Adopted, as amended, by the Board of Education at its Regular Meeting of June 28, 2005

Subject: Resolution No. 55-24A5

In Support of Equitable and Fair School Discipline Practices
- Commissioners Sarah Lipson, Eric Mar, Jill Wynns, Eddie Y. Chin,
  Dan Kelly, Mark Sanchez, Norman Yee, and Student Delegate Jason Wong

WHEREAS: The Board of Education and the San Francisco Unified School District are committed to equity and fairness in all aspects of our work for our students, including school climates with fair, respectful, effective approaches to discipline, and

WHEREAS: Proposals to strengthen the District’s discipline policies have been discussed by District staff with representatives from the Coalition for Fair and Caring Schools (FairCare), the United Administrators of San Francisco, and the United Educators of San Francisco. These stakeholders share a common commitment to equity and fairness in school discipline.

THEREFORE BE IT RESOLVED: That the Board of Education authorizes staff to include the following provisions in our student behavior handbook and our discipline policies and practices for students:

1. If a student is sent home prior to the dismissal of school for conduct listed in Education Code 48900, then a suspension form should be issued by the principal or appropriate designated staff. This does not preclude students from being sent home, with parent/guardian approval, for reasons not related to discipline.

2. All schools shall offer alternatives to suspensions. The District will disseminate a list of alternatives for non-mandatory suspensions.

3. If a school has an in-house suspension, parents shall be notified when their students have been assigned to in-house suspension. The students shall be provided with meaningful educational assignments from their regular teachers.

4. Students who are suspended for two or more days must receive homework packets and assignments and/or be given an opportunity to make up work in order to keep up with their studies. Middle and high school students will be given the opportunity to report to the Pupil Services Counseling Center at 555 Portola Drive.

5. Schools will analyze data related to school referrals on a quarterly basis to identify those students and teachers who need assistance with discipline. The District and schools will provide professional development to assist school staff.

6. Schools will create Site Based Disciplinary Committees composed of teachers, parents, school administrators and students (except elementary level). These committees will quarterly analyze student behavior indicators, i.e. student attendance, referrals, and suspensions and identify possible interventions.
7. The Hughes Bill (A.B. 2586) states that students in special education may need interventions if they have difficulties conforming to acceptable behavior. School staff shall develop and implement Behavioral Support Plans as required by law. This may include strategies to address the student’s behavior in classrooms as well as outside of classrooms (e.g., passing periods, common areas, etc.).

8. School staff shall assess implementation of the Student Success Team (SST) and conduct follow-up meetings with students and teachers throughout the year as indicated in the SST Logs that are submitted to the Assistant Superintendents at the end of each semester.

9. The District will identify schools with high suspension rates and expulsion rates each semester for the purpose of developing and implementing interventions.

10. The District will provide training and support to schools in developing opportunities to increase parental participation on campus for schools with high rates of suspension.

11. Seek resources, with the help of FairCare, to provide positive behavior training to support staff and support to those students who are in need and currently not receiving services for behavioral problems or for any schools experiencing high rates of suspension and/or expulsions during the course of a school year.

12. Create a task force composed of an administrator, counselor, teacher, parent, community representative, and student, not to exceed 7 members, that will analyze student discipline/positive school climate and make recommendations to the Board of Education and the Superintendent to reduce student suspensions and increase student attendance in all the schools.

5/24/05
6/28/05

Please Note:
- 5/24/05 - Referred by order of the Chair to the Curriculum & Program Committee.
- Taken up by the Curriculum and Program Committee on June 9, 2005. Forwarded to the Board with staff edits based on the direction provided by general consent of the Curriculum Committee (2 ayes, 1 absent).
- Adopted on 6/28/05, as amended with edits based on additional staff and legal review.