Incidence of serious violations remains low
Number of students involved in serious violations remains low
Weapons violations are low
Bus misconduct reports increased
Electronic device violations decreased
Incidents of missed or skipped class decreased
Incidents of insubordination increased in the MS, decreased in the HS
Harassment/bullying increased in the MS, decreased in the HS
Incidents of disruptive/uncooperative behavior increased
TRENDS IN USE OF PENALTIES

- Number of superintendent’s hearings increased
- HS remained the same and MS suspensions increased
- Number of HS students suspended decreased and MS students suspended increased
- Elementary suspensions increased
INFRACTIONS RESULTING IN SUPERINTENDENT’S HEARING

- Weapons Possession
- Fighting
- Illegal Drugs
- Theft
- Vandalism
- Disorderly Conduct
- Harassment/Bullying
Superintendent’s Hearings by Infraction (by level)
INFRACTIONS RESULTING IN SUSPENSION

- Alcohol/Drug Violations
- Bullying/Threatening/Harassing Others
- Disorderly Conduct
- Disruptive Behavior
- Fighting
- Insubordination/Disobedience
- Theft
- Tobacco
- Unacceptable Language
- Use of Technology/Electronic Device Violation
- Weapons
- Other disruptive incidents
- Disrespectful to staff
- Aggression to staff/students
- Academic misconduct
Out of School Suspensions (by level)

- OSS
- HS
- MS
- ES

OSS # of Students
Total Out of School Suspensions (by race/ethnicity)

- American Indian/Alaskan Native: 8%
- Black/African American: 8%
- Native Hawaiian/Pacific Islander: 8%
- Hispanic or Latino: 75%
- White: 75%
- Multi-Racial: 5%
Out of School Suspensions for SWD (by level)
Approach to Discipline

- Preventative
  - Character Education
  - Parent Communication
  - Counseling/Warnings
  - Work with Outside Agencies

- Punitive
  - Progressive Consequences
  - Parent Communication

- Educative
  - Support Upon Return
  - Parent Communication
  - Work with Outside Agencies
FACTORS IN MAINTAINING POSITIVE CLIMATE

- Emphasis on social emotional development
- Start early with Responsive Classroom, The Positivity Project and Five Keys
- High expectations
- Role Modeling
- Positive school climate facilitated by all
- Family involvement
- Communication about code of conduct
- Consistent enforcement
- Comprehensive curricular and extra-curricular programs
- Student and parent information/awareness of specific areas of concern
FUTURE PLANS

- Continued direct instruction in multiple venues, throughout the year, including instruction related to Dignity for All Students Act and use of alcohol/ illegal drugs
- Continued emphasis on prevention
- Professional development in equity, inclusion, mental health and working with students with intense needs
- Increased capacity for counseling with individual students and families and the implementation of counseling instructional units
- Continue to develop the home-school partnership