

UHS DISCIPLINE –
WORKING TO CREATE
A POSITIVE
EXPERIENCE
2016-2017



UHS 2016-2017 DATA BY GRADE LEVEL

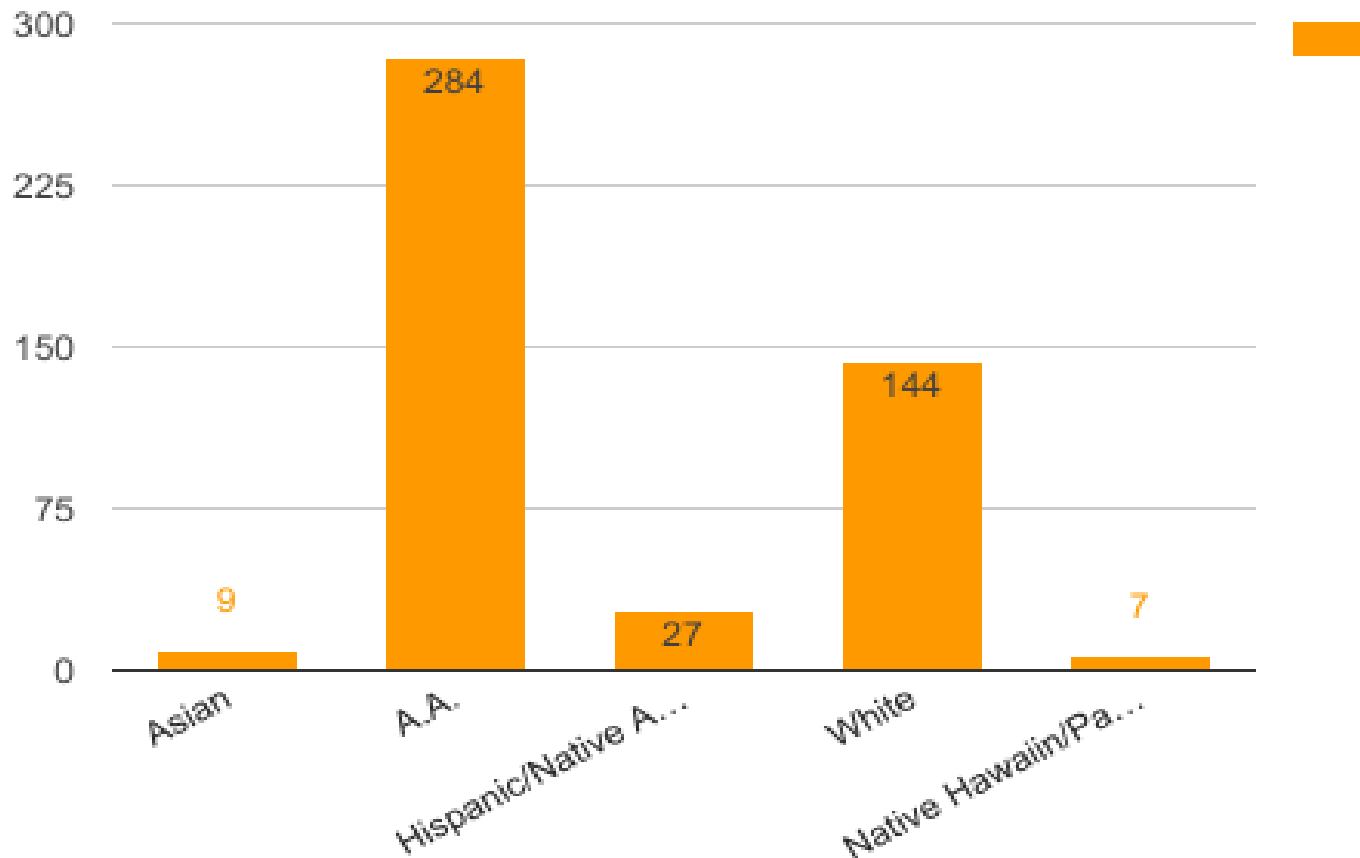
	9 th	10 th	11 th	12 th	Totals
Alphabet/Dean	Referrals/Suspensions Students(#)	Referrals/Suspensions Students(#)	Referrals/Suspensions Students(#)	Referrals/Suspensions Students(#)	Referrals/Suspensions Students(#)
A-G	55(197)/9(17)	44(130)/9(9)	42(110)/8(9)	18(45)/1(1)	159(482)/26(36)
H-M	51(235)/15(28)	25(90)/8(8)	19(46)/3(3)	21(40)/2(2)	116(411)/27(41)
N-Z	63(300)/13(18)	40(105)/3(3)	33(74)/6(6)	15(23)/1(1)	151(502)/23(28)
Totals %'s	169(732)/37(63) 40%(52%)/48%(60%)	109(325)/20(20) 26%(23%)/26%(19%)	94(230)/17(18) 22%(16%)/21%(17%)	54(108)/4(4) 12%(8%)/5%(4%)	426(1395)/78(105)

Shaded cell = 55 freshmen with the last name A-G, have generated 197 referrals. 9 freshmen with the last name A-G, have generated 17 suspensions.

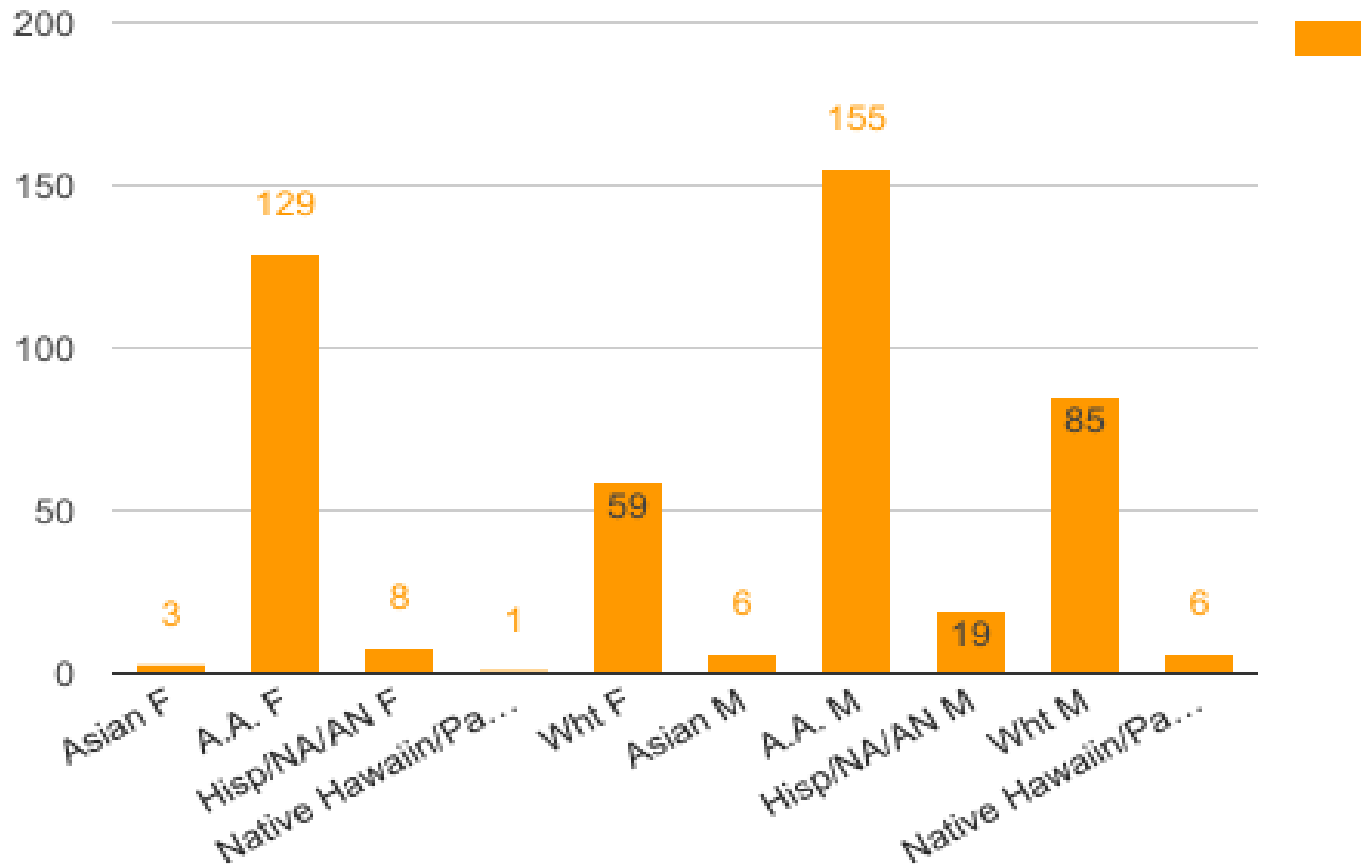
TARGET GROUP: FRESHMEN COMPARISON

	2016-2017 Freshmen Data	2015-2016 Freshmen Data
Alphabet/Dean	Referrals/Suspensions Students(#)	Referrals/Suspensions Students(#)
A-G	55(197)/9(17)	72(382)/17(30)
H-M	51(235)/15(28)	60(374)/20(31)
N-Z	63(300)/13(18)	62(373)/14(30)
Totals %’s	169(732)/37(63) 40%(52%)/49%(60%)	194(1129)/51(91) 46%(61%)/52%(58%)

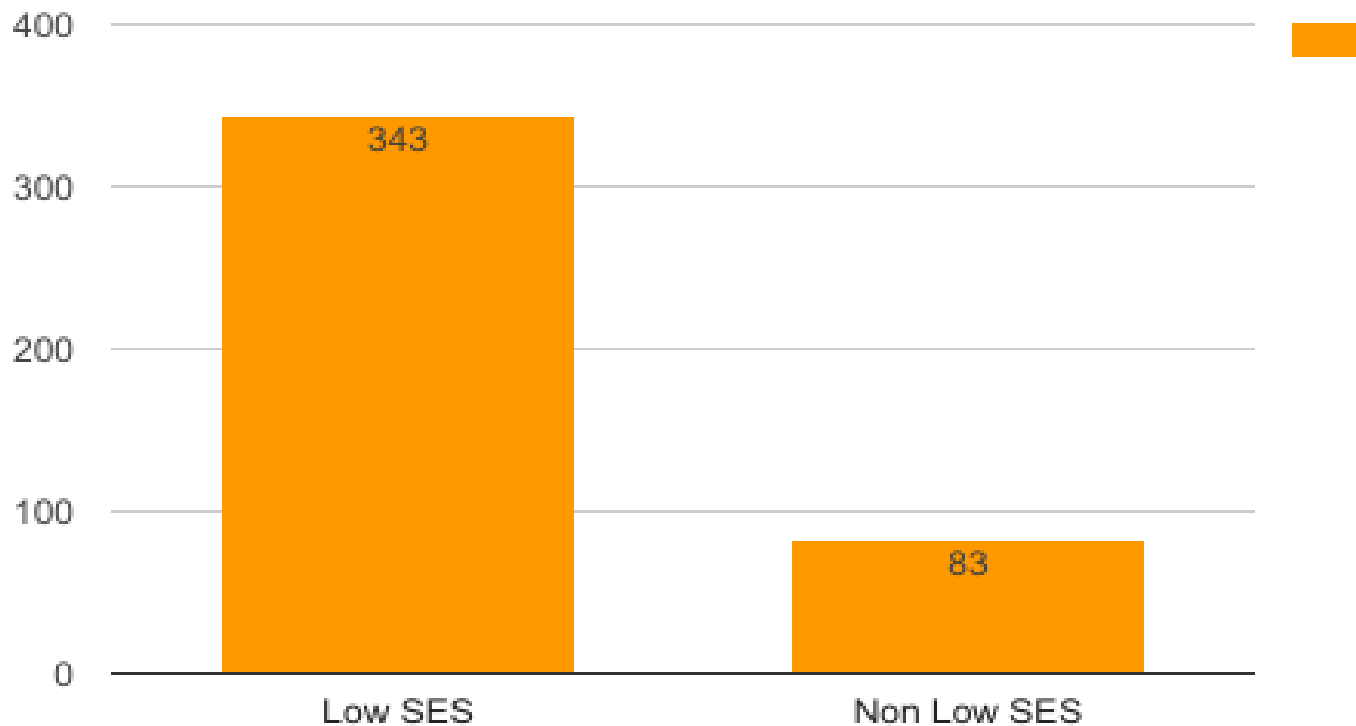
REFERRAL BREAKDOWN BY RACE (# OF STUDENTS OUT OF 426)



REFERRAL BREAKDOWN BY GENDER/RACE (# OF STUDENTS OUT OF 426)



REFERRAL BREAKDOWN BY SES (# OF STUDENTS OUT OF 426)



TOP 3 BEHAVIORS

- ❑ Cell Phone/Electronic device – 278 referrals
- ❑ Class Disruption – 195 referrals
- ❑ Failure to Serve Detentions- 179 referrals

Trend Data

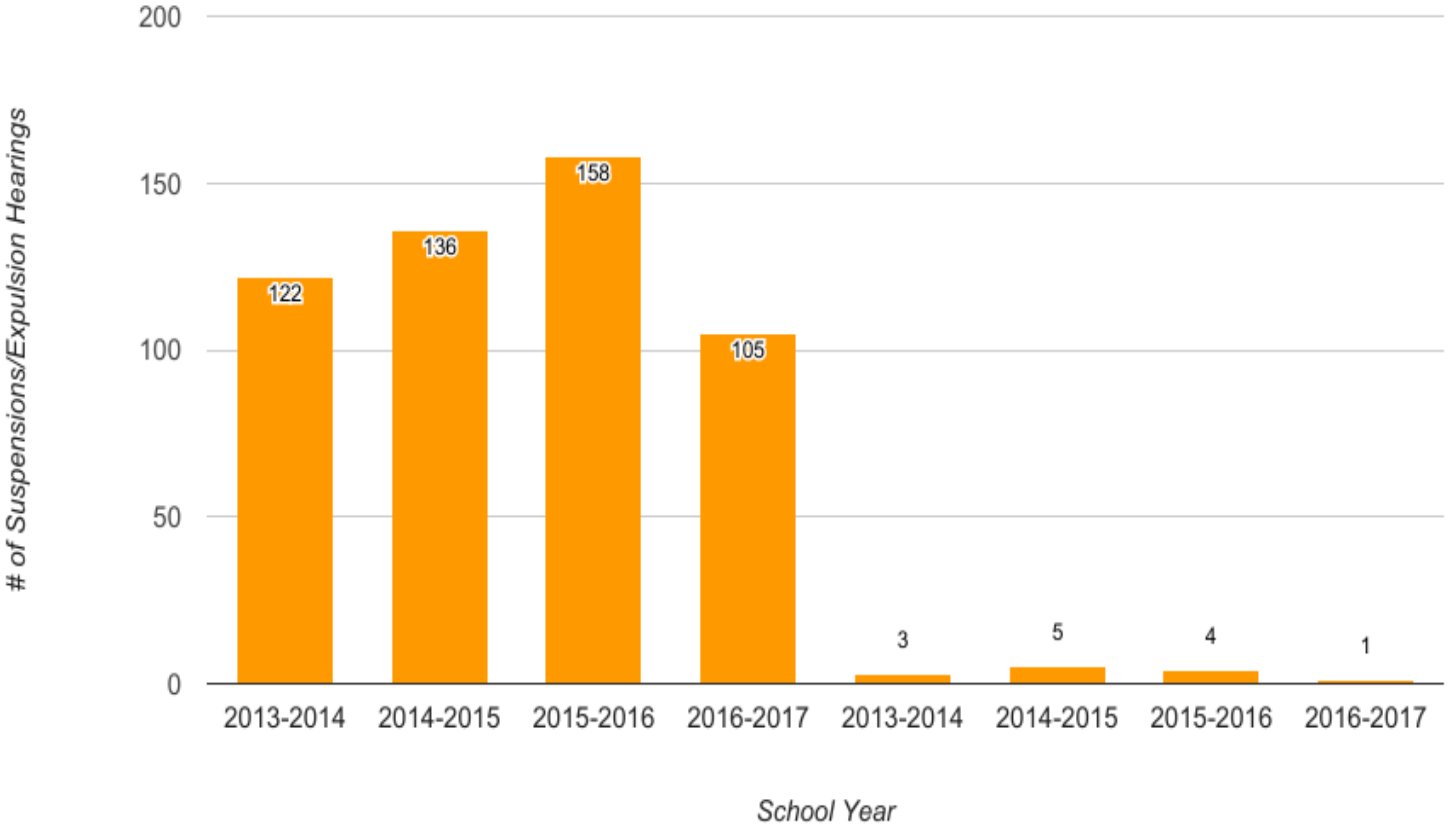
2013-2014 Referrals - Total = 1627 (Skipping - 345, Cell Phones - 229, Failure to Sever Det. - 226)

2014-2015 Referrals - Total = 2004 (Skipping - 424, Cell Phone - 383, Class Disruption - 225)

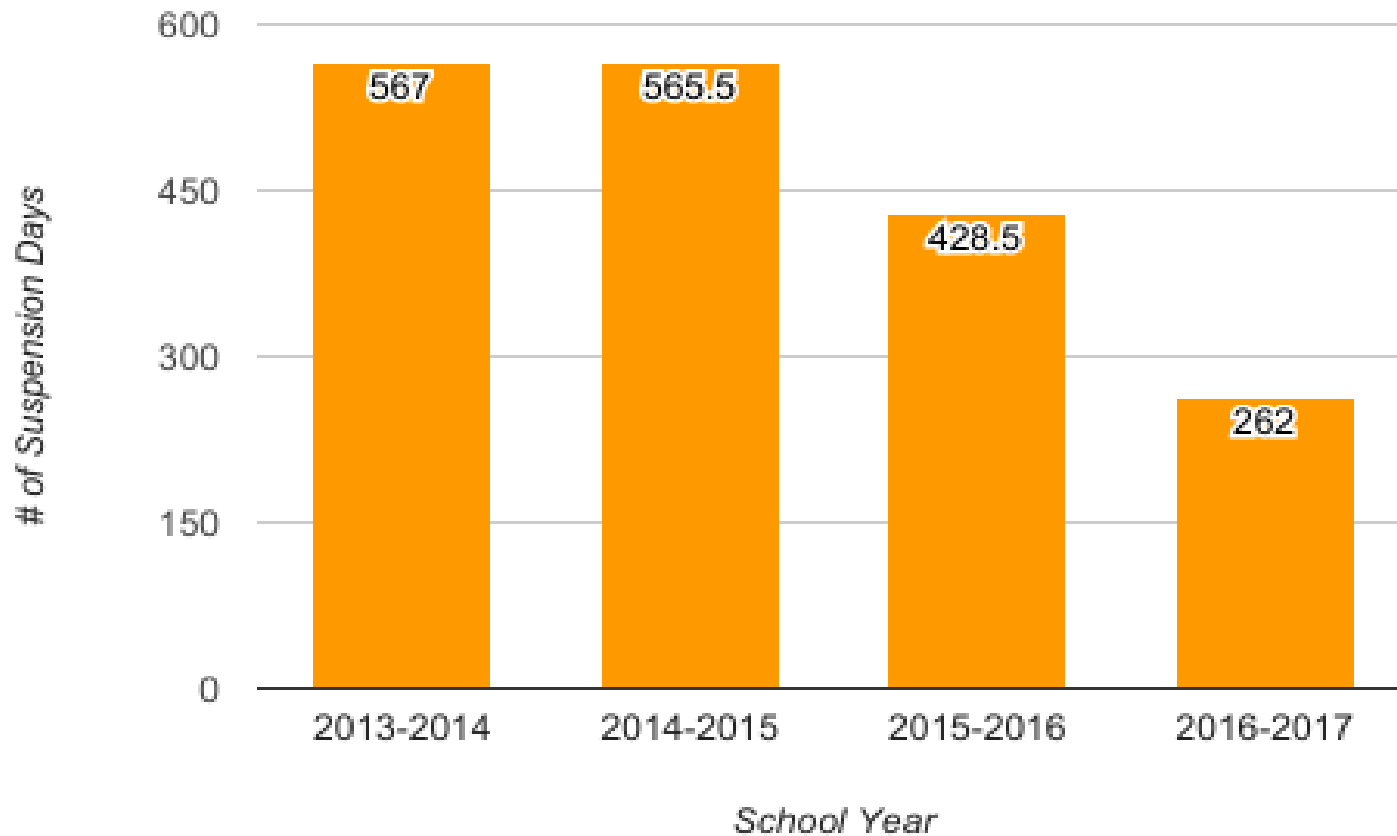
2015-2016 Referrals - Total = 1839 (Cell Phones - 441, Class Disruption - 344, Skipping - 188)

2016-2017 Referrals- Total= 1395 (Cell Phones- 278, Class Disruption- 195, Failure to Serve- 179)

Suspensions/Expulsion Hearings



of Suspension Days



Restorative Practices

The field of restorative practices has significant implications for all aspects of society — for example, in schools, the use of restorative practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning.

Restorative Circles - Conflict resolution (Holistic Approach)

- Student/Student
- Student/Staff Member
- Staff Member/Staff Member

Class Circles - Overview of class expectations

Check-in Circles - Bell ringer activity to start the class