Student Conduct and Discipline

The Superintendent shall not allow student conduct that is unsafe, uncivil, or disruptive to an environment that is conducive to teaching and learning.

Accordingly, the Superintendent may not:

1. Operate without age-appropriate, written, student conduct and discipline codes at each school, nor fail to:
   a. Consult with staff, students, and the community in developing the code;
   b. Distribute a current, up-to-date conduct and discipline code to each student;
   c. Ensure that behavior expectations are taught to all students;
   d. Establish procedures to prohibit unsafe, uncivil and disruptive conduct on school property, at school-sponsored events, and on school buses;
   e. Establish an age-appropriate dress code;
   f. Ensure compliance with state and federal laws and district policies

Interpretation: I interpret this to mean that the District must have written student conduct and discipline policies that comply with state and federal laws. These policies will be shared with students and parents with opportunity for feedback. In addition, policies will govern our responses to misconduct to ensure compliance with law and equity amongst students.

In compliance.
An age-appropriate code of conduct is in place at each school in UPSD. This code of conduct is communicated using student handbooks in every school and through adopted district policies and procedures that are posted on the District's website. The student code of conduct in the handbooks is updated annually and aligns with district policies and procedures related to student conduct. These policies comply with all state and federal laws.

It is important to note that there were significant changes to our student discipline policy and procedures at the beginning of the 2019-2020 school year. To be in compliance with new state laws, the District updated and adopted policy and procedure 3241 Student Discipline, which replaced policy and procedures 3240 Student Conduct and 3241 Classroom Management, Corrective Actions and Procedures. The district's Equity Advisory Team reviewed the new policy and a survey was given to stakeholders in February of 2020 to provide feedback on the new policy and procedure. The most significant change in these policies and procedures includes using more restorative practices to address behavior concerns and limiting the use of exclusionary discipline, particularly for a first offense. Additionally, the continuation of educational services for all suspensions and/or expulsions is now required by law.

The code of conduct for each school is provided to students and families at the start of each school year in a variety of formats including printed student handbooks as well as published handbooks, policies and procedures that are available online. At each school, time is devoted to the teaching of these student conduct expectations. Rules and expectations outlined in the policies are also taught to students periodically throughout the school year so that students know what the rules and expectations for behavior are. When policies and/or expectations change - or when new policies are adopted - parents and students are notified and written policies are updated. A process is in place at all schools to ensure that students who enroll after the start of the school year are taught and understand the school rules, policies, and expectations.
Each school in UPSD also has an age-appropriate dress code in place. Schools have also updated dress codes in the past two years to address concerns of bias.

At Curtis Senior High School, all students review an expectations video each September featuring administrators and other staff. This video details and explains rules and operating procedures for the school and provides examples of rules, procedures, expectations, common questions and routines at CHS. The video also reviews procedures for attendance and tardies, as well as rules related to drug and alcohol violations, weapons, dress code, harassment, intimidation, bullying, weapons, disruptive conduct, fighting, and other important topics. After the video presentation, students sign a statement confirming that they watched the video, understand CHS expectations, and have received a copy of the student handbook. Teachers facilitate discussion and answer questions during this time as well. Students not in attendance during the all-school showing of the handbook video are brought in at a later date to review key components of the handbook. This procedure also applies to new students who arrive to CHS after school begins. Additionally, expectations for student behavior are reviewed throughout the year in preparation for an event or as patterns arise and are regularly reinforced individually as well as with the entire school as appropriate.

At Curtis Junior High School, students are given a copy of school expectations at the start of the year. On the first day of school, all students participate in an orientation that includes grade level assemblies and general school rules with student ambassadors. Additionally, during the first week of school, all CJH teachers take time at the start of each class period to provide daily mini-lessons to students on each part of the student handbook. These mini-lessons address the code of conduct in the student handbook and school-wide expectations and rules. After the lessons, students sign a statement confirming that the student handbook has been reviewed with them and that they understand the expectations at CJH. The administration also schedules grade-level assemblies during the year to reinforce expectations and periodically visit classrooms to give talks to students about conduct expectations. These expectations are specifically revisited at targeted times during the year such as after an extended break or if there are specific misbehaviors that need to be addressed. CJH teachers reinforce expectations in their respective classrooms throughout the course of the school year.

At UPSD intermediate schools, administrators spend time in classrooms at the beginning of the year reviewing the student handbook and behavior expectations with all students. Student agendas are distributed to all students during this time for review. Agendas include specific school rules and policies for conduct. Students receive additional instruction on school expectations periodically throughout the year in assemblies, class meetings, and small groups and through 1-to-1 discussion with administrators and counselors. Additionally, part of this review includes the emphasis of teaching them the expected behaviors as outlined by their school PBIS plans.

At UPSD primary schools, parents receive a copy of school and district discipline policies located in the primary student handbook during the first week of school. School behavior expectations are taught by principals and counselors in classrooms at the beginning of the school year and are systematically reviewed/reinforced throughout the year - particularly in morning assemblies. In addition, all primary teachers review classroom expectations with their students regularly throughout the year. Additionally, part of this review includes the emphasis of teaching them the expected behaviors as outlined by their school PBIS plans.

Policy and procedure 3241 Student Discipline, clearly outline expected conduct for students both at school as well as on school district property, school buses, or at school related events. Additionally, our student handbooks more clearly articulate building specific expectations for students for these locations and events as well. Our school bus drivers regularly teach and reinforce their expectations that prohibit unsafe, uncivil, and disruptive conduct on school buses.
They work with the Transportation Manager and/or building administrators when concerns do arise.

2. Fail to ensure prompt, equitable and appropriate response when misconduct occurs, nor fail to:
   
   a. Communicate information about misconduct and disciplinary action to the appropriate stakeholders including parents, teachers, counselors, special education staff and others as necessary to promote safety and to comply with law, policy and contract;
   
   b. Establish and share procedures for written appeal from a decision to expel, suspend, or deny admission to a student;
   
   c. Establish procedures to afford all students, parents, and school personnel equitable treatment and due process with regard to student conduct and discipline issues;
   
   d. Establish procedures for student interrogations, searches, and arrests;

Interpretation: I interpret this to mean that the District responds equitably and in a timely manner to student misconduct when it occurs. Additionally, the District must have procedures in place to articulate both the process for written appeal for suspension or expulsion as well as for due process when a suspension or expulsion is imposed. Lastly, the district must have systems of communication in place to ensure that all stakeholders have the information they need when disciplinary situations occur.

In compliance,

Administrators in UPSD work diligently to enforce school rules fairly and equitably. The new student discipline laws emphasize the use of restorative practices to respond to student behavior violations instead of exclusionary discipline. Every effort is made to minimize exclusionary discipline whenever possible while maintaining a safe and orderly school environment. District administrators review every suspension and expulsion to ensure that consequences match behaviors, align with policy, and are consistent across buildings. There were no district level appeals or hearings in the 2019-2020 school year. This is a good indication that parents and guardians in UPSD are confident that discipline is administered in a fair and equitable manner and that our administrators did an excellent job of communicating and working with parents when a suspension or emergency expulsion was necessary.

Teachers and other key staff members are notified in person, via telephone or by email when their students are disciplined for misconduct when necessary and appropriate. Behavior referral processes exist at each school and all have a clear feedback loop whereby staff receives notification from administrators about the conduct and the school’s response. Whenever possible and appropriate, teachers participate in the school’s response to student discipline by giving input, meeting with administration and/or parents and in other ways. Additionally, each spring our building administrators meet in vertical teams to ensure that students transitioning to new buildings have the appropriate supports in place for them to be successful. These meetings ensure students are connected to services, and that their schedule and any other needs are intentionally planned for.

UPSD administrators ensure that appropriate legal requirements and district procedures are followed whenever a search of a student is conducted. Additionally, when illegal activity has occurred on campus, administrators contact our School Resource Officer as part of their response to ensure a safe and orderly environment for all students and staff.

School administrators promptly address student misconduct when it occurs. However, student misconduct is most effectively addressed by having proactive, positive and effective systems in place to prevent and respond to student misbehavior. These practices and policies are governed
by the Positive Behavior Intervention and Support model or PBIS. Efforts to implement this system have been in place in UPSD for more than a decade and continue today. The main objectives of this program are to make expectations very clear to students and to maintain fair and consistent systems of supervision and response to student misconduct. These systems help to ensure an equitable and appropriate response to student misconduct by staff.

School administrators and other staff regularly meet to review student conduct data and discuss areas of concern as well as systems in place to recognize students for demonstrating the expected behaviors at school. Additional components of PBIS include collection of student behavior data, systems for teaching and re-teaching expectations, PBIS in the classroom, recognition of students for positive behavior, and close communication with families. Schools also implement a variety of tier 2 and individualized interventions to support students who need help with behavior. These interventions include check and connect, mentoring, counselor-run friendship groups for social skills instruction, mini-lessons about social skills and prevention of bullying behaviors, parent conferences, Student Assistance Team meetings, behavior contracts and others.

In addition to the PBIS work in individual buildings, the district also has other professional development opportunities for teachers that support a more positive and equitable learning environment. These training topics include but are not limited to: Unconscious Bias, Culturally Responsive Teaching Practices, Tough Kid Toolkit Training, Discipline in the Secondary Classroom, De-Escalation Strategies, Right Response, and Trauma Informed Practices. All of our paraeducators also received specific training this past year on Differentiated Strategies and Culturally Competent Teaching and PBIS. Additionally, UPSD bus drivers were also trained on Tier 1 PBIS practices to support additional alignment of school and bus behavior expectations.

Strong supervision of students is the most effective deterrent for misconduct and each school has plans to ensure that classrooms, hallways, lunchrooms, playgrounds and other common areas are well supervised at all times. At CJH and CHS, security officers assist with these efforts by walking campus during the day. The district also supports a strong counseling program that provides support, guidance and resources to students K-12. This proactive support helps to prevent misconduct. Additionally, the district also has a Prevention Specialist to provide additional education and support to students in the area of drug, alcohol, and tobacco use. Our prevention specialist works with students on Prevention Teams at CJH and CHS as well as meets regularly with individual students for counseling related to substance abuse and social skills.

When students fail to meet expectations, interventions and other restorative practices are used to teach students proper behavior and to reinforce expectations prior to using exclusionary discipline. UPSD responses to student misconduct include student conferences, parent contacts/conferences, restitution, community service, restorative circle, loss of privileges, detention and others. For more serious student misconduct, classroom exclusions, in-school suspensions, suspensions and expulsions are used.

Policy and procedure 3241- Student Discipline outlines all of the required notice and due process procedures for student conduct and discipline issues. The new student discipline policy is more explicit regarding affording both students and parents appropriate due process for any student conduct concerns than what was previously in place. An initial hearing with the student is now required when any type of suspension is being considered as a disciplinary response and parent contact is part of that process prior to the administration of the disciplinary action. When a student is suspended (in-school or out of school), a written notice is provided that includes information about other forms of discipline considered, due process, appeal rights, and a plan for educational services. Written procedures are also in place if parents would like to appeal to the School Board for a suspension or expulsion. These procedures are all aligned with the new state discipline laws.
3. Fail to annually disaggregate, share and analyze suspension and expulsion data by population subgroups (low-income/ non-low income, special education/ regular education, race and gender) to promote equity, academic success and positive school climate.

**Interpretation:** I interpret this to mean that the District must at least annually disaggregate, share and analyze student discipline data by population subgroup as part of its efforts to promote an overall positive school climate for all students and promote equitable practices.

**In Compliance,**

Discipline data including disaggregated data for the 2019-2020 school year is detailed below. It is important to note that there are two significant events that impacted student discipline data this year. First, the new student discipline laws put new limitations on first offenses, exclusionary discipline, and required recording classroom exclusion and in-school suspensions. Second, the closure of in-person schools in March 2020 due to the COVID-19 pandemic, meant a significant decrease to the total number of discipline events. The bulk of the discipline data in the next two sections consists of all documented incidents of student misconduct resulting in an out of school suspension. Initial information is included regarding classroom exclusions and in-school suspensions as well. Our goal is to continue to use exclusionary discipline practices only when necessary to maintain a safe and orderly school environment.

While the policy does not state that we need to report classroom exclusions and in-school suspensions, this data is included in this report this year. The new student discipline laws have new requirements regarding these exclusions being recorded and communicated. A total of 62 classroom exclusions and 29 in-school suspensions were administered in the 2019-2020 school year. The table below indicates the total number of offenses by category for the last school year. It should be noted that some of these incidents in previous years would have most likely resulted in out of school suspension. In future years, we will report more detailed information regarding classroom exclusions and in-school suspensions similar to the out of school suspension data.

<table>
<thead>
<tr>
<th>Classroom Exclusion Offense</th>
<th>Number of Incidents</th>
<th>In-School Suspension Offense</th>
<th>Number of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONFRONTATION</td>
<td>2</td>
<td>ASSAULT</td>
<td>1</td>
</tr>
<tr>
<td>DANGEROUS BEHAVIOR</td>
<td>2</td>
<td>BULLYING</td>
<td>1</td>
</tr>
<tr>
<td>DEFIANCE AUTH</td>
<td>1</td>
<td>DANGEROUS BEHAV</td>
<td>3</td>
</tr>
<tr>
<td>DISRESPECTFUL</td>
<td>5</td>
<td>DISRESPECTFUL</td>
<td>1</td>
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<tr>
<td>DISRUPT EDUC PRO</td>
<td>10</td>
<td>DISRUPT EDUC PRO</td>
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<td>DISRUPTIVE COND</td>
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<td>DISRUPTIVE COND</td>
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<td>FAILURE FOL DIR</td>
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<td>FAIL SERVE DET</td>
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<tr>
<td>FIGHT W/O INJ</td>
<td>4</td>
<td>FAILURE FOL DIR</td>
<td>2</td>
</tr>
<tr>
<td>INAPPROPRIATE BEHAV</td>
<td>3</td>
<td>FIGHT W/O INJ</td>
<td>2</td>
</tr>
<tr>
<td>INSBORDINATION</td>
<td>1</td>
<td>INSTIG A CONFLICT</td>
<td>1</td>
</tr>
<tr>
<td>NONCOMPLIANCE</td>
<td>7</td>
<td>INSBORDINATION</td>
<td>1</td>
</tr>
<tr>
<td>POS MARIJUANA</td>
<td>1</td>
<td>NONCOMPLIANCE</td>
<td>1</td>
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<tr>
<td>RACIAL SLUR</td>
<td>1</td>
<td>PHYS CONT STAF</td>
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<td>Total Incidents:</td>
<td>62</td>
<td>PHYSICAL CONFRO</td>
<td>3</td>
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<td></td>
<td></td>
<td>POS MARIJUANA</td>
<td>2</td>
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<tr>
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<td>SEXUAL HARASSME</td>
<td>1</td>
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<td>THREAT SCH PRS</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THREAT STUDENT</td>
<td>2</td>
</tr>
<tr>
<td>Total Incidents</td>
<td></td>
<td></td>
<td>29</td>
</tr>
</tbody>
</table>
Exclusionary disciplinary incidents took place at all grade levels during the 2019-2020 school year. The following two charts show the breakdown by number of incidents of classroom exclusion and in-school suspension at each grade band: K-4, 5-7, 8-9, and 10-12. Most of the classroom exclusions occurred at the junior high with the fewest occurring at the primary schools. It is important to note that when students are removed from the classroom and they can continue to access instruction with a staff member, that time is not considered a classroom exclusion. Additionally, most of the in-school suspensions occurred at the intermediate level, with none at the junior high. We will continue to track and monitor classroom exclusions and in-school suspensions by grade band in future years.

A total of 194 out of school suspensions and no expulsions were recorded in the 2019-2020 school year. Each student suspension is counted as one incident. When multiple students are suspended for one incident the data shows one incident for each student involved. Some
students also received multiple suspensions during the course of the school year and are reflected multiple times in the data. The chart below shows the total number of out of school suspensions over 10 years. It should be noted that with the closing of in-person school this year that the number of out of school suspensions is drastically reduced from the previous ten school years. The red triangle on the chart in the 2018-2019 school year indicates a comparison for the total number for the previous school year had school also ended on March 15, 2019 with a total of 273 suspensions. Based on the time students were in school this year compared to the same time frame in the previous year, our overall suspensions were reduced by approximately 29%.

The types of incidents that resulted in an out of school suspension are detailed in the chart below. The specific types of misconduct are included as they align with the required state reporting requirements. Five years of data are included to show a more comprehensive picture of the frequency of these offenses over time. The light blue bar on the bottom of each group represents the number of offenses in the 2019-2020 school year for each category.
The data in the graph above illustrates that we had a decrease in the number of incidents that resulted in an out of school suspension in every category except for one – violence without major injury. The largest decrease in the number of offenses by state category was in the number of tobacco offenses that resulted in an out of school suspension. It should be noted, that while the total number of tobacco violations that resulted in an out of school suspension was 8, the total number of tobacco violations in the 2019-2020 school year was 31. Fighting had also been on the rise the past few years and had a significant decrease this year with 36 incidents total -18 resulting in an out of school suspension.

Similarly to all previous years, the category with the most incidents each year is “other”. For the 2019-2020 school year, the following 63 offenses were included in the “other” category:

<table>
<thead>
<tr>
<th>Offense</th>
<th>Number of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANGEROUS BEHAVIOR</td>
<td>31</td>
</tr>
<tr>
<td>DISRESPECTFUL</td>
<td>4</td>
</tr>
<tr>
<td>DRUG POLICY VIOLATION</td>
<td>1</td>
</tr>
<tr>
<td>INAPPROPRIATE BEHAVIOR</td>
<td>2</td>
</tr>
<tr>
<td>PHYS CONTACT STAFF</td>
<td>4</td>
</tr>
<tr>
<td>PHYSICAL CONFRONTATION</td>
<td>14</td>
</tr>
<tr>
<td>THREAT STUDENT</td>
<td>7</td>
</tr>
<tr>
<td>Total:</td>
<td>63</td>
</tr>
</tbody>
</table>
The pie chart below shows the number of suspensions broken down by grade band for the 2019-2020 school year. The high school still had the largest number of out of school suspensions, while the primary schools had the second most out of school suspensions unlike previous school years. Historically, some behavior issues at the youngest grades resulted in parents opting to bring students home for the duration of a school day. To avoid unnecessary and misleading information in the records of our youngest students, these incidents were not always recorded as suspensions. The new student discipline laws now require that this be done. It should also be noted that most of the primary suspensions ranged from 0.5 to 1.5 days in length. This will be another important data point for us to monitor over time. The primary schools also all have assistant principals beginning in the 20-21 school year which should help to reduce the total overall suspensions by providing more direct resources to those students. Finally, both the intermediate and junior high had a significant decrease of out of school suspensions in the 19-20 school year by 70% and 76% respectively.

As in previous years, a majority of the out of school suspensions (87.1%) are short term suspensions that were 5 days or less in length. Additionally, 40.7% of the suspensions were either a 0.5 day or 1 day suspension. 46.3% of suspensions ranged from 1.5 days to 5 days and 19 suspensions ranged from 5.5 to 10 days. There were only 6 long term suspensions administered in the 2019-2020 school year that were 11 days or more in length. The total number of suspensions by length are shown in the pie chart below.
There were also 46 emergency expulsions that were converted to other forms of discipline. This is a significant increase from the previous year which only had 19. Most likely, the increase of emergency expulsions as compared to previous years can be attributed to the new student discipline laws that limit using suspensions for a first offense. There are times due to significant safety or disruption concerns that students must be removed from the school setting even for a first offense. All students who received any form of exclusionary discipline received educational services. These services are indicated on the written notice that parents receive for any form of suspension or emergency expulsion. Students who are long-term suspended (11+ days) or expelled also participate in a culturally responsive student re-engagement plan with school administrators and their parents to ensure access to educational services during this extended period of time. This plan is based on individual student needs and is developed in partnership with the student, parent, and school administration.

At the start of the 2019-2020 school year, disaggregated discipline data from the prior year was shared and analyzed with all UPSD administrators at the administrative retreat. The same procedures will be followed this year. Throughout the course of the school year, UPSD administrators monitor their data and engage in discussions regarding bias, equity, and supports for students. During the administrative retreat and subsequent meetings, each school reviewed their building level discipline data, specifically looking for trends related to disproportionate discipline. Administrators also focus on reviewing offenses that are more subjective in nature such as disruptive conduct, uncooperative, and failure to comply. Additionally, the UPSD Equity Advisory Team comprised of teachers, classified staff, and administrators representing the district also reviews discipline disparity data, and will continue to make recommendations to district administration based on their review of the data. Members of the UPSD Equity Advisory Team will also reviewed the new policy and procedure 3241 Student Discipline this past school year.

The two charts below disaggregate 2019-2020 incident data by subgroups including by gender, income level, ELL, Special Education, 504 and race. While our overall total number of suspensions is significantly decreased, the disproportionality for some groups has increased. Incidents involving misconduct by more than one student would be counted more than one time in the data. Additionally, students who belong to more than one of the subgroups would be represented multiple times in the data. The blue bar represents each subgroup’s percent of the total student population and the orange bar represents each subgroup’s percent of the total student discipline. For example, students who receive Special Education services comprise...
10.9% of the total student population but account for 30.4% of our total suspensions. The data below indicates some subgroups were suspended at higher rates last year than their corresponding representation in the student population. In particular, the largest gaps exist for students who are low income and for students who receive Special Education services. Contrasting this, female students are suspended at a significantly lower rate as compared to their male counterparts. Gaps remain significant for special education students (19.51%), male students (26.62%), and low income students (29.53%). All of these gaps increased in the 2019-2020 school year.

When analyzing data by racial subgroup, there are groups with very little disparity and groups with significant disparity compared to their representation in our student population. For example, students who are Hispanic, 2 or More Races, Hawaiian or Pacific Islander, or Native American are suspended at rates that correspond with their percent in the total population. Contrasting this, African American students are suspended at a much higher rate than their percent in population compared to White and Asian students. This is an increase in disproportionality of African American student suspensions by 11.8% as compared to last school year. This data for 2019-2020 is shown in the chart below. It is important to note data in these charts is more volatile year over year when subgroups are small. Smaller subgroups of students are more likely to have larger fluctuations in the data. For example, 18 of 52 incidents in the African American group were related to the behavior of only 4 individual students. Because both the overall number of suspensions is relatively low and the sub-group is small, we expect more drastic swings in the data year over year.
The next two charts provide trending data for discipline gaps by subgroup over the last five years. Trending data is important to review as it demonstrates where persistent gaps exist as well as how pervasive those gaps are. Two years of data is now available for students with 504 plans so they are included in the trending data. Data that is below the 0% line represents students who are suspended less than their percent in the population while the data above the 0% line represents groups that are suspended at a greater rate as compared to their percentage of the total student population. The 5 year trend reads from left to right, with the most recent year on the right hand side of each subgroup. There are decreases in gaps this year for students with 504 plans and for Hispanic students. Some groups remained relatively unchanged from previous trends including ELL, 2 or More Races, and Asian students. However, there is an increase in disparity for low income (8.74%), Male (12.2%), African American (12.11%), and students who receive Special Education Services (8.41%) as compared to the previous year. The significant increase in disproportionality of suspensions for African American students in the 2019-2020 school year is a critical data point to pay attention to and to monitor closely. Additionally, while Male students had greater disparity this past year, the trend is still declining over the past 5 years overall. It is important to again note that smaller subgroups, such as ELL and students with 504 plans are more likely to have larger fluctuations in the data.
Specific information related to disciplinary incidents for all subgroups with discipline gaps greater than 10% is displayed in the chart below. Individual students may be included in the data multiple times if they have more than one offense and/or belong to one or more of the subgroups. The dark blue bar represents the total number of offenses for each category for all students with the other subgroups represented by the other bars. Male and low income students comprised a significant portion of disruptive conduct, uncooperative, other, and violence with no major injury. African American students were most frequently suspended for disruptive conduct and other. Students who receive Special Education Services were most frequently suspended for disruptive conduct and other, and violence with no major injury.

Over the past several years, one of the most persistent disparities for discipline data has been for students receiving Special Education services, which is also apparent in the 2019-2020 school
It continues to be important to monitor this subgroup carefully and to see how UPSD discipline data trends compare with the state. Additionally, African American students were suspended at higher rates this school year as compared to the previous four years. This will be a key data point to also monitor over time as well.

For the last several years we have been able to compare our discipline rates to the state. While the data from the state has a one year lag time, it provides a way to compare our district discipline rates to other schools across the state. The discipline rate is calculated by counting the number of distinct students who have received an out of school suspension and dividing that by the number of distinct students enrolled. Individual students are only counted one time in this data. The UPSD discipline rate is typically at or below the state rate. This is an important comparison for the district to ascertain how significant the UPSD suspension rate is compared to other schools in the state. For the last 3 years, UPSD has been at or slightly (0.1%) above the state discipline rate. The chart below shows our overall discipline data for the past five years as compared to the state. The state data is only available through the 2018-2019 school year.
The next three charts provide a comparison three of the subgroups with the most significant discipline disproportionality as compared to their state peers for the past five years. The first chart provides a comparison between the discipline rate for students with IEPs who receive a suspension or expulsion as compared with other students with IEPs in the state of Washington.

For the 2018-2019 school year, UPSD students who receive Special Education services were suspended at a rate of 8.9% compared to 8.5% in the state. While UPSD is still above the state discipline rate, the discipline rate in UPSD has declined in the last three consecutive years.

Our data has consistently shown that our students with IEPs are suspended at a higher rate as compared to their peers without IEPs. We continue to address this gap as a system in a variety of ways. The district has added a Board Certified Behavior Analyst (BCBA) and increased from
two to three Behavior Technicians this year to provide additional support to our schools and students. This behavior team supports both general education students and special education students who are struggling with behavior. The Special Services department also added an additional Special Education Coordinator in the 2019-2020 school year who works closely with staff and our Access programs at Evergreen and NVI. These positions have been put in place to provide support to behavior programs - and to specific special education students and teachers in other programs - to limit the impact of misconduct and exclusionary discipline practices. The district also added two roving paraeducators this year to support in our Special Programs and Access classrooms when subs were not available. The Executive Director of Special Education also reviews suspensions for students on IEPs monthly to be able to provide support and direction to teams and buildings based on the data.

The next chart provides a comparison of African American students suspended as compared to their peers in across the state. UPSD is consistently below the state discipline rate in all years, significantly well below in 2015-2018. However, while lower than the state, it is critical to continue to address the disparity of discipline of African American students as compared to other demographic groups in our district. UPSD is committed to addressing serious, long-standing societal inequities and systemic racism. While suspension data for UPSD African American students is below the state rate, African American students are still disproportionately impacted by exclusionary discipline. This will continue to be an area of focus for our district in many ways including staff professional development and ensuring that our curriculum is more reflective of our Black students. The UPSD Teaching and Learning Department in conjunction with the District’s Equity Advisory Team are currently reviewing more robust professional development that will be required for all of our staff regarding culturally responsive and antiracist practices. Additionally, in conjunction with this team, the District has also begun the long term work of evaluating and improving our curriculum to be more representative of our students, to include the perspectives and experiences of all peoples, and to more accurately reflect the history of racism and discrimination in our country.

The chart below shows the rate of discipline for students who qualify for free or reduced lunch as compared to their peers across the state. In the 2018-2019 school year, UPSD was above the state average by (0.4%) and below in the previous four years. It continues to be important for us to have supports and practices in place to support our low income students in a way that minimizes their exclusion from school. UPSD will continue to ensure we have systems and
supports in place to support our low income students including our counselors, other critical support staff, UP Children’s Fund and staff training regarding using trauma-informed practices.

Summary:
New student discipline laws and the closure of in-person schools in March of 2020 have certainly impacted our discipline data for this year and made it more difficult to compare with previous years. However, our overall out of school suspensions were on track to be significantly decreased this year, which was expected with the implementation of the new student discipline laws. While compiling and reviewing discipline data for the 2019-2020 school year, it remains evident that UPSD continues to have effective systems in place to maintain a safe and orderly learning environment in our schools. Our discipline data demonstrates that most (96.7%) of our students regularly follow school rules, policies and procedures. Additionally, of the 194 out of school suspensions, 116 students in our district received one or more suspensions. While we would like to have this number been even lower, this is a relatively small number of students in a district with almost 5,800 students.

It remains important for us to continue to be proactive in our approaches in future years with students who need additional supports to meet behavior expectations at school. With the opening of school online for all students in 2020-2021 it will be critical for us to ensure that we are attending to our students’ social and emotional needs. Having and communicating clear expectations and proactive approaches to student behavior whether online or in-person are key to minimizing student discipline and to creating a system with equitable outcomes for our students. While our overall suspensions were drastically reduced this year, our disproportionality increased for many groups. This will be a key item to monitor closely in future years to ensure that our policies, practices, and procedures don’t lead to inequitable outcomes for our students.

It should also be noted that the frequency of school exclusions does not, in itself, indicate the quality of the school climate. Unfortunately, in some instances, exclusionary disciplinary actions are necessary to preserve school climate. In all cases, however, exclusionary discipline is hurtful to the students who are excluded. We will continue to make efforts to limit exclusionary discipline and to implement preventative and restorative practices whenever possible to address student conduct concerns.
Policy Type: Executive Limitations
Student Conduct and Discipline

Adopted:
Monitoring Method: Internal Report
Monitoring Frequency: Annually in August