

# Student Discipline

School Board Retreat  
February 22, 2024

Presenters:

Dr. Heather Cordie, Dr. Josh Fritts,  
Todd Corsetti, Robin Kobrowski,  
Bao Vang & Pat McCreery

**BELONG**  
**BELIEVE**  
**ACHIEVE**

# Teaching & Learning Presentation Team

- Dr. Heather Cordie, Deputy Superintendent
- Todd Corsetti, Executive Administrator for High Schools and Option Programs
- Pat McCreery, Administrator for the Office of Equity and Inclusion
- Bao Vang, Executive Administrator for K-8
- Robin Kobrowski, Executive Administrator for K-8
- Dr. Josh Fritts, Executive Administrator for Teaching & Learning

# BSD's Equity Lens

1. Whose **voice** is and isn't represented in this decision?
2. Who does this decision **benefit** or **burden**?
3. Is this decision in alignment with the **BSD Equity Policy**?
4. Does this decision **close** or **widen** the access, opportunity, and expectation gaps?

# Overview

- Foundational Ideas
- Restorative Practices
- Collaborative Alternative Solutions to Exclusion (CASE)
- Responding to Student Behavior & Administrator Professional Guidance
- Data Summary
- Board Staff Questions

# Guiding Principles



**BELONG. BELIEVE. ACHIEVE.**

# Foundational Ideas

**Safe & Thriving**  
Student Safety & Well-being

**Foundations of Success**  
Strong Start in Early Learning

**Progress on Standards**  
Achievement for All

**College & Career Ready**  
Supports for Post-High School Success

Outcomes	Strategies	Building or District	Phase
<b>Each student feels safe</b> ( <i>Community Building, Restorative Practices</i> )	Create district & school-wide structures that intentionally build safe and inclusive learning environments	District & Building	Implementing
	Review student discipline policies and revise Student Code of Conduct to include restorative practices	District	Implementing
<b>Each student thrives socially and emotionally</b> ( <i>Behavior, Social-Emotional and Health Supports</i> )	Implement strong multi-tiered systems of supports for students' behavioral and social-emotional needs	District & Building	Developing / Implementing
	Explicitly implement practices at each school to support student social, emotional and mental health <ul style="list-style-type: none"> <li>• Behavioral health and wellness strategies are explicitly taught and used in all classrooms</li> <li>• Specific support spaces are designated where appropriate and feasible</li> <li>• ***</li> </ul>	Building	Sustaining
	Teams in each building meet regularly to examine social-emotional, academic, attendance and discipline data for students	Building	Sustaining
<b>All identities are valued, and all students are included</b> ( <i>Equity, Inclusion, Student Voice</i> )	Provide relevant, meaningful and differentiated professional development for all staff <ul style="list-style-type: none"> <li>• Consistent, ongoing professional development and active staff engagement</li> <li>• Implement required equity training modules for <i>all</i> staff</li> <li>• Professional development to support culturally and linguistically relevant practices</li> <li>• PD to support teaching and learning of social emotional learning (SEL) skills</li> <li>• Trauma-informed, restorative, anti-bias and community-building principles and practices</li> </ul>	District & Building	Implementing / Sustaining
	Ensure culturally and linguistically responsive teaching practices that build off of students' personal experiences and interests, engaging them through interactive and collaborative practices	Building	Implementing

# K-12 Foundational Practices

- We use equitable student-centered practices.
- We proactively teach behavioral expectations.
- We are committed to knowing the whole child.
- We emphasize preventive and proactive practices.
- We believe that relationships are at the heart of our work.
- We believe that context matters.
  - The A-B-Cs of behavior
- We believe that non-exclusion is always our first response.

# K-12 Proactive Approaches

- We create and regularly review student success plans.
- We engage in collective learning around student behavior.
- We believe that knowing a child as learner and community member is integral to supporting their positive and productive behaviors.
- We believe that equity is our collective work and learning.
- We create structures and systems to teach skills to our students.
- The BH&W program proactively supports student academic and social emotional well-being.



# K-12 Intervention Approaches

- We focus on restorative practices and maintaining a safe and productive learning environment and provide tiered interventions to support the whole child.
- Our approach to intervention and support for discipline are based on a leveled approach.
- The Student Code of Conduct provides guidance for appropriate actions.
- We believe that each response to a situation that requires discipline is contextual.
- Our approach to discipline is focused on restoring relationships and returning to the learning environment.
- Decisions to exclude students is a last resort and thoughtfully implemented.
- Parents and families are critical partners in supporting student behavior.

# Responding to Student Behavior



# Restorative Practices



# History of Restorative Practices in BSD

- 2016–17: Restorative Practices (RP) train-the-trainer effort began
- 2018–19: Offered trainings:
  - [Introduction to Restorative Practices](#)
  - [Circles](#)
  - [Restorative Conferencing](#)
- 2019–20: Secondary administrators engage in Restorative Practices trainings
- 2020–21: Behavior Health & Wellness program staff trained
- 2021–23: Restorative Practices trainings in virtual and in-person formats

# RESTORATIVE PRACTICES CONTINUUM

80 % Proactive



20 % Responsive



**informal**

**formal**

affective  
statements

affective  
questions

small impromptu  
conversations

circle

formal  
conference

# Restorative Questions

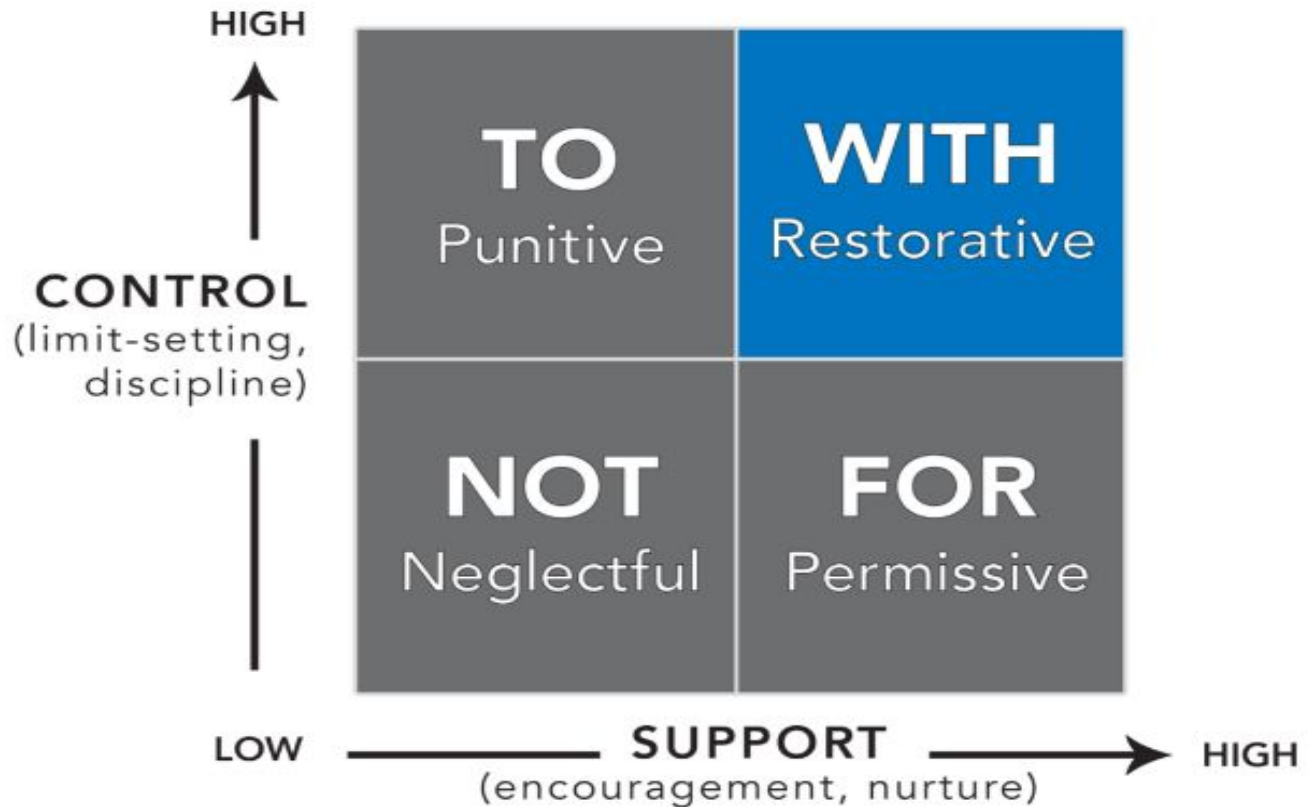
## To Respond to Challenging Behavior

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

## To Help Those Harmed by Others' Actions

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

# SOCIAL DISCIPLINE WINDOW



**C.A.S.E.**

**Collaborative  
Alternative  
Solutions to  
Exclusion**





# CASE Mission

To be **equity focused** and anti-racist in disrupting systemic and implicit bias that leads to the exclusion of students from education based on students' identity markers.

To **collaborate** with colleagues to determine root cause(s) that lead to exclusionary discipline, and to find best practices to support students in feeling safe and thriving.

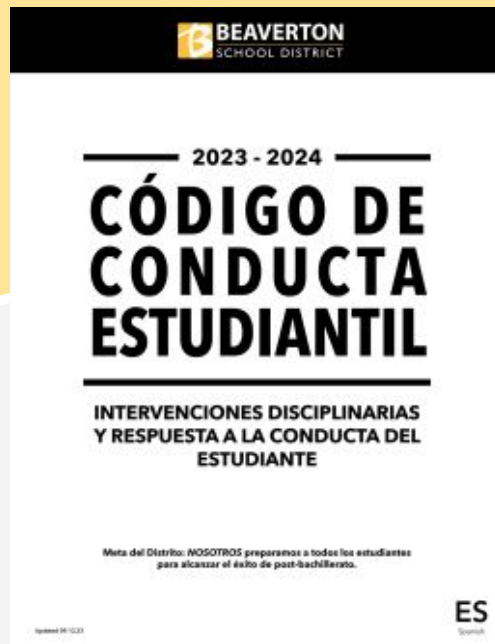
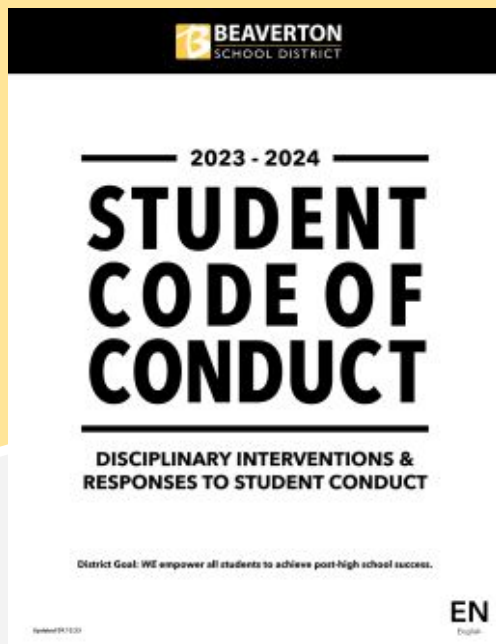
To **reduce** all non-state mandated expulsions with the ultimate goal of eliminating them.

# CASE Goal

*Creating support plans for school teams that include:*

- Concrete alternatives to exclusion
- Neutralizing routines for vulnerable decision points
- Tools and resources to increase protective factors and decrease risk factors
- Student and family strength-based focus
- Student and family voices for true partnership
- Action items for broad team to ensure collaboration
- Short, mid, and long-term framework

# Responding to Student Behavior & Administrator Professional Guidance



# Student Code of Conduct

- Guides all discipline
- 4 levels of intervention & disciplinary response
- 38 student conduct offenses

# Defining Terms

- **Suspension:** Suspension (in or out of school) temporarily removes from a student the right of attending school or school activities and/or being on district school property.
  - Up to 10 days per incident
- **Expulsion:** Expulsion is the termination of the student's right to attend school, school activities, and/or be on any school district property for a substantial period not to extend beyond one calendar year.
  - 11 or more school days per incident

# Guidance in Secondary Suspension and Expulsion

- Drug and alcohol guidance
  - Use of substance use specialists
  - 4th/5th offense to consider expulsion
  - Distribution
- Expulsion guidance
  - CASE consult process
  - Use as a last resort
  - Shortest term possible
  - Conditions for early return
  - Home school maintain contact with student during expulsion

# Professional Development and Guidance

- Leadership meetings/Public Safety
- 1:1 meetings with principals
- School Improvement Plans
- Level-based calibration of practices
- Professional Learning Communities
- Equity Modules

# Part 1 Questions & Discussion



# Semester 1 Discipline Data



# Student Discipline Data

- Most Frequent Violations by Outcome and Level
- Expulsion Data
- Summary of Responses by Level
- Discipline Outcomes by Race/Ethnicity and Level
- Exclusion Rates by Race/Ethnicity

# Suspension: 5 Most Frequent Behaviors in Semester 1

## Elementary Level Grades K-5

- Multiple Violations (86)
  - *Multiple Violations may include the individual violations listed below*
- Physical Altercation Minor (43)
- Disorderly or Disruptive (36)
- Assault (30)
- Reckless Endangering (17)

# Suspension: 5 Most Frequent Behaviors in Semester 1

## Middle Level Grades 6-8

- Multiple Violations (145)
  - *Multiple Violations may include the individual violations listed below*
- Fighting (118)
- Physical Altercation Minor (101)
- Disorderly or Disruptive (68)
- Bullying/Harassment (54)

# Suspension: 5 Most Frequent Behaviors in Semester 1

## High Level Grades 9-12

- Multiple Violations (138)  
*Multiple Violations may include the individual violations listed below*
- Tardiness (134)
- Dangerous Drugs (78)
- Fighting (61)
- Defiance of Authority (33)

# Expulsions in Semester 1

## *In the district:*

58.75% students of color  
15.03% English language learners  
12.% students with disabilities  
47.9% female, 51.7% male

- 1 middle school student
- 11 high school students

## Frequent Codes

- Technology Misuse
- Bullying/Harassment
- Lewd Conduct/Profanity
- Sexual Harassment

## Demographics

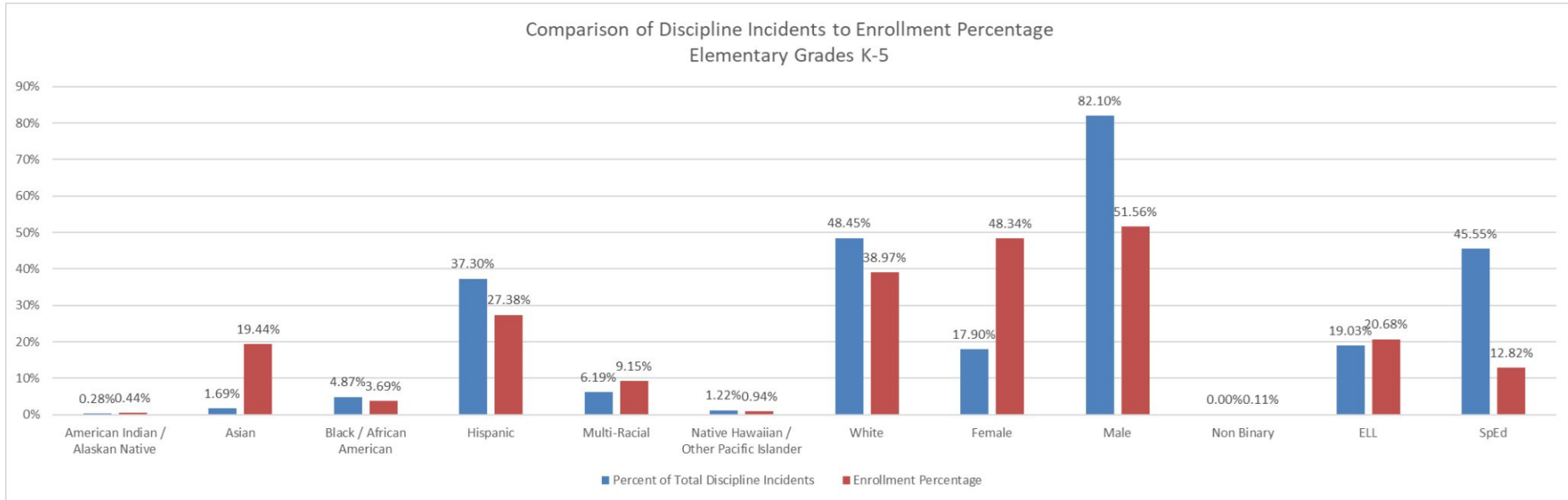
- 61.5% were students of color
- 15.4% English language learners
- 23.1% students with disabilities
- 84.6% male, 15.4% female

# Summary of Responses by Level

Grade Level and Results	2018-19 Sem 1	2022-23 Sem 1	2023-24 Sem 1	% Change 22-23 to 23-24
K-5 Non-Exclusionary Discipline	1451	566	817	44%
K-5 Exclusionary Discipline	208	278	249	-10%
<b>K-5 Total Discipline</b>	<b>1659</b>	<b>844</b>	<b>1066</b>	<b>26%</b>
6-8 Non-Exclusionary Discipline	652	976	1056	8%
6-8 Exclusionary Discipline	352	640	717	12%
<b>6-8 Total Discipline</b>	<b>1004</b>	<b>1616</b>	<b>1773</b>	<b>10%</b>
9-12 Non-Exclusionary Discipline	1477	637	1172	84%
9-12 Exclusionary Discipline	578	515	598	16%
<b>9-12 Total Discipline</b>	<b>2055</b>	<b>1152</b>	<b>1770</b>	<b>54%</b>

# Discipline Incidents by Race/Ethnicity and Level

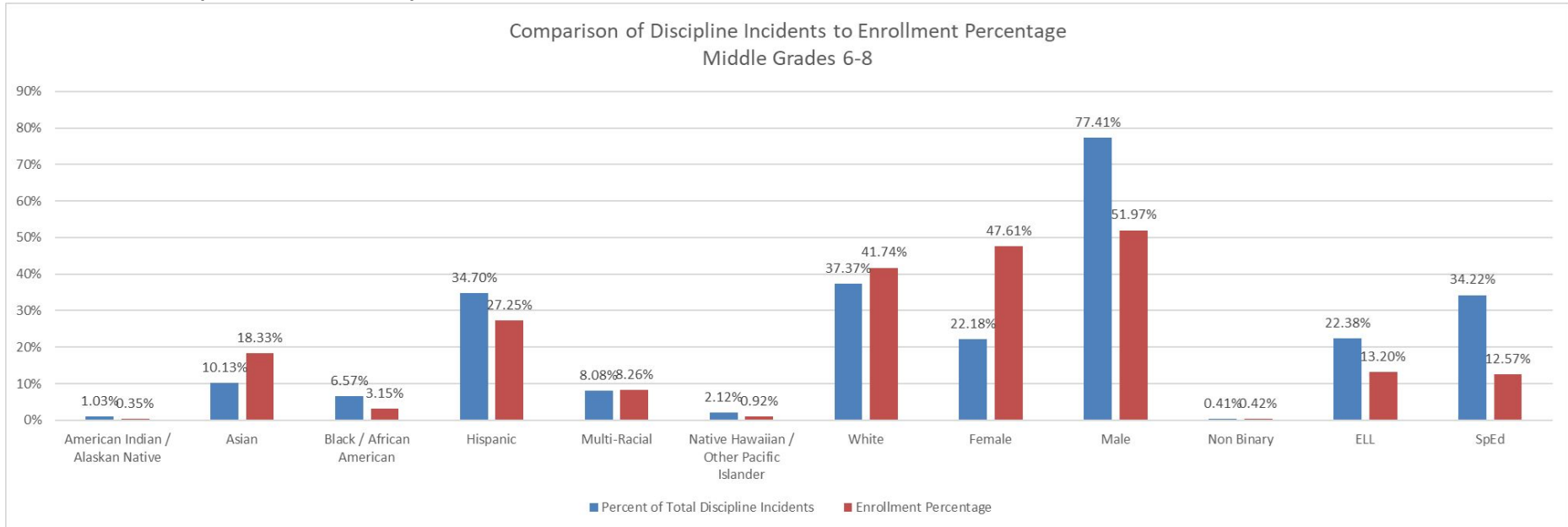
## Elementary (Grades K-5)





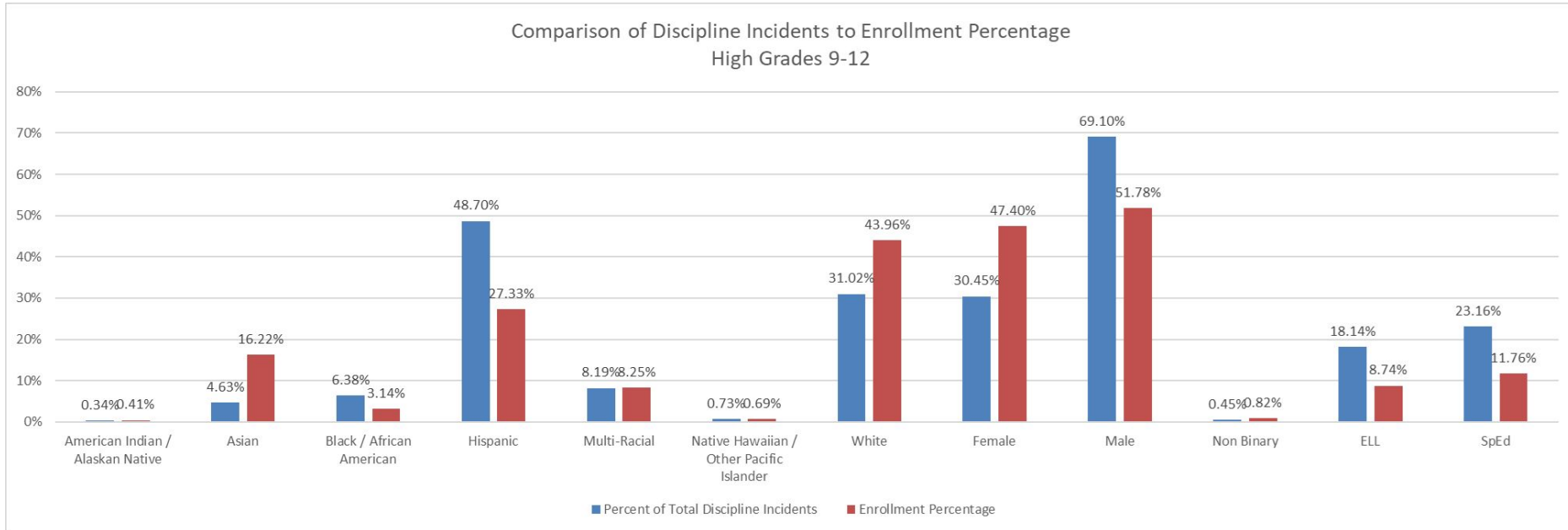
# Discipline Incidents by Race/Ethnicity and Level

## Middle (Grades 6-8)

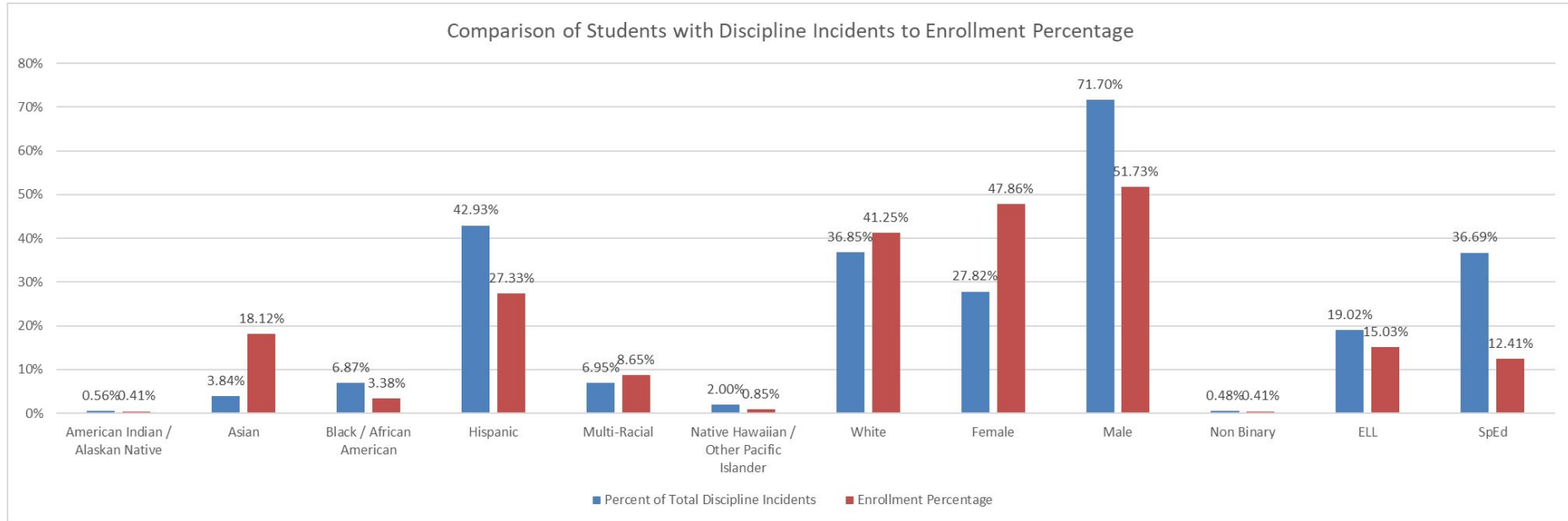


# Discipline Incidents by Race/Ethnicity and Level

## High (Grades 9-12)



# Exclusion Rates by Race/Ethnicity K-12



# Expulsions Pre-Pandemic vs. Post-Pandemic

## 2018-19

- 52% of total BSD population were students of color
- We expelled 70 students
- 73% of students expelled were students of color
- 68% of students expelled had drug and alcohol incidents

## 2022-23

- 57.7% of total BSD population were students of color
- We expelled 26 students
- 57.7% of students expelled were students of color
- 19.2% of students expelled had drug and alcohol incidents

# Data Questions & Discussion



## Our Promise

Belong.  
Believe.  
Achieve.

