Model School Discipline Policy

(Based on actual policies from Denver Public Schools, Baltimore City Public Schools, Los Angeles Unified Public Schools, San Francisco Unified School District, New Orleans Recovery School District, and Chicago Public Schools)

NOTE:
This policy does not take into account local and state laws that may be applicable. We recommend that a lawyer be consulted for assurance that all policies are drafted in compliance with the law in your jurisdiction.
Section One - Introduction

A. Right to a High-Quality Education
All students have a right to a high-quality education. As such, school disciplinary mea-
sures should not be used to exclude students from school or otherwise deprive them of
such an education, unless it is necessary to preserve the safety of students and staff.

B. General Principles
The goal of student discipline is to teach students to behave in ways that contribute to
academic achievement and school success, and to support a school environment where
students and staff are responsible and respectful. Successful school discipline is guided by
the following principles:

• Effective and engaging instruction and classroom management are the foundation of
effective discipline.
• School discipline is best accomplished by preventing misbehavior before it occurs,
and using effective interventions after it occurs.
• School safety and academic success are formed and strengthened when all school
staff and personnel build positive relationships with students and are actively
engaged in their lives and learning.
• School staff should promote high standards of behavior by teaching, modeling, and
monitoring behavior, and by fairly and consistently correcting misbehavior as
necessary.
• School discipline that is paired with meaningful instruction and guidance offers
students an opportunity to learn from their mistakes and contribute to the school
community, and is more likely to result in getting the student re-engaged in learning.
• Effective school discipline maximizes the amount of time students spend learning
and minimizes the amount of time students are removed from their classrooms due to
misbehavior.

C. Reasonable Consequences
The District will make every reasonable effort to correct student misbehavior through
school-based resources at the lowest possible level, and to support students in learning
the skills necessary to enhance a positive school environment and avoid negative behav-
ior. The vast majority of disciplinary issues should be addressed at the classroom level by
teachers. In all instances, school discipline should be reasonable, timely, fair, age-approp-
riate, and should match the severity of the student’s misbehavior.

D. Use of Out-of-School Suspensions, Expulsions, and Referrals to Alternative Schools
Should be Minimized
The use of measures such as out-of-school suspensions, expulsions, and referrals to
alternative schools that exclude students from school should be minimized. These punitive
measures have resulted in the loss of valuable instructional time and should be reserved
for infractions that cannot be appropriately addressed through other interventions and
disciplinary responses. Disproportionate use of out-of-school suspensions, expulsions,
and referrals to alternative schools shall be cause for corrective action by the District.
E. Limited Role of Law Enforcement
This District seeks to avoid the unnecessary criminalization of our students; as such, police involvement should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal behavior of persons other than students. Police involvement should not be requested in a situation that can be safely and appropriately handled by the District’s internal disciplinary procedures. Disproportionate use of police intervention in inappropriate situations shall be cause for corrective action by the District.

Additionally, law enforcement personnel working on school grounds should exercise their authority to arrest in a manner that is consistent with the goals and requirements of this Policy.

F. Addressing Racial Disparities in School Discipline
While overly harsh school discipline policies can affect all students, they have disproportionately impacted students of color. Black, Latino/Hispanic, and Native American students, in particular, are far more likely to be suspended, expelled, and arrested than their White peers, even for the same behavior. Students of color also tend to receive harsher punishments than their peers receive for the same offenses.

The systemic racial inequalities that persist in the administration of school discipline must be acknowledged, and this District must therefore eliminate institutional racism and any other form of discrimination or bias that presents barriers to success for our students.

Schools are charged with eliminating racial disparities in the administration of school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled, referred to alternative schools, arrested, or referred to law enforcement. Evidence of punitive measures being used disproportionately against students of color shall be cause for corrective action by the District.

G. Students with Disabilities
Students with disabilities have too often had their education needlessly interrupted by inappropriate out-of-school suspensions, expulsions, referrals to alternative schools, and referrals to law enforcement. This is especially concerning when the behavior resulting in the punitive response was a manifestation of the student’s disability.

Staff is charged with eliminating the over-punishment of students with disabilities, along with ensuring that any disciplinary consequences are in accordance with students’ individualized education programs (IEPs), behavior intervention plans (if applicable), and 504 plans (if applicable).

H. Non-Discrimination
School district staff responsible for implementing this Policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, age, or disability.
I. Due Process
The failure to provide students and parents/guardians with due process has resulted in a breakdown of trust between schools and the communities they serve. To restore that trust, and ensure correct results in disciplinary proceedings, there should be utmost respect for: parents'/guardians’ right to be immediately notified when their child faces disciplinary action; students’ right to a fair hearing before being suspended, expelled, or referred to an alternative school; and students’ right to appeal suspensions, expulsions, and referrals to alternative schools.

J. Staff Training
One of the primary reasons for the over-reliance on punitive disciplinary measures is that many teachers and administrators have received insufficient training in classroom management, conflict resolution, and non-punitive approaches to discipline. Every school within the District shall make an annual allocation of their professional development time to these subjects in order to ensure that the disciplinary program in each school is effective and that relevant policies and procedures are equitably applied.

K. Individual School Policies
Schools may adopt their own school rules and Codes of Conduct so long as they are consistent with this Policy. Any such rules or codes shall be approved by the Superintendent or a designated district official and will be made available to students and their parents/guardians in a manner consistent with this Policy.

L. Community Involvement
Meaningful parent, student, and community involvement in the creation and application of school and district policy is essential for building effective schools with positive and inclusive learning environments. As such, parents/guardians, students, and community members should have input in the development of discipline rules for their school and classrooms.

M. Distribution of Policy
The District shall distribute a copy of this Policy to all students and their parents/guardians, in a language they can understand. It shall also be posted on the district web site and in an easily visible place within each school.
Section Two – Using Disciplinary Interventions

A. Types of Interventions
There are three types of intervention strategies that are available to teachers and administrators: Administrative, Restorative, and Skill-based/Therapeutic.

- Administrative Strategies are statutory, rule-based, or contract-based interventions done “to” the offender, such as detention or suspension.

- Restorative Strategies are problem solving interventions done “with” the offender. They focus on the harm caused and how it will be repaired. Examples may include:
  - Family group conferencing
  - Victim-offender mediation
  - Classroom peace circles

- Therapeutic/Resource Strategies are done “by” the offender and require intrinsic motivational behavior change. Such interventions include:
  - Mental health counseling
  - Anger management classes
  - Informal mentoring and behavior coaching

B. Strategies in Using Interventions
Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2nd or 3rd instances of the same disruptive or inappropriate behavior. For example, in compliance with this Policy, the three types of interventions may be used in the following ways:

- Independently (e.g., 1-day after-school detention);
- As alternatives to each other (e.g., choice of peer mediation or 1-day detention); or
- In conjunction with each other (e.g., 2-day in-school suspension along with mediation).

C. Relevant Factors in Making Discipline Decisions
When choosing consequences for students’ misbehavior, teachers, administrators, and staff must consider the following factors:

- Age, health, and disability or special education status of the student;
- Appropriateness of student’s academic placement;
- Student’s prior conduct and record of behavior;
- Student’s attitude;
- Student’s willingness to repair the harm;
- Seriousness of the offense and the degree of harm caused; and
- Impact of the incident on overall school community.
Section Three – Description of Inappropriate and Disruptive Behaviors and Consequences

A. Disciplinary Consequences Matrix

The following is the Disciplinary Consequences Matrix, which contains a list of potential inappropriate or disruptive behaviors and the appropriate interventions or consequences.

<table>
<thead>
<tr>
<th>Inappropriate or Disruptive Behavior</th>
<th>Levels</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
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<tr>
<td>Academic Dishonesty (e.g., cheating or plagiarizing)</td>
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<tr>
<td>Alcohol</td>
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<tr>
<td>- Under the Influence, Using, or Possessing</td>
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<tr>
<td>- Selling</td>
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<tr>
<td>Assault or Battery</td>
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<tr>
<td>- Simple Assault or Simple Battery</td>
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<tr>
<td>- Assault with a Weapon or Battery Causing Serious Injury</td>
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<tr>
<td>Bullying</td>
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<tr>
<td>Bus Disruptions</td>
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<tr>
<td>- Minor Disruption on the Bus (e.g., eating, drinking; being too loud, standing,</td>
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<tr>
<td>throwing objects from the bus)</td>
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<tr>
<td>- Serious Disruption on the Bus</td>
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<tr>
<td>Classroom Disruption</td>
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<td>(e.g., talking out in class or talking out of turn, throwing objects, and other behavior that</td>
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<tr>
<td>distracts from student learning)</td>
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<tr>
<td>Defiance of Authority and/or Insubordination (e.g., non-violent/non-physical, talking back to</td>
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<td>school staff, failure to follow directions, failure to respond to school staff questions or</td>
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<td>requests, refusal to participate in classroom activities, etc.)</td>
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<tr>
<td>Disrespectful Behavior</td>
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<td>(e.g., verbal insults or put-downs, including the use of profane or offensive language;</td>
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<tr>
<td>picking on, bothering, teasing, or distracting other students; making inappropriate gestures or</td>
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<tr>
<td>comments; and other behavior that is rude or disrespectful)</td>
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<tr>
<td>Dress Code Violation</td>
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<tr>
<td>False Activation of a Fire Alarm</td>
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<tr>
<td>Fighting</td>
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<tr>
<td>- Physical Aggression (e.g., pushing and shoving)</td>
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<tr>
<td>- More Serious Fighting (may include incidents involving minor injuries)</td>
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<tr>
<td>Gambling</td>
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<tr>
<td>Hallway Misbehavior, Running, Making Excessive Noise, or Loitering</td>
<td></td>
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<tr>
<td>Harassment based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion Against</td>
<td></td>
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<tr>
<td>Members of the School Community</td>
<td></td>
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<tr>
<td>Illegal Drugs or Controlled Substances</td>
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<tr>
<td>- Under the Influence, Using, or Possessing</td>
<td></td>
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<tr>
<td>- Selling</td>
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</tbody>
</table>
Note: On the first instance of an inappropriate or disruptive behavior, use one or more interventions from the lowest level indicated for that behavior, or any lower level. If the same behavior is repeated during the same school year, one or more interventions or disciplinary responses from the next highest level may be used. Lower-level interventions may always be used, but interventions or disciplinary responses from the shaded boxes may never be used.

<table>
<thead>
<tr>
<th>Inappropriate or Disruptive Behavior</th>
<th>Levels</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
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<tr>
<td>Lying to, Giving False Information to, or Misleading School Personnel</td>
<td>•</td>
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<tr>
<td></td>
<td>2</td>
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<tr>
<td>Portable Electronic Devices Use at Unauthorized Times</td>
<td>•</td>
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<tr>
<td></td>
<td>3</td>
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<tr>
<td>Property Damage</td>
<td>•</td>
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<tr>
<td>- Intentional Damage or Defacement of Another Person’s or School Property (less than $50)</td>
<td>•</td>
</tr>
<tr>
<td>- Intentional Damage or Defacement of Another Person’s or School Property (more than $50)</td>
<td>•</td>
</tr>
<tr>
<td>Sexually-Based Behaviors</td>
<td>•</td>
</tr>
<tr>
<td>- Consensual Sexual Activity</td>
<td>•</td>
</tr>
<tr>
<td>- Sexual Harassment (e.g., unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature)</td>
<td>•</td>
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<tr>
<td>- Sexual Assault</td>
<td>•</td>
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<tr>
<td>Tardiness</td>
<td>•</td>
</tr>
<tr>
<td>- Persistent or Excessive Tardiness to Class/School</td>
<td>•</td>
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<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Theft</td>
<td>•</td>
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<tr>
<td>- Less than $50</td>
<td>•</td>
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<tr>
<td>- Greater than $50</td>
<td>•</td>
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<tr>
<td>Trespassing</td>
<td>•</td>
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<tr>
<td>(Level 5 interventions may only be used when a student has entered onto school property without permission and then refused to leave school property upon request)</td>
<td>•</td>
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<tr>
<td>Tobacco Possession or Use</td>
<td>•</td>
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<tr>
<td>Unauthorized Use of School Equipment</td>
<td>•</td>
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<tr>
<td>Unexcused Absence from School or Class Cutting</td>
<td>•</td>
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<tr>
<td>Weapons, Firearms, and Explosives</td>
<td>•</td>
</tr>
<tr>
<td>- Bringing or Possessing Fireworks</td>
<td>•</td>
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<tr>
<td>- Igniting Fireworks</td>
<td>•</td>
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<tr>
<td>- Bringing, Possessing, or Using Other Explosives (Non-Fireworks)</td>
<td>•</td>
</tr>
<tr>
<td>- Threat or False Report Related to Explosives</td>
<td>•</td>
</tr>
<tr>
<td>- Bringing, Possessing, or Using Firearms</td>
<td>•</td>
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<tr>
<td>- Bringing or Using Other Deadly Weapons</td>
<td>•</td>
</tr>
<tr>
<td>- Possessing Other Deadly Weapons</td>
<td>•</td>
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</tbody>
</table>
B. Levels of Interventions and Disciplinary Responses

Each of the levels indicated in the Matrix above corresponds to a set of possible interventions and disciplinary responses:

<table>
<thead>
<tr>
<th>Level</th>
<th>Interventions and Disciplinary Responses</th>
</tr>
</thead>
</table>
| Level 1 | * Teacher/Student Conference  
* Reminders and Re-Direction  
* Teaching of Expectations and Skills  
* Written Apology  
* Reflective Essay or Other Reflective Activity  
* Independent Study  
* Role-Play                                                                 |
| Level 2 | * Any Lower-Level Interventions  
* Parent/Guardian Outreach  
* In-Class Time-Out  
* Seat Change  
* Self-Charting of Behaviors  
* Daily Report Card on Behavior, Task Completion, and Achievement  
* Reprimand by Administrator  
* Removal from Class to Supervised Time-Out in Another Classroom  
* Loss Of Privileges (e.g., exclusion from group lunch or extra activities)  
* Mini-Course/Training (e.g., conflict resolution, anger management, social skills, or appropriate behavior) |
| Level 3 | * Any Lower-Level Interventions  
* Student/Teacher/Parent Conference  
* Referral to Support Staff (e.g., guidance counselor, social worker, psychologist, or nurse)  
* Short-term Behavioral Progress Reports  
* Behavioral Intervention Plan  
* Change in Schedule/Class  
* Referral to After-School Program  
* In-School Suspension - 1 day  
* Community Service  
* Mentoring Program  
* Peer Mediation  
* Functional Behavioural Assessment  
* Referral to School-based Health/Mental Health Clinics  
* Referral to Community-Based Services  
* Substance Abuse Treatment Services  
* Modification of IEP (if applicable) |
| Level 4 | * Any Lower-Level Interventions  
* Detention  
* Saturday School  
* Restorative Justice  
* In-School Suspension - 1 to 3 days  
* Teen Court/Peer Jury  
* Restitution  
* Out-of-School Suspension - 1 day (if needed for “cooling off” period) |
| Level 5 | * Any Lower-Level Interventions  
* Out-of-School Suspension - 1 to 10 days (and may be extended as necessary)  
* Alternative Educational Placement  
* Recommendation for Expulsion  
* Arrest or Referral to Law Enforcement |

For more information on these interventions, see the Glossary attached as an Appendix. Note that this list is not intended to be exhaustive, and the use of additional interventions and disciplinary responses that are consistent with this Policy and its goals are encouraged.

C. Procedure and Guidelines for Interventions and Disciplinary Responses

The disciplinary levels above should be utilized as follows:

- In choosing one or more interventions or disciplinary responses for an inappropriate or disruptive behavior, school staff should locate that behavior on the Matrix.
- On the first instance of any inappropriate or disruptive behavior, school staff shall utilize one or more interventions or disciplinary responses from the lowest level indicated on the Matrix for that behavior (or one or more interventions or disciplinary responses from a lower level).
- If the same behavior is repeated during the same school year, school staff may utilize one or more interventions or disciplinary responses from the next highest level indicated on the Matrix for that behavior, or any lower level. If there is only one
level indicated for that offense, then any interventions or disciplinary responses utilized must be from that same level or a lower level.

- School staff may not utilize interventions and disciplinary responses from those boxes that are shaded dark gray.
- Staff is encouraged to implement several lower-level interventions before proceeding to higher levels that may involve disciplinary responses that remove the student from the classroom.

**Example**

If a student is disruptive in class and it is determined that an intervention or disciplinary response is needed, the teacher should utilize one or more interventions from Level One. If that student is again disruptive during the same school year, the teacher may utilize one or more interventions from Levels One or Two. If the interventions are unsuccessful and the student commits the same infraction a third time, then the teacher may utilize one or more interventions from Levels One, Two, or Three. If the behavior occurs again, one or more interventions from Levels One, Two, or Three may again be utilized, but under no circumstances should interventions from Levels Four or Five (shaded in gray) be utilized.

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**D. Behavior Off of School Property and Outside the School Day**

A student may not be disciplined for conduct that occurs off of school property and outside the school day unless the conduct seriously endangers the safety of students or staff.

**E. Use of Out-of-School Suspensions**

Out-of-school suspensions are only to be used in the following circumstances: when a student has committed a Level Four behavior and a 1-day out-of-school suspension is necessary for the student to “cool off” (such as after a serious fight); and when a student has committed a Level Five behavior. For all other infractions, alternative interventions and disciplinary responses shall be utilized.
F. Extension of Out-of-School Suspensions
For Level Five behaviors in which an out-of-school suspension has been issued, the sus-
pension may be extended beyond 10 days only if the student’s presence in school threat-
ens the safety of students or staff and there has been a recommendation to expel the
student.

G. Use of Expulsions and Referrals to Alternative Schools
Recommendations for expulsion and referrals to alternative schools may only be made
under the following circumstances:
• The student has committed a Level Five behavior;
• A 10-day out-of-school suspension and/or other interventions are inadequate to
  address the behavior; and
• The student’s continued presence in the school endangers the safety of students or
  staff.

If all of these conditions are not met, the behavior must be addressed through alternative
interventions and disciplinary responses.

Even if all of these conditions are met, school administrators should consider all of the
factors identified above in Section 2(C) before recommending expulsion or referral to an
alternative school.

H. Arrests and Referrals to Law Enforcement
The only infractions that may result in arrest or referral to law enforcement are Level Five
behaviors. All other inappropriate or disruptive behaviors must be addressed through
alternative interventions and disciplinary responses.

While Level Five behaviors may result in arrest or referral to law enforcement, such action
should only be used as a last resort and incidents should be resolved without the involve-
ment of law enforcement whenever practicable. School officials should use their discre-
tion before notifying law enforcement, and should consider the following factors:
• Whether the misconduct was particularly egregious;
• Whether the student persists in misconduct after being told to cease such behavior,
  and continues to endanger the safety of others;
• The age of the student engaging in misconduct; and
• Whether the student’s misconduct is specifically intended to cause, or irresponsibly
  causes, physical harm to others or endangers the safety of others.
Section Four – Procedures for In-School Suspensions, Out-of-School Suspensions, Expulsions, and Referrals to Alternative Schools

A. Procedures for In-School and Out-of-School Suspensions

Before a student is suspended in-school or out-of-school, he or she has the right to an informal conference with the principal or designee. At the conference, the student must:

- Be allowed to call a parent/guardian, and have the parent/guardian attend the conference if they are able to within a reasonable amount of time;
- Be informed of the allegations and evidence against him or her;
- Have an opportunity to respond to the allegations, verbally or in writing, and present his or her version of events;
- Be informed of the right not to submit a written statement, if a written statement is requested; and
- Have an opportunity to present evidence in his or her defense, including the right to have witnesses interviewed by the principal or designee.

If, after the informal conference, the principal or designee decides to issue an in-school or out-of-school suspension, the school must make a reasonable attempt to contact the parent/guardian at once by phone. The school must also provide a written notice of suspension in a language that the parent/guardian can understand. Both the oral and written notices must:

- Inform the parent/guardian that the student has been suspended;
- Include the grounds for the suspension, the period of the suspension, and offer to schedule a time and place for the parent/guardian to meet with the principal or designee to review the suspension prior to or concurrent with reinstatement; and
- State that make-up work will be provided during the period of suspension, and that the student has the right to appeal the suspension and how to do so.

If an emergency requires immediate removal of the student from school, the informal hearing shall follow as soon after the student’s removal as practicable. If immediate removal from school is necessary, the school shall immediately notify the parent/guardian to determine the best way to transfer custody of the student to the parent/guardian.

While suspended in-school or out-of-school, students shall be provided the opportunity to earn equivalent grades and academic credits as other students. They must also be provided the opportunity to make up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to not doubly punish students with suspensions and academic sanctions, while also providing an opportunity for the student to reintegrate into the educational program of the district following the suspension period.

Students who are suspended in-school or out-of-school during the administration of state or district assessments must be provided an opportunity to take the test and may be al-
lowed to participate in related test preparation activities, upon approval by the school principal or a designee.

B. Right to Appeal In-School and Out-of-School Suspensions
Students have the following rights during the appeals process:

- The right to request a meeting with the school principal within five days of the incident;
- The right to a representative to be present at the meeting;
- The right to address the principal or other administrator or appropriate designee on the evidence and the appropriateness of the penalty; and
- The right to submit a dissenting opinion regarding the disciplinary action, and have it included in the student’s disciplinary file.

The school administrator must do the following:

- Review all written documents;
- Make a determination of whether there was sufficient evidence to find:
  - That the alleged violation occurred; and
  - Whether the penalty imposed was appropriate.
- Provide a written decision within five days of the meeting.

If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student’s file, and a corrected copy of the student’s file will be provided to the student’s parent or guardian by mail. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the principal.

If the school administrator denies the appeal, the student and his or her parent/guardian must be notified of the right to a second appeal of the disciplinary action to the Superintendent or a designee. That appeal will have identical procedures as the first appeal.

C. Procedures for Expulsions and Referrals to Alternative Schools
When a student is recommended for expulsion or referral to an alternative school, the school administrator must, at the time of making such recommendation, give the student and the student’s parent/guardian written notice of the recommendation in a language that they can understand. The notice must contain:

- A statement of the reasons for the recommended action;
- A statement that a hearing will be held within ten days after the date of the notice; and
- A statement that the student may be present at the hearing to hear the evidence, may have an opportunity to present relevant evidence, and may be accompanied by a parent/guardian and a representative of choice.

There shall be no expulsion or referral to alternative school without a hearing at which
D. Right to Appeal Expulsions and Referrals to Alternative Schools

If an appeal is requested, the Board of Education must review the record and offer the opportunity for representatives of the District and the student to make statements to the Board. The Board must:

- Make a determination of whether there was sufficient evidence to find:
  - That the alleged violation occurred; and
  - Whether the penalty imposed was appropriate.

- Provide a written decision within five days of the meeting.

If it is determined that no violation occurred, all school records pertaining to the expulsion or referral to an alternative school will be expunged from the student’s file, and a corrected copy of the student’s file will be provided to the student’s parent or guardian by mail. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the Board.

Information will be provided to the parent/guardian of every expelled student regarding educational alternatives available during the period of expulsion. If the parent/guardian desires a home-based educational program, curricula at the appropriate grade level will be made available.
Section Five – Data Collection and Monitoring

A. Quarterly Review of Data
Schools will collect and analyze school discipline data on a quarterly basis to identify those students and teachers who need assistance with discipline. Based on the review, schools will: identify areas of concern; provide targeted professional development, supports, and services; initiate appropriate corrective action; and revise school procedures as needed.

B. Annual Review and Report
Each individual school and the District will evaluate and monitor the effectiveness of their school discipline practices on an annual basis. Each school will review their school climate and discipline data and then submit a written report in a form to be prescribed to the Board of Education and the Superintendent. The review will include the following:

- Prevention and intervention strategies in use;
- The number of in-school suspensions, out-of-school suspensions, expulsions, referrals to alternative schools, arrests, and referrals to law enforcement, disaggregated by age, grade, gender, race/ethnicity, English language learner status, disability, school, teacher, offense, and punishment or alternative used;
- Differences in referrals among staff members; and
- The extent to which disciplinary actions are consistently applied to all students.

Based on the review, schools and the District will: identify areas of concern; provide targeted professional development, supports, and services; initiate appropriate corrective action; and revise school procedures as needed.

All reports will be made publicly available.

C. School Climate and Discipline Oversight Committees
Every school shall have a School Climate and Discipline Oversight Committee, comprised of school personnel, parents/guardians, and students (except at the elementary level). School discipline and attendance data should be provided to the committees on a quarterly basis. The purposes of the committees will be to:

- Monitor school climate;
- Handle complaints about discipline practices and conduct of security and school resource officers; and
- Develop, monitor, and evaluate school discipline policies and practices.

The committees shall submit their findings and any recommendations to the principal on at least an annual basis.

There shall also be a School Climate and Discipline Oversight Committee at the District level. The District Committee shall also be provided school discipline and attendance data on a quarterly basis. This Committee is charged with the following:
• Monitoring school climate district-wide;
• Reviewing complaints received by school-based committees regarding discipline practices or the conduct of school security and school resource officers; and
• Developing, monitoring, and evaluating school discipline policies and practices district-wide.

The committees shall submit their findings and any recommendations to the Board of Education and Superintendent on at least an annual basis.
Appendix
Glossary of Disciplinary Interventions or Responses

**Behavioral Intervention Plan:** A proactive plan designed by school staff to correct inappropriate or disruptive student behavior through positive behavioral interventions, strategies, and supports. This plan is appropriate for both students with and without disabilities.

**Community Service:** Allows the student to participate in some sort of activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up litter, helping at a facility for the aged, etc.

**Conference:** Conferences can involve students, teachers, administrators, and parents/guardians in discussion about student misbehavior and potential solutions that address social, academic, and personal issues related to the behavior.

**Functional Behavior Assessment:** Involves gathering information about a student’s inappropriate or disruptive behavior and determining approaches school staff should take to correct or manage the student’s behavior.

**Mentoring Program:** A student is paired with a mentor (a counselor, teacher, student, or community member) who helps the student in personal, academic, and social development.

**Parent/Guardian Outreach:** Parent/guardian outreach requires school staff to inform parents/guardians of their child’s behavior and seek the parents’/guardians’ assistance with correcting inappropriate or disruptive behavior.

**Peer Mediation:** Peer mediation is a form of conflict resolution in which students help other students deal with, and develop solutions to conflicts.

**Referral to Substance Abuse Treatment Services:** Students with behavior related to substance abuse and/or when there is reason to believe substance abuse counseling is needed, may be referred to school-based or community-based services.

**Referral to Community-Based Organizations:** Students can be referred to community-based organizations for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.

**Referral to School-Based Health and Mental Health Clinics:** These services provide counseling and assessments to students who are in need. Students are allowed to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents/guardians are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.
Restorative Justice Strategies: There are many examples of restorative justice practices, ranging from simple conversations with students who misbehave to more intensive interventions involving multiple actors. Below are some examples that may be used by communities seeking alternatives to out-of-school suspensions, expulsions, referrals to law enforcement, and arrests.

- **Community Accountability Panels** are meant to hold the offender accountable for the offense by imposing mutually agreed upon consequences to address harm or damage caused. The key participants in this model are the community panel members, the offender, and sometimes the victim, where appropriate.

- **Family Group Conferencing/Conferencing** brings together those involved in and affected by the offense to allow the offender to take responsibility, the victim to voice the impact of the offense, and community members to assist in the resolution of the offense. The facilitator acts as a guide for the dialogue between the victim and the offender to take place.

- **Victim-Offender Mediation** provides a forum for victims and offenders to meet in a safe and respectful environment with the assistance of a facilitator. The purpose of the meeting is to explore and discuss the effects of an offense, and the ways in which healing can take place.

- **Sentencing Circles** are community meetings designed to address both family and community circumstances that are underlying causes of misbehavior. They are meant to rebuild relationships, develop rehabilitative plans, and respond to victims’ needs. They involve the offender(s), victim(s), the friends and families of each, community members, and spiritual advisors.

For more information, see www.saferanerschools.org; www.restorativejustice.org; and http://www.iirp.org.