

Discipline Policies Review Criteria

(Based on federal and state statutes)

The following criteria are based on federal and state law (34 CFR §300.503, 34 CFR §300.530; SBE Rule 4313.1(b)(2), 4313.1(d)(1)(i-ii), 4313.1 (e), 2365.1.1; 16 V.S.A. § 1161 a(a)(1-7), § 2902(a), § 2902(b)(4-7); EQS 2121.5). The policies submitted by your district will be reviewed according to this list.

Section 1

- The school's approach to classroom management and response to disruptive behavior are outlined, including the use of alternative educational settings.
- The manner in which the school will provide information and training to students in the methods of conflict resolution, peer mediation, and anger management is included.
- Procedures for informing parents of the school's discipline policies, for notifying parents of student misconduct, and for working with parents to improve student behavior are present.
- The school's response to significant disruptions such as threats or use of bombs or weapons is clearly defined.
- A description of how the school will ensure that all staff and the contractors who routinely have unsupervised contact with students periodically receive training on the maintenance of a safe, orderly, civil and positive learning environment is present. The training outlined shall be appropriate to the role of the staff member being trained and shall teach classroom and behavior management, enforcement of the school's discipline policies, and positive youth development models.
- A description of behaviors on and off school grounds that constitute misconduct, including harassment, bullying and hazing is included, particularly for those behaviors that may be grounds for expulsion.
- The Policy prohibits the use of corporal punishment (the intentional infliction of physical pain upon the body of a pupil as a disciplinary measure) by any person employed by, or agent of, a public or approved independent school.

Contact Information:

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Section 2

- Clearly defined procedures exist to address placement concerns for a student with disabilities who has been removed for 10 school days in the same year.
- Guidelines regarding manifestation determinations are clearly defined.
- Provision of services of suspended students are included and designed to allow student to participate in general education curriculum and make progress toward meeting IEP goals.
- Policies regarding when to conduct Functional Behavioral Assessments (FBA) and/or revise Behavior Support Plans (BSP) already in place are evident.

Section 3

- Evidence-based behavioral interventions and supports are embedded within a multi-tiered framework and implemented with fidelity.
- The tiered system of supports seeks to identify and respond to students in need of support for emotional or behavioral challenges and to students in need of specialized, individualized behavior supports.
- Provide all students with a continuum of evidence-based positive behavioral practices that promote social and emotional learning, including trauma-sensitive programming, that are both school wide and focused on specific students or groups of students.
- Promote collaboration with families, community supports and the system of health and human services.
- Provide professional development, as needed, to support all staff in full implementation of the multitiered system of support.