry meeting must be held with student

R. Roger Rowe Elementary School Discipline Plan

Handled by Teacher		Refer to Administrator	
Level 1 Behavior	Level 2 Behavior	Level 3 Behavior	Level 4 Behavior
Not following classroom agreements	Misuse of school property (materials, technology, tools, etc.)	Inappropriate language such as cursing	Physical aggression with the internet to harm
Side conversations	Not respecting personal space	Stealing	Bullying/Hate Speech
Calling Out	Disrespectful towards peers (partnerships, group work, etc.)	Disrespectful (talking back) to a teacher/staff	Possession of illicit materials
Interrupting teachers and /or students	Running across campus	Physical aggression (in the act of playing)	Danger to self or others
Off task	Poor sportsmanship	Academic cheating	Destruction of school property
Moving around the classroom inappropriately	Late to class		Threat against student/staff safety
Chewing gum			
	Consequences		
Consequences may include: redirection, private conversation, warnings, or loss of privilege such as removal from a game or group activity		First Offense Consequence: 1 or 2 days of missed recess	First Offense Consequence: 1 or 2 days of Detention
Lying or dishonesty about a situation will result in a second offense consequence		Second Offense Consequence: 1-3 days of Detention	Second Offense Consequence: 3 days Detention/Suspension
		Third Offense Consequence: 1-3 days of Detention	Third Offense Consequence: Suspension/Parent Meeting
		Student will be asked to do an "Action/Reflection" writing assignment on the first day of every detention	

Proposed Changes to the Discipline Matrix - Elementary School

Handled by Teacher

Level 1 Behaviors	Level 2 Behaviors
Not following classroom agreements	Misuse of school property (materials, technology, tools, etc.)
Side conversations	Not respecting personal space
Calling out	Disrespectful towards peers (partnerships, groups work, etc.)
Interrupting teachers and/or students	Running across campus
Off task	Poor sportsmanship
Moving around the classroom inappropriately	Late to class
Chewing gum	

Consequences may include: Redirection, private conversation, warnings, or loss of privilege such as removal from a game or group activity.

Lying or dishonesty about a situation will result in a second offense consequence

Refer to Administrator

Level 3 Behaviors	Level 4 Behaviors
Inappropriate language such as cursing	Physical aggression with the intent to harm
Stealing	Bullying/Hate Speech
Disrespectful (talking back) to a teacher/staff	Possession of illicit materials
Physical aggression (in the act of playing)	Danger to self or others
Academic cheating	Destruction of school property
	Threat against student/staff safety

First Offense Consequences:
Recess/Lunch Detention

First Offense Consequences:
In-school Suspension

Second Offense Consequences:
1-3 days of After School Detention

Second Offense Consequences:
2-3 Days In-school Suspension

Third Offense Consequences:
In-school Suspension

Third Offense Consequences:
Out-of-school Suspension/Parent Meeting

Students will be asked to do an "Action/Reflection" writing assignment on the first day of every detention.

R. Roger Rowe Middle School Discipline Plan

Handled by Teacher		Refer to Administrator	
Level 1 Behaviors	Level 2 Behaviors	Level 3 Behaviors	Level 4 Behaviors
Not following classroom expectations	Misuse of school property (materials, technology, tools, etc.)	Inappropriate language such as cursing	Physical aggression with the intent to harm
Side conversations	Not respecting personal space	Disrespectful (talking back) to a teacher/staff	Bullying/Hate Speech
Interrupting teachers and/or students	Disrespectful towards peers (partnerships, groups work, etc).	Physical aggression (in the act of playing)	Danger to self or others
Off task behavior	Poor sportsmanship	Inappropriate use of technology	Destruction of school property
Chewing gum		Repeated Level 1 or 2 behaviors across several days	Threat against student/staff
			Stealing
			Academic cheating (automatic zero)
Consequences			
Consequences may include: Redirection, private conversation, warnings, e-mail home, or loss of privileges such as removal from a game or group		First Offense Consequences: 1 Day of after school detention and a phone call home	First Offense Consequences: 2 Days of Detention/In-School Suspension
Lying or dishonesty about a situation will result in a second offense consequence		Second Offense Consequences: 2 Days of after school detention and a phone call home	Second Offense Consequences: 3 Days of Detention/In-School Suspension
		Third Offense Consequences: 3 Days of after school detention/in-school suspension/parent conference	Third Offense Consequences: Out of School Suspension/Parent Meeting
Cell Phone Policy: Cell phones should be off and stored in backpacks between 8:00-2:30. Cell phones will be taken away if used during school hours without a teacher's permission. Parents will need to pick up the phone from the principal or assistant principal. If this occurs more than once, the student will lose the privilege of bringing his/her cell phone to school and a consequence may be given			

Proposed Changes to the Discipline Matrix - Middle School

Handled by Teacher

Refer to Administrator

Level 1 Behaviors	Level 2 Behaviors	Level 3 Behaviors	Level 4 Behaviors	Level 5 Behaviors
Not following classroom expectations	Misuse of school property (materials, technology, tools, etc.)	Disrespectful (talking back) to a teacher/staff	Physical aggression with the intent to harm	Physical Aggression that results in severe injury
Side conversations	Not respecting personal space	Physical aggression (in the act of playing)	Bullying/Hate Speech	Major destruction of property
Interrupting teachers and/or students	Disrespectful towards peers (partnerships, groups work, etc.)	Inappropriate use of technology	Academic cheating (automatic zero)	Specific threat of major physical harm against student/staff
Off task behavior	Poor sportsmanship	Repeated Level 1 or 2 behaviors across several days	Danger to self or others	*Possessing, selling or otherwise furnishing a firearm
Chewing gum	Inappropriate language such as cursing		Minor destruction of school property	*Brandishing a knife at a person
			Stealing	*Unlawfully selling a controlled substance
			Possession of illicit materials	* Committing or attempting to commit a sexual assault
				*Possession of an explosive
<p>Consequences may include: Redirection, private conversation, warnings, e-mail home, or loss of privilege such as removal from a game or group activity</p> <p>Lying or dishonesty about a situation will result in a second offense consequence</p>		<p>First Offense Consequences: 1 Day of after school detention and phone call home</p> <p>Second Offense Consequences: 2 Days of after school detention and phone call home</p> <p>Third Offense Consequences: 3 Days of after school detention/in school suspension/parent conference</p>	<p>First Offense Consequences: 1-2 Days In-School Suspension</p> <p>Second Offense Consequences: 3 Days In-School Suspension</p> <p>Third Offense Out of School Suspension/Parent Meeting</p>	<p>First Offense Consequences: Out of School Suspension/Parent Meeting</p> <p>*Mandatory Expulsion</p>
<p>Cell Phone Policy: Cell phones should be off and stored in backpacks between 8:00-2:30. Cell phones will be taken away if used during school hours without a teacher's permission. Parents will need to pick up the phone from the principal or assistant principal. If this occurs more than once, the student will lose the privilege of bringing his/her cell phone to school and a consequence may be given.</p>				