

San Dieguito Union High School District

Discipline

AR 5144

Students

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups:

1. Parents/guardians/educational rights holders
2. Teachers
3. School administrators
4. School security personnel, if any
5. For middle and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians/educational rights holders
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians/educational rights holders

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
15. Reassignment to an alternative educational environment
16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records.

Staff shall enforce disciplinary rules in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall propose an evaluation to determine if the student has a disability which requires an IEP or 504 plan.

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective

way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable.

The student shall not be detained unless the principal or designee notifies the parent/guardian/educational rights holder.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian/educational rights holder, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension.

Notice to Parents/Guardians/Educational Rights Holders and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians/educational rights holders, in writing, about the availability of district rules related to discipline.

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

Appeal

Suspensions may be appealed to the Principal at the school site where the suspension was issued. The decision of the principal is final.

The pupil, parent or guardian/educational rights holder has the right to appeal to the County Board of Education, any decision to expel, that the Board of Trustees have made.

State

5 CCR 307
5 CCR 353
Civ. Code 1714.1

Ed. Code 32280-32289.5
Ed. Code 35146
Ed. Code 35291-35291.5
Ed. Code 35291.5
Ed. Code 37223
Ed. Code 44807.5
Ed. Code 48900-48926
Ed. Code 48980-48985
Ed. Code 49005-49006.4
Ed. Code 49330-49335
Ed. Code 49550-49564.5
Ed. Code 52060-52077

Federal

20 USC 1400-1482
29 USC 794
42 USC 1751-1769j
42 USC 1773

Management Resources

California Dept of Education Program
Advisories
CSBA Publication

CSBA Publication

CSBA Publication

CSBA Publication

CSBA Publication

U.S. Dept of Education, Office for Civil Rights

U.S. DOE, Office for Civil Rights Publication

Website

Website

Website

Website

Website

Description

Participation in school activities until departure of bus
Detention after school

[Liability of parent or guardian for act of willful misconduct by a minor](#)

School safety plans

Closed sessions

Rules

School-adopted discipline rules

Weekend classes

Restriction from recess

Suspension and expulsion

Parent/Guardian notifications

Seclusion and restraint

Injurious objects

Meals for needy students

Local control and accountability plan

Description

Individuals with Disabilities Education Act

Rehabilitation Act of 1973; Section 504

School Lunch Program

School Breakfast Program

Description

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

[CSBA District and County Office of Education Legal Services Public Counsel](#)

[U.S. Department of Education, Office for Civil Rights](#)

[California Department of Education](#)

[CSBA](#)

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