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Framingham Public Schools Code of Character, Conduct, and Support

Letter From The Superintendent

Dear Framingham Public Schools Community,

Our district mission is to create and empower free thinking, responsible citizens who can participate equally in our rich and diverse community. We strive to support the whole child academically, socially, and behaviorally; create relationships between students, educators and our community; and provide educators with meaningful and relevant support and development to allow teaching and learning to occur in healthy, safe and welcoming schools. To that end, we are excited to introduce the new Code of Character, Conduct, and Support.

In Fall 2019, the district convened a District Code Team of administrators and a Community Task Force of various stakeholders, including teachers, parents, administrators and community leaders to develop the new Code. These individuals brought many varied and different experiences and perspectives to the table and shared one singular vision: to create a Code of Conduct, Character and Support that distinctly reinforces the roles and responsibilities of students, staff and parents; explicitly states expectations for student behavior that are developmentally appropriate; and ensures fair, differentiated, and equitable student discipline practices.

The new Code of Character, Conduct and Support provides a roadmap to reduce and eliminate systems, structures, policies, and practices that contribute to inequitable outcomes across various student groups. The Code clearly defines rules and expectations and increases staff capacity and accountability to engage in culturally responsive and developmentally informed practices that promote positive behaviors, prevent unskillful, inappropriate and unacceptable behaviors, and support students who are struggling. The Code allows for the delivery of equitable, accountable and restorative interventions that support every student's social, emotional, and academic development. These same interventions will effectively reduce lost instructional time due to disciplinary responses, as well as incidents of bullying, harassment, discriminatory acts, and the drop-out rate.

I want to thank our administrators, educators, and the many members of our community who provided their input into its design and are committed to making the Code a lived and evolving reality. Today, after its first year of implementation we find the Code to be a wonderful source of calibration for all of us, and a momentous step in the right direction for the community of Framingham.

We encourage you to read the Code, become familiar with its contents, and use it as a guide and a reference should the need arise.

Very Truly Yours,

Robert A. Tremblay, Ed.D

Superintendent of Schools

Introduction

Students are the heart of our work in Framingham Public Schools. Student character, defined as personal qualities that are essential to healthy development and responsible conduct, results in academic success in school today and future success in career, college, and life. We see our schools as centers for learning where all students are educated to their fullest potential within a diverse community, drawn together in support of a quality education. Within these centers, we are responsive to the cultural and developmental needs of our students. Framingham Public School's Code of Character, Conduct, and Support:

- ❏ **Affirms** the right of every student to an education in a safe, civil, and caring environment
- ❏ **Nurtures** the development of both student character and student conduct
- ❏ **Promotes** an *accountable*, *restorative*, and *equitable* approach to student support and discipline
- ❏ **Ensures** that each school provides equal access to a wide range of strategies and interventions that promote positive behavior, help students develop social-emotional and academic skills, and enable students to improve and correct unskillful, inappropriate, and unacceptable behaviors
- ❏ **Recognizes** that each school is a public place that must balance individual rights with civic obligations and the needs of others; it is based upon the rules and policies that create access to education for all, while protecting the due process rights of the individual
- ❏ **Serves as a guide** to responsible citizenship and provides the resources for helping the entire community to understand the behaviors that are expected within the school culture
- ❏ **Calls on** school staff, students, families, and community members to treat each other with the respect that we all deserve as partners in the all-important work of educating our children and young people
- ❏ **Provides tools** for ensuring everyone meets expectations of behavior within the school community

A Code for All Members of the School Community

Students: The Framingham Public Schools Code of Conduct, Character, and Support is your guide for school. Your principal, teachers, and other staff members will support your efforts to strengthen the social, emotional and academic skills that support your success in school. The Code describes specific behaviors that are unacceptable at school and explains the consequences and interventions that will be assigned when student conduct does not meet expected standards of behavior. This is a guide to understanding your rights and responsibilities.

Parents/Caregivers: The Code is your guide for partnering with schools to support your student. The Code describes how school principals, teachers and staff will work with students and families to help them experience social, emotional, and academic success. The Code also provides information about your rights and responsibilities and your student's rights and responsibilities. The Code identifies the kinds of behaviors that are not acceptable, and it explains the interventions and consequences that will be implemented if a student violates school rules. Please read the Code with your student and discuss any questions you have with administrators at your student's school.

School Staff: The Code is a guide for supporting student behavior and academic success at school. It will support staff efficacy to prevent disciplinary problems through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately when students don't meet expected standards of behavior or violate school rules. If any staff member has concerns about safety or school climate, please talk to your school principal so that you and your school administration can work together to maintain a safe and welcoming learning and work environment.

School Administrators: The Code is your guide for supporting a safe, welcoming, and engaging learning environment. It will help you to promote a positive school culture and climate. It will support administrative efficacy to ensure effective implementation of school-wide rules, systems, and practices.

District Staff: The Code is your guide for supporting schools in developing a positive culture and climate that ensures student and staff safety and success. District staff are responsible for assisting in effective implementation of school-wide rules, systems, discipline and student support practices, and universal promotion and prevention strategies. District staff are responsible for assessing and reviewing all disciplinary data and ensuring equitable treatment of all students.

Goals

Clearly stated goals allow us to measure and monitor our progress toward establishing a safe and supportive school community. These goals reflect the Code vision; they are not listed in priority order.

1. To reduce and eliminate systems, structures, policies, and practices that contribute to inequitable outcomes across student groups, especially for students who identify as Black, Indigenous People Of Color (BIPOC), students who identify as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual (LGBTQIA+), students who are English learners, and students with disabilities
2. To clearly define rules and expectations to support character and conduct for students, families, staff, and the community at large
3. To increase staff capacity and accountability to engage in culturally responsive and developmentally informed practices that promote positive behaviors; prevent unskillful, inappropriate and unacceptable behaviors; and support students who are struggling
4. To implement accountable and restorative interventions that support every student's social, emotional, and academic development
5. To increase academic growth for each and every student through...
   a. improved academic and social emotional outcomes by groups of students, especially for students who identify as BIPOC, students who identify as LGBTQIA+, students who are English Learners, and students with disabilities
   b. improved attendance for students experiencing chronic absenteeism
   c. access to all curricular programs and extracurricular/enrichment activities for all groups of students
6. To reduce…
   a. lost instructional time for all students due to disciplinary responses
   b. the overuse of classroom discipline referrals, in-school suspension, and out-of-school suspension
   c. the disproportionate use of classroom discipline referrals, in-school suspension, and out-of-school suspension for identified groups of students including those referenced in number one
   d. the number of students who engage in repetitive level 3-5 behavior violations
   e. incidents of bullying, harassment, and discriminatory acts
   f. the drop-out rate
7. To increase intentional opportunities for partnerships between schools, families, and community groups

Core Beliefs

1. **Trusting Relationships:** We believe that trust among administrators, staff, students, and parents/caregivers impacts peoples' sense of purpose, well-being, and hopefulness in the daily life of school. Trust grows when people's roles and responsibilities are clear, understood, and met by everyone, and when people engage in self-reflection together.

2. **Supportive Accountability:** We believe in a learning community where staff, students, and parents/caregivers make every effort to support one another. This helps all students meet their potential. School staff and families support students to take responsibility when they have made a mistake. We believe that creating supportive and restorative environments inspires us all to do our best.

3. **Mutual Respect:** We believe mutual respect and caring are at the center of every interaction between and among adults and students. When adults model respectful behaviors it helps students to learn to communicate respectfully themselves. An adult's response to a situation will shape the student's response. Respect acknowledges the rich diversity of our district and affirms each person's identity, value, and dignity by appreciating what each person brings to the school community.

4. **Student Agency:** We believe that each and every student has the capacity to take ownership of their learning and behavior, and to take steps to grow socially and emotionally. When students have agency, they pursue their strengths and interests, take an active role in making choices, and design and manage their lives. A sense of agency supports each and every student in achieving positive academic and social-emotional outcomes, leading a personally and socially fulfilling life, and participating responsibly in a democratic society. It is the responsibility of all members of the community to promote student agency.

5. **Learning, Achievement, and Growth:** We believe that how students learn is as important to student success as what students learn. We believe students are able to learn from their mistakes and achieve rigorous goals when they are provided the right opportunities, supports, guidance, and coaching. We see mistakes as opportunities for growth and resilience.

Core Concepts

1. Accountable and Restorative Approach

This approach to discipline and student support is based on the belief that all students are resilient, capable of improving difficult situations, and able to restore relationships with the understanding and guidance of caring adults. An **accountable approach** supports students to take responsibility for their words and actions, reflect on the impact of their behavior, and accept **consequences and interventions**. A **restorative approach** enables students to develop and strengthen positive attitudes and their capacity to self-correct, problem-solve, learn expected behaviors, make amends, and re-engage with the community and with learning activities. Supporting an accountable and restorative approach requires a shared responsibility and commitment among staff, students, families, and the larger community.

2. Multi-Tiered Systems of Support

Multi-tiered System of Supports (MTSS) is a school-wide and district-wide framework of universal expectations, shared language, and common policies and practices. This framework supports all students to achieve their personal best and improve their behavior with the guidance, instruction, support, and coaching of caring adults. According to this framework, supports are divided into three tiers:

- ❏ **Tier 1:** Positive behaviors for all students are promoted, and unskillful, inappropriate, and unacceptable behaviors are prevented.
- ❏ **Tier 2:** Students who consistently engage in unwanted behaviors and need additional support receive targeted interventions.
- ❏ **Tier 3:** Students with high needs or multiple challenges receive more intensive and individualized interventions.

Tier 1 Promotion and Prevention

Tier 2 Interventions

Tier 3 Interventions
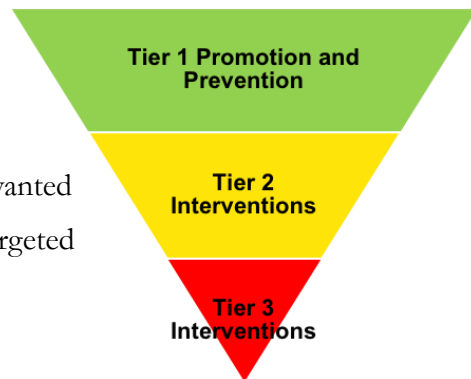
3. Equity and Fairness

Students have different strengths and unique qualities. They have varying needs in terms of time, attention, instruction, and support to succeed academically and behave responsibly. An **equitable approach** eliminates barriers that prevent full participation, provides resources and opportunities in ways that reduce disparities, and supports all groups of students to achieve comparable outcomes. Efforts to achieve equity interrupt systems, structures, policies, and practices which privilege some groups while leaving others

disadvantaged. Being fair is about offering standardized levels of responses without favor toward or prejudice against any one group of students reducing disproportionate responses for common unwanted behaviors. **Fairness** ensures that all students are treated with respect and are entitled to due process; fair consequences are reasonable and proportional to the behavior violation committed.

4. **Social and Emotional Learning (SEL)**

   SEL refers to students' development of four key Learning and Life Competencies (LLC): self-awareness; self-management; social efficacy; and academic efficacy. These LLCs directly build students' capacities to:
   - manage emotions
   - set and achieve goals
   - empathize with others
   - develop positive relationships
   - make responsible decisions
   - grow increasingly more skillful – personally, interpersonally, and academically

5. **Character, Conduct, and Citizenship**

   Character reflects the attitudes, attributes, and moral convictions which influence conduct - how students behave in different settings and situations. Qualities like respect, integrity, fairness, and compassion all support citizenship by empowering each person to live within a community of shared rules, rights, and responsibilities. Development of character and conduct are essential to academic success in school and future success in college, career, and life. It is the responsibility of all staff to model good character, conduct, and citizenship and to nurture the development of each and every student.

6. **Culturally Responsive Practices**

   In order to close the equity gap and meet the needs of diverse communities of students and adults, schools implement policies and practices that enable staff to engage all students from a range of cultural and linguistic backgrounds and racial identities. These practices might include learning about our own cultural identities and [biases,](#) and knowing more about the diverse cultures of our students. They also include responding more sensitively and effectively to students of all races, ethnicities, linguistic, and cultural backgrounds.

   Culturally responsive districts and schools engage in systemic changes in instruction, curriculum, disciplinary approaches, and hiring. They provide ongoing professional learning and support staff to develop teaching practices that reduce achievement disparities, affirm all students' multiple identities, make connections

between learning and the experiences of students and families, and build a more inclusive and welcoming school community.

Positive Mindsets Promote School Success

Mindsets are deeply held beliefs that drive behavior and create powerful incentives to sustain prior habits, choices, and preferred ways of doing things. When students feel that school and school work have value, when they feel a sense of belonging in the classroom, and they approach learning tasks with positive expectations, they have a capacity to sustain their effort over time and express their curiosity, enthusiasm, and personal interest in what they are learning. Positive student mindsets boost their confidence about their day-to-day experiences and foster a hope in their future. Positive adult mindsets empower school staff and parent/caregivers to interact with children and young people with optimism, care, and respect and enable all adults to experience the joy of being on the other side of children and adolescents.

STUDENT AND ADULT MINDSETS	
POSITIVE STUDENT MINDSETS	**ADULT MINDSETS THAT SUPPORT STUDENTS**
I see myself as a learner and school and school work have value for me.	**I seek to understand a situation before I act.**
I belong to a school community in which I feel safe and valued.	**I depersonalize students' words and actions before I respond.**
I approach tasks with positive expectations and an open mind.	**I-acknowledge others' background, culture and opinions before I express my own.**

My ability and competence grow with my effort.	I problem-solve to reach solutions that meet important needs and interests of everyone involved.
I accept challenges, opportunities for growth, take academic risks, and push myself to excel.	I consider a students' best interests in any decision.
I have hope in a positive future I can make for myself.	I model a growth mindset and behaviors that I want to cultivate in students.
I can correct mistakes, problem solve, and turn around difficult situations.	I can move forward beyond past incidents and make a fresh start.

Rights and Responsibilities of School Stakeholders

Rights and responsibilities are interconnected. Our **rights** in this Code of Character, Conduct, and Support are protections provided to each and every member of the school community in the Framingham Public Schools. **Responsibilities** are our obligations to fulfill these rights through individual actions, mutual cooperation, and respect for all members of the community.

Student Rights and Responsibilities

Quality Education	
I have a RIGHT to	**I have a RESPONSIBILITY to**
● experience a high-quality, student-centered Pre-K-12 education that is engaging, challenging, equitable, and supportive	● make my best effort to be prepared to learn when I come to school ● bring an open mind to learning every day ● willingly meet challenges ● demonstrate diligence and perseverance ● seek help when I need it

Physical and Emotional Safety	
I have a RIGHT to	**I have a RESPONSIBILITY to**
- be protected from bullying, harassment, and discrimination based on a person's actual or perceived race, color, national origin, ethnic group, language, socio-economic status, religion, religious practice, weight, disability, sex, sexual orientation, gender, gender identity and expression on school property or at a school sponsored event, function, or activity, or on any district-managed digital platform - the protection and security of my personal belongings - communicate when and how I feel unsafe - have access to relevant and factual information concerning drugs and alcohol abuse and access to physical and mental health care and services	- put safety first - respect others' personal space - seek help and resolve conflicts and differences non-violently - help create and maintain a school community which rejects stereotypes and biased behaviors, stand against acts of injustice and intolerance, and stand up for individuals and groups when their rights and dignity have been violated - report any unsafe, suspicious, or potentially dangerous, destructive, or discriminatory behavior ("When you see something, say something.") - keep myself free of all illegal substances at school - disengage in activities that I know are unsafe

Equity	
I have a RIGHT to	**I have a RESPONSIBILITY to**
- be welcomed, accepted, respected, and valued for who I am - rigorous and culturally relevant academic instruction and support that helps me do my best and meets my learning needs and interests - receive fair and reasonable responses to behavior violations that reduce disproportionate treatment	- affirm and appreciate our commonalities and our differences as individuals - recognize that we all learn differently and need different kinds of support to do our best

Respect and Care	
I have a RIGHT to	**I have a RESPONSIBILITY to**
- be treated with respect, care, and courtesy by peers, parents/caregivers, and school staff - learn from my mistakes and be supported to repair the harm and make things right when I	- do my part to protect everyone's right to be respected, valued, and heard - be truthful about, and accountable for, my words and actions

have engaged in behaviors that harm others or the school community	• make an effort to correct and improve my behavior through appropriate restorative actions • accept requests, feedback, and consequences respectfully • act with kindness towards others

Physical Environment	
I have a RIGHT to	**I have a RESPONSIBILITY to**
• learn in a clean, orderly, healthy, safe, and academically-focused environment	• follow school rules and procedures • contribute to maintaining a clean and orderly school environment • protect and respect property that belongs to peers, adults, and the school

Student Voice and Expression	
I have a RIGHT to	**I have a RESPONSIBILITY to**
• express my opinions verbally and in writing • dress and arrange my hair in ways that express my identity and personality • provide feedback on key decisions	• express myself respectfully using school-appropriate language in ways that do not disrespect, hurt, or discriminate against any individual or group • dress in ways that do not demean any groups or individuals, do not express anything hurtful or discriminatory, and do not disrupt the learning environment

Attendance	
I have a RIGHT to	**I have a RESPONSIBILITY to**
• attend school in the district where I am enrolled	• make every effort to attend school regularly • make every effort to arrive on time to school and seek support if necessary • make every effort to be on time to class and remain in class

Participation	
I have a RIGHT to	**I have a RESPONSIBILITY to**
- participate in school activities and educational programs for which I am eligible - be informed about and/or serve on student councils, advisory bodies, and school teams and committees that make decisions about school life - participate in student leadership activities - form a non-discriminating club or organization that does not already exist which meets the needs and interests of a particular group of students	- work cooperatively with others - make positive contributions in the classroom and in the larger school community - encourage and support others to participate

Parent/Caregiver Rights and Responsibilities

The Home-School Partnership

Families are equal partners with schools in supporting success for all students. From early childhood through adolescence, the support, guidance, and advocacy of parents and caregivers remain the most important influences on children's academic achievement and their future aspirations. Parents/caregivers know their children best. They hold the stories and information that help children grow and thrive. Making sure that parents/caregivers are knowledgeable about student expectations, school rules, disciplinary policies, and classroom procedures, builds a shared commitment to developing children's character and conduct.

Families also have a direct role in supporting and monitoring their child's progress at school. This is especially important when students are experiencing academic and behavioral challenges. Family conferences that include parents and caregivers problem solving with school staff are the foundation of restorative interventions that help students strengthen their self-awareness, self-management, and social and academic efficacy.

Parents/caregivers partner with relevant staff to discuss specific academic and behavioral supports and services, the goals for specific interventions, and the process for assessing student progress and effectiveness of interventions, in the students' and/or family's preferred language.

Rights and Responsibilities

In order to be active and involved partners in promoting a safe and supportive school environment, parents/caregivers must have a voice in the Code of Character, Conduct, and Support. The rights and responsibilities outlined below apply to all families, regardless of legal status. If parents/caregivers have any questions about these rights and responsibilities or need support advocating for their child, they are encouraged to ask for help. For further details, see the "Getting Help and Helping Others" section of this Code.

Attendance	
I have a RIGHT to	**I have a RESPONSIBILITY to**
● have my child attend school in the district where they are enrolled	● make every effort to ensure my child attends school regularly and on time ● inform the school when and why my child is absent as soon as possible or by end-of-school day of the absence

Respect and Care	
I have a RIGHT to	**I have a RESPONSIBILITY to**
● expect that my child's identity is valued ● be treated courteously, fairly, and respectfully by all school staff and administrators	● teach my child that all students have the right to attend school and be treated with respect and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning ● be respectful and courteous to staff, other parents/caregivers, and students while on school premises and in school-home communications (email, phone call, social media, etc.)

Participation	
I have a RIGHT to	**I have a RESPONSIBILITY to**
- be equal partners in my child's education - participate in decision-making affecting school policies and procedures, including equal access to structured opportunities to give input, get information, and help make decisions	- support my child's social and emotional growth and academic progress - encourage my child to be active participants in the learning process by completing their homework, turning assignments in on time, and seeking assistance when needed - partner with school staff to address academic, attendance, behavioral, or other challenges my child may experience

Communication	
I have a RIGHT to	**I have a RESPONSIBILITY to**
- receive written and oral communication in Spanish or Portuguese, when requested; receive oral translation of documents for other languages (including American Sign Language), when requested - access updated information from school staff regarding my child's academic progress or behavior, including but not limited to report cards, behavior progress reports, online platforms, and conferences - be informed by school staff about ways to improve my child's academic or behavioral progress, including, but not limited to: in-school counseling, after-school programs, academic programs, and referral to outside mental health services	- give updated contact information to the district office and my child's individual school - communicate any concerns to school officials in a respectful and timely manner

Information Access	
I have a RIGHT to	**I have a RESPONSIBILITY to**
- receive information about the district policies, procedures, and incidents that relate to my child's education and safety in accessible format and language - access information about services for students with disabilities and English Learners - be notified promptly when significant behavioral infractions have been committed by my child and any disciplinary actions taken by the school staff or administrators - receive information about due process procedures for disciplinary matters concerning my child, including information on conferences and appeals - file a complaint when there has been a possible violation or misapplication of school policy	become familiar with district policies; administrative regulations; and the Code of Character, Conduct, and Support, and discuss with my child expected behaviors during the school day or at school events as outlined in the Code

Staff Rights and Responsibilities

Staff Rights

As teachers, school leaders, and district staff we have the right to:

1. participate in and/or work in welcoming, safe, respectful and engaging environments
2. be treated courteously, fairly, and respectfully
3. communicate our concerns and suggestions to strengthen districtwide culture and climate
4. participate in engaging, timely, and supportive professional learning opportunities that increase our skills and knowledge in strategies to increase student achievement and social and emotional growth
5. receive the necessary resources to deliver quality instruction, professional learning, coaching, and/or supervision
6. adapt promotion, prevention, and intervention practices consistent with the policies of the Framingham School Committee and with state and federal regulations

Staff Responsibilities

Teachers, school leaders, and district staff have responsibilities in four major areas:

Student and Family Engagement

1. Communicate regularly (via email, text, phone call, in-person conferences, as appropriate to family and linguistic needs) with students, parents/caregivers, and other teachers on the district mission, course objectives, grading practices, expectations, and student growth and achievement

2. Understand and affirm the diverse cultural and linguistic backgrounds of students and families, and create space for families to be at the center of decision making

3. Help students and their parents/caregivers understand the district's expectation for maintaining a welcoming, safe, respectful, and engaging environment

4. Support all students' social, emotional, and academic development through personalized relationships, classroom instruction, academic/behavioral support and interventions

Personal and Professional Growth

1. Identify, acknowledge, interrupt, and counter incidents of personal and institutional bias that prevent equitable treatment of students, caregivers, and colleagues

2. Proactively manage conflict and communicate concerns in a respectful and courteous manner in order to support problem resolution and promote the dignity of each individual

3. Participate actively in professional learning opportunities to strengthen their role as a teacher, leader, coach, and/or supervisor in supporting each and every student

4. Understand and fairly implement, with fidelity, districtwide rules and policies

5. Collect, analyze, and discuss data to drive and refine practices in instruction, classroom management, and parent/caregiver engagement, as well as school-wide initiatives impacting climate and culture

Culture and Climate

1. Promote welcoming, safe, respectful, culturally affirming, and engaging environments (classrooms, public spaces, professional learning, meetings)

2. Participate in school-wide initiatives that promote positive behaviors and provide adequate supervision in all school spaces

3. Maintain and contribute to a climate of mutual respect and dignity for each and every student regardless of actual or perceived race, color, weight, national origin, ethnic group, language, religion, religious practice, disability, sexual orientation, gender/gender identitiy, or sex

4. Intervene, report, investigate, and/or address incidents witnessed or brought to the attention of any adult in a timely manner: discrimination, bullying, and/or harassment, self-harm, suicidal ideation, severe emotional distress, and any situation that threatens the emotional or physical health or safety of any student or school employee

5. Maintain confidentiality in accordance with Federal and State Law

Universal Pre-K-12 Strategies

Adopting and embedding a set of universal strategies across the district creates equity-centered Pre-K-12 classrooms where each and every student has the opportunity to grow academically, socially, and emotionally in ways that will serve them in school, careers, and life.

Below are a set of research-based, foundational strategies that are integrated into all early childhood, elementary and secondary classes in order to meet the needs of all students, including students with disabilities, linguistically and culturally diverse populations, and students with histories of trauma. These inclusive practices build relational trust, convey mutual respect, foster feelings of safety, promote predictability and consistency, and build upon areas of student strength. Consistent integration of these strategies into daily lessons empowers teachers to:

- Foster and sustain strong and supportive personal relationships with their students
- Purposefully organize the learning environment to support academic engagement
- Increase engagement and rigor in order to increase academic achievement
- Implement academic practices and strategies to meet the range of learners in their classrooms
- Plan for, respond to, and manage behavior concerns

Explicit instruction in these strategies, through a Model, Teach, Practice and Assess approach, supports students of all ages to step into these universal strategies successfully. Implementation of these strategies sets the stage for well-managed classrooms, engaging classroom instruction that strengthens social-emotional learning, and a restorative and accountable approach to classroom discipline across the district.

Classroom Strategies			
Promotion Strategies that promote positive behavior and academic and social-emotional development		**Prevention** Strategies that prevent off-track behaviors from becoming major problems	**Intervention** Protocol that matches a student's academic, social, and emotional needs and that supports them in becoming more skillful
Classroom Management	**Classroom Instruction**	**Classroom Discipline**	
1. Meet & Greet 2. Morning Meeting (Elem) 3. Student Names 4. Personal Check-Ins 5. Value-Added Feedback 6. Positive Acknowledgement (Pre-K-8) 7. Gatherings 8. Visual Postings 9. Getting Attention 10. Maintaining Silence 11. Clear Instructions 12. Starting and Ending Class 13. Student Voice and Choice	1. Problematizing a Learning Task 2. Developmentally Informed and Culturally Relevant Content 3. Turn & Talk 4. Text Protocols 5. Representation of Thinking 6. Check for Understanding 7. Academic Check-Ins 8. Student Voice and Choice	1. Depersonalization 2. First Response to Behavior Concerns 3. Behavior Check-Ins 4. Defusing	1. Restorative Conversations 2. Academic & Behavioral Problem-Solving and Planning Conferences 3. Reset Space (Elem)

Classroom Management is about teachers organizing and managing their classrooms to promote positive behavior, academic engagement, and social-emotional learning. Teachers identify and implement procedures and rituals that create and establish safe, orderly, and respectful classrooms and support students to develop desired behaviors. The following strategies support effective classroom management:

1. **Meet & Greet:** Standing at the door or moving about the classroom as students enter class to welcome and greet them by name

2. **Morning Meeting:** Beginning the day with a ritual that creates a structured place to connect and to practice foundational social-emotional competencies

3. **Student Names:** Using and pronouncing students' names consistently and accurately to support students in feeling known and valued

4. **Personal Check-Ins**: Asking personalized questions or making individualized comments to build rapport and create a positive classroom culture

5. **Value-Added Feedback:** Sharing a specific, concrete observation about what a student did and naming the strength that enabled the student to do it

6. **Positive Acknowledgement:** Specific and effort oriented positive acknowledgement

7. **Gatherings:** Starting class with a whole community exercise that creates a cohesive group and focuses attention

8. **Visual Postings**: Strategically selecting, designing, and using visuals to promote self-management and academic efficacy

9. **Getting Attention:** Using a consistent verbal and auditory signal to transition from one activity to the next

10. **Maintaining Silence**: Sustaining silence at targeted, strategic times to support reflection, thinking, and engaging in productive struggle

11. **Clear Instructions**: Providing clear and concise verbal and written directions to support students beginning a learning task successfully

12. **Starting and Ending Class:** Developing consistent routines for the start and end of class to support readiness to learn, synthesis of learning, and smooth transitions

13. **Student Voice and Choice:** Obtaining student voice about the way the learning environment is organized as well as providing targeted choice in, for example, learning tasks, group roles, and learning modes

Classroom Instruction is about using evidence-based strategies to create academic environments in which learning occurs at high levels and students have the tools they need to be self-directed learners. Teachers integrate rigorous and meaningful learning tasks into a purposeful, well-paced lesson and structure these experiences to support successful participation. Utilizing ongoing checks for understanding allows teachers to assess what students understand and can do in relation to these learning tasks, and informs instructional next steps. The following strategies support effective classroom instruction:

1. **"Problematizing" a Learning Task**: Designing a learning task that is rigorous and meaningful by intentionally structuring it as a *problem* that needs to be solved

2. **Developmentally Informed and Culturally Relevant Content:** Designing content that is relevant to students' needs and interests, creates specific connections to their cultures, and supports their ability to access the content to ensure academic engagement

3. **Turn & Talk**: Designing an engaging discussion topic (prompt) and providing time for individuals to prepare their response ("think time") prior to students responding in pairs to support them in making meaning of content

4. **Text Protocols**: Offering students a guided process for interacting with text in order to make meaning

5. **Representation of Thinking:** Providing students a structured approach to express their thinking and support understanding, for example: two-column notes, graphic organizer

6. **Check for Understanding:** Obtaining a snapshot of each and every student's understanding or skills at a specific point in a lesson to inform instructional next steps, for example: Exit Tickets

7. **Academic Check-Ins:** Engaging in two- to three- minute check-ins using a simple three-question

sequence (What are you working on? How is it going? What are you going to do next?) to assess in real time what a student is learning, doing, or thinking at a particular point in a lesson or unit

8. **Student Voice and Choice:** Obtaining student voice about the way the learning environment is organized as well as providing targeted choice in, for example, learning tasks, group roles, and learning modes

Classroom Discipline is about restoring order and/or safety when students engage in unskillful, inappropriate, and unacceptable behaviors. When students exhibit these behaviors, staff take actions that prevent these behaviors from becoming major problems. Staff provide interventions that match academic, social, and emotional needs for students who are experiencing persistent challenges and support the student to learn more skillful behaviors. Interventions also create opportunities to help students restore themselves and relationships with others, where appropriate. The following strategies support effective classroom discipline:

1. **Depersonalization:** Remaining emotionally balanced and neutral when students engage in unskillful, inappropriate behavior in order to support students in self-correcting and engaging in appropriate behaviors

2. **First Response to Behavior Concerns:** Taking a set of strategic actions to re-engage students at the first signs of their behaving unskillfully or inappropriately

3. **Behavior Check-Ins:** Guiding a student to self-assess in the moment and redirect their behavior

4. **Defusing:** Supporting a student who is emotionally escalated or confrontational to cool down and regain composure

Academic and Behavioral Interventions

1. **Restorative Conversations:** Using a set of strategic questions to help a student take responsibility, reflect on the impact of their behavior, and identify action steps to leave the past behind and move ahead

2. **Academic & Behavioral Problem-Solving and Planning Conference:** Facilitating a conference outside of class time that empowers a student to strengthen an academic skill or desired behavior

3. **Reset Space:** Physical spaces in the room that allow students the opportunity to work through emotions they are feeling and/or refocus themselves, without leaving the immediate learning space.

Schoolwide Strategies

A set of schoolwide rules and procedures results in safe, orderly, and welcoming public spaces where staff and students feel cared for while navigating public spaces (recess yard, hallways, cafeteria, restrooms). When these procedures occur throughout 90% of the school culture, students become more self-managed and socially skillful, and can more easily transition into classrooms ready to learn. Below are foundational school-wide strategies for creating public spaces that result in supportive relationships among students and adults, and a feeling of safety in all out-of-classroom spaces.

Schoolwide Strategies		
Promotion	**Prevention**	**Intervention**
1. Districtwide Rules 2. Meet & Greet 3. School Entry Procedure 4. Hallway Procedures 5. Cafeteria Procedures 6. School Exit Procedure 7. Standardized Hallway Pass System	1. Depersonalization 2. First Response 3. Defusing	1. Reset Space (Elem) 2. Teacher-Student Mediation, 3. Student-Student Mediation 4. Group Restorative Conference 5. Bullying and Harassment Protocol

*School staff will be prepared to deliver at least three student lessons about rules, Code policies, and practices every year during the first month of school.

1. **School Entry Procedure:** Staff are assigned to key entry points to the school to greet and positively interact with students; students are directed to designated areas (supervised by staff) to gather (i.e., cafeteria, media center, gym) prior to classroom entry

2. **Meet & Greet:** Standing at the door or moving about the classroom as students enter class to welcome and greet them by name

3. **Hallway Procedures:** A core set of procedures are in place to support safe, civil, and efficient movement from one place to the next (walking on the right side of the hallway, walking in a line when relevant, appropriate volume level, hands/objects/feet to self)

4. **Cafeteria Procedures:** A core set of procedures are in place for entering, seating, getting attention and silence, getting in line for food, table clean-up, volume level, and exiting the cafeteria

5. **School Exit Procedure:** Staff are assigned to designated areas to supervise where students gather prior to being picked up or getting on buses; a staggered dismissal procedure is in place to reduce numbers in the hallway prior to exiting the school

6. **Standardized Hallway Pass System:** A color-coded system by floor and room number is issued to every teacher to support being in the right place at the right time; one hall pass is issued to each teacher and a sign-out sheet is in the classroom (time-out/time in) or an electronic hall pass system is in place (eHall

pass)

Discipline and Student Support

Introduction

The word **discipline** has everything to do with instruction. Among its Latin origins are the words, *discipulus* which means "pupil or learner" and *disciplina* which means "teaching, training, and instruction." The purpose of any disciplinary response is to help students strengthen competencies related to self-awareness, self-management, and social and academic efficacy, in order to become more self-disciplined and demonstrate skillful, appropriate, and acceptable behavior.

Helping young people find their way to greater self-discipline requires each and every staff member and parent/caregiver to have an understanding of the cultural, linguistic, and developmental needs of the children and adolescents in their care. At times, students will exhibit unwanted behavior as they navigate their time in school. All adults must have a mindset that it's our job to support all students. Effective disciplinary responses are informed by the following adult mindsets:

- *Every student is capable of changing their behavior with guidance, instruction, support, and coaching.*
- *All behavior is communication*
- *It is the collectively held responsibility of all adults in school to support student behavior*

Understanding Student Behavior

Unskillful: There is a skill gap. The student doesn't know how or when to use a desired target behavior. Example: non-participation in learning activities or experiences

Inappropriate: The unwanted behavior does not match the context of the situation (wrong time, wrong place). Example: talking with a student(s) during whole group instruction

Unacceptable: The student has "crossed the line," violating another's dignity or jeopardizing the safety and well-being of the group. Example: hate speech, a bias-related incident, or bullying

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Districtwide Rules

Rules are a set of explicit, enforceable regulations that govern conduct, which refers to the way a person behaves on a particular occasion or in a particular context. Rules create a sense of order, calm, and purposefulness, and they promote a safe and positive learning environment. **A rule can be broken.** Naming something a rule comes with the obligation to enforce it consistently.

Schools are public places. When we gather in schools, we come to agreement about rules that help us navigate shared spaces. Supporting students to follow districtwide rules requires effort from each and every adult to promote, support, and enforce the rules.

Sharing an understanding of the rules and the interests behind them, creates structure and clarity for all members of the school community. Rules that are fairly and consistently applied, and that are clearly understood by students, staff, and parents/caregivers enable students to take responsibility for their choices and strengthen essential life skills such as self-management and social efficacy.

Districtwide rules promote consistent standards of behavior across all schools. The following five rules cover the most frequent behavior violations. More specific descriptions of behavior violations are found in the Behavior Violation and Consequence Matrix.

RULE 1: I respect others' personal space.

What It Looks Like:
Walk calmly in public spaces. Keep your hands and body to yourself and respect personal space.

Examples of Rule Violations:
1. Running, play fighting, yelling in public space
2. Unwanted physical touch or invasion of personal space
3. Verbal and physical threats, physical aggression, and/or physical assault directed toward adults
4. Verbal and physical threats, physical aggression, and/or physical assault directed toward students

RULE 2: I respect and value everyone's individual and group dignity and identity.

What It Looks Like:
Make an effort to understand others. Accept different viewpoints. Interrupt or call attention to incidents of prejudice or inequality.

Examples of Rule Violation:
1. Harmful teasing and name-calling
2. Bullying and non-sexual harassment
3. Bias-related incidents, such as racial slurs, prejudicial actions, or hate speech
4. Inappropriate sexual behavior, sexual harassment, sexual assault

RULE 3: I arrive on time, stay in class, and have a pass/permission to travel in public spaces.

What It Looks Like:
Enter the classroom before the bell rings (Secondary). Ask for a pass from an adult to travel in public spaces during class time or lunch.

Examples of Rule Violations:
1. Skipping school or class
2. Leaving school or the classroom without permission
3. Unexcused late arrival to school
4. Unexcused tardy to class during the school day

RULE 4: I listen, acknowledge, and respond to directives and requests.

What It Looks Like:
Follow instructions, procedures, and rules. Ask questions if confused. Accept help, feedback, correction, and direction with positive intent.

Examples of Rule Violations:
1. Noncompliance with classroom procedures and routines
2. Engaging in demands or argumentative speech
3. Persistent and/or hostile refusal to follow directives and requests
4. Walking away when an adult is speaking with them

RULE 5: I communicate respectfully and use school-appropriate language.

What It Looks Like:
Listen for understanding by asking questions. Respond respectfully by using non-aggressive language and appropriate body language.

Examples of Rule Violations:
1. Engaging in unfriendly or disrespectful responses to peers
2. Cursing, swearing, use of insulting, defaming, vulgar, or abusive language or gestures directed toward adults and students

The Disciplinary Response Cycle

When students violate a rule and their behaviors require attention, care, and support beyond the responses of the classroom teacher, the Disciplinary Response Cycle (DRC) takes effect. It is a school-wide set of actions that involves four phases. The DRC is standardized to ensure fair, equitable, and respectful responses to students' misbehaviors and provides a continuum of support throughout the process.

1. The cycle begins with a **Referral** submitted by a staff member in the form of an ODR (Office Discipline Referral) or a Bullying/Harassment Incident Report.
2. **Accountable Consequences** are a direct result of a student's inappropriate or *unacceptable behavior.* They are assigned by a school administrator or dean. Consequences signal that adults are concerned about the student's behavior and alert the student that they are accountable for their actions.
3. **Restorative Interventions** are accessible to all students and engage the student in some action or learning process that empowers/enables them to:
   a. Repair relationships and the harm they have done to others
   b. Restore their good standing in the community
   c. Learn skills and target behaviors to improve their self-awareness, self-management, and social and academic efficacy
4. **Closing the Loop** involves communicating with parents/caregivers and teachers to review actions taken, facilitate a re-entry conference for suspended students, monitor student's progress, and engage in follow-up support and interventions when appropriate.

Accountable Consequences and Restorative Interventions

An **accountable consequence** is a disciplinary response that is a direct result of a student's unskillful, inappropriate, or unacceptable behavior. It signals that adults are concerned about the student's behavior and alerts the student that they are accountable for their actions.

A **restorative intervention** is a response that engages a student in a learning process that empowers them to:
1. repair relationships and the harm they have done to others
2. restore their good standing in the community
3. learn skills and target behaviors to improve their self-awareness, self-management, and social and academic efficacy

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School administrators must consult this document when determining appropriate disciplinary responses. In determining how to best address unskillful, inappropriate, or unacceptable behaviors, it is necessary to evaluate the whole situation surrounding the behavior. In cases where the disciplinary situation is more complicated and/or with students who present complex needs, it is recommended that administrators consult with key school staff who possess knowledge regarding the student to determine the disciplinary response. Standardized disciplinary responses are embedded within multiple levels of accountable consequences and restorative interventions, which in turn will decrease disproportionate responses to behavior violations. This ensures that all students are treated fairly and respectfully, without favor toward or prejudice against any one group of students according to a person's age, actual or perceived ability, talent, race, color, national origin, ethnic group, language, socio-economic status, religion, weight, disability, sex, sexual orientation, gender, or gender identity and expression.

In practice, this means that:
1. All interventions must be accessible to each student.
2. Consequences and interventions must be delivered using standardized procedures (or protocols or processes) across all schools that are consistently applied across all groups of students.
3. A data set determined by district leaders with school leaders will be collected and analyzed consistently to assess the impact of consequences and interventions, paying particular attention to indicators of disproportionate suspension among various student groups.

Prior to determining the assignment of consequences and interventions, administrators consider how the factors below may inform the most appropriate disciplinary response.
1. The student's age and developmental stage of maturity
2. The student's disciplinary record and length of time in the school/district
3. The frequency and duration of the behavior
4. The nature, severity, and scope of the unskillfulness
5. The number of persons involved in the incident
6. The student's IEP (Individual Education Plan), BIP (Behavioral Intervention Plan), ELSP (English Learner Success Plan), and 504 Accommodation Plan, if applicable
7. The student's involvement in a Multi-Tiered System of Supports process (MTSS)

WHERE AND WHEN THE CODE APPLIES

The Framingham Public Schools Code of Character, Conduct, and Support applies to incidents that occur:

1. In the school building and on school grounds

2. On public property immediately adjacent to school grounds

3. At a bus stop, on the school bus, or in other school-sanctioned transportation such as another vehicle owned, leased, or used by the school district

4. At a school-sponsored or school-related activity, function, or program whether it takes place on or off school grounds

5. When using electronic devices and social media on or off campus that impacts the school community

6. When the conduct otherwise violates the Code of Character, Conduct, and Support and has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the school or the safety of individuals in the school environment

PRE-KINDERGARTEN - GRADE 3 CONSIDERATIONS

The Behavior Violation and Consequence Matrix in most cases applies to all students in grades Pre-K-3. In a few cases, consequences are modified because of developmental considerations. Students in these grades are learning how to belong in a group and demonstrate prosocial behaviors. It is normal for young children to occasionally hit, kick, or push other children as they are learning how to socialize with others. When children present aggressive behaviors, teachers have a responsibility to intervene to ensure that all students are safe. Immediately after an incident, teachers have a responsibility to help the child understand what they did and teach them expected behaviors.

When incidents involve pervasive or serious aggressive behavior, suspension should be discouraged as a consequence for students in grades Pre-K-3. If suspension is considered, the Principal/Vice Principal must complete NOTICE TO SUPERINTENDENT OF POSSIBLE SUSPENSION: PREKINDERGARTEN THROUGH THIRD GRADE.   If the student is receiving Special Education Services, the notice of suspension should also be sent to the Director of Special Education. If the student is receiving 504 services, the notice of suspension should also be sent to the Director of Health and Wellness.

GRADE 4 – 5 CONSIDERATIONS

The Behavior Violation and Consequence Matrix in most cases applies to all students in grades 4-5. In a few cases, consequences are modified because of developmental considerations.

GRADES 6 – 12 CONSIDERATIONS

The Behavior Violation and Consequence Matrix applies to all students in grades 6 – 12.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

All students, including students with IEPs and 504 plans, must follow districtwide rules. State and federal law require public schools to maintain a safe, orderly learning environment. That's why every public school has a Code of Character, Conduct, and Support with rules for behavior. All consequences in the Behavior Violation and Consequence Matrix apply to all students, except in cases where it is determined that the behavior is a manifestation of the student's identified disability that is documented through an IEP or 504 plan. On the other hand, interventions will be differentiated and personalized to meet the needs of students with IEPs and 504 plans. In the Guide to Temporary Removal and Exclusion section of the Code, please find additional information related to disciplinary removals and protections, which applies to students with disabilities.

1. Students with IEPs or 504 plans have special legal protections.
2. Schools have the authority to discipline all students, including those with learning and thinking differences.Special considerations apply to students on an IEP or 504 plan where the behavior is a manifestation of the student's disability.
3. Schools must help students whose unwanted behaviors are caused by a disability, which can include learning and thinking differences.

Levels of Accountable Consequences and Restorative Interventions

When students engage in unskillful, inappropriate, or unacceptable behavior, **accountable consequences** intensify as violations become more serious. Multiple violations for the same behavior may warrant more intensive consequences at a higher level. All consequences aim to treat students fairly and with respect, dignity, and decency. Consequences are delivered within five levels. Assigned consequences for disciplinary problems are aligned to **restorative interventions.** In practice, this means that:

1. Consequences and interventions at all levels must be standardized, clear, equitable, timely, and implemented across all groups of students with fidelity and integrity.
2. Interventions must be accessible to every student, including students with disabilities and English Learners.
3. Data must be transparent to determine the use and impact of all consequences and interventions, paying particular attention to indicators of overuse and disproportionality of referrals and suspensions among various groups of students.

DOCUMENTATION NOTES AND REFERRALS

Teacher Interventions	Tier 2 Interventions Teacher, Student Support, Admin		Tier 3 Interventions Student Support	
Level 1	Level 2	Level 3	Level 4	Level 5

Level	Behavior Violation	Action
Level 1	Minor classroom and minor public space behavioral incidents	1. **No send out -** Student remains in classroom. 2. Classroom observation notes are submitted when a student's low-impact, unskillful behaviors raise concern and warrant documentation within the school's student database. 3. Observation notes help teachers share specific information/data that may reveal behavior patterns and trends that need to be addressed if these behaviors become chronic.
Level 2	Persistent, low-impact classroom behavior violations, more serious public space violations, and non-violent personal misconduct	1. **No send-out -** Student remains in class. 2. **Referral submission when persistent** 3. Possible detention/intervention 4. Teacher remains involved. 5. *Accumulation of referrals may prompt a Level 3 response.
Level 3	More serious behavior violations as determined by their severity and frequency	1. Referral submission + conference 2. Send-out and possible .5 -2 Day ISS OR 1 Day OSS 3. Intervention determined.
Level 4	Repetitive or high- impact behavior violations that involve verbal and physical violence or self-harm and violations that have a destructive or disruptive impact on the school community	1. Referral submission + send-out + conference + possible ISS for remainder of the day or possibly emergency removal 2. 2 - 4 Day OSS 3. Intervention determined.
Level 5	Behaviors that present the most serious level of threat and harm to individuals and the school community	1. Send-out + referral + conference 2. 5 or more days Day OSS 3. Intervention determined.

Levels of Consequence and Intervention

Level 1:
Classroom and low level public space behavior incidents

Documentation	Prevention Strategies & Interventions Menu of Choices:
Teacher notes as needed Staff managed behaviors are not required to be entered into ASPEN. If low level behavior becomes <u>PERSISTENT despite teacher strategies and interventions</u> the teacher documents as Level 2 in ASPEN (Persistent: repeated frequently within a short period of time)	★ **Re-teach 5 District School Rules:** ○ *I respect personal space* ○ *I respect differences* ○ *I am on time and stay in my space* ○ *I listen and follow directions* ○ *I use respectful language* ● Depersonalize ● First Response to Behavior Concerns ○ Proximity and Physical Prompts ○ Visual Prompts and Cues ○ Effective Directives ○ Encouragement ○ Invite Choice-Making or Problem-Solving ○ Postpone and Revisit ● Environmental Modifications ● Behavior Check-Ins ● Defusing Strategies: Student who are upset Power struggles ● Responding to Negative Speech ● Restorative Conversations ● Student Support Peer/Buddy ● Space to Regulate/think sheets ***Student Support Team members may be asked to provide…*** ● Consult or coaching with support staff (SEB Consultancy) ● SEL lesson push in
Teacher/Staff Member Determined Consequences	
The student <u>is not</u> removed from the learning environment. There are no school wide consequences at Level 1. Teachers/staff should use their own consequence system and consider Logical Consequences: Loss of Privilege Logical Consequences: You break it you fix it for the classroom. Teachers/ staff should communicate with parents/caregivers about level 1 behaviors as needed	

Level 2:

Persistent low-impact classroom behavior violations, more serious public space violations, and non-violent personal misconduct

Documentation	Prevention Strategies & Interventions Menu of Choices:
Level 2 behaviors are required to be entered into ASPEN when they become **PERSISTENT.** (Persistent: repeated frequently within a short period of time)	★ **Re-teach 5 District School Rules** **For longer term interventions, refer through the MTSS Process (Elementary, Middle School)** **Level 1 Prevention Strategies and Interventions plus** ● Problem-solving circles ● Academic Intervention (MTSS) ● Behavior problem-solving and planning conference ● Check-In /Check-Out (CICO) (MTSS) ● Restorative circle ● Student-student mediation ● Student-teacher mediation ● Skill Groups (MTSS) ● Affinity Groups (MTSS) ● Mentoring (elementary) MTSS ● Check and Connect MTSS ● Parent/caregiver conference ● Review of current IEP/504 plan ● Attendance Success Plans
Consequences	
Students are not immediately removed from the classroom. *Classroom teachers/staff determine consequence when level 2 behaviors are not persistent* If Behavior becomes **PERSISTENT** (repeated frequently within a short period of time) Administrators / designee meets with a student outside the classroom / at a scheduled time as needed.	
Consequence/Actions Menu **Assigned consequences include some or all of**	
Student Meeting with an Administrator	
Parent/Caregiver Notification by Administrator	
Logical Consequences: Loss of Privilege Logical Consequences: You break it you fix it	
Structured Lunch	
Teacher After-School Reflection	
Administrative After-School Reflection	

Level 3:	
More serious violations as determined by their severity and frequency	
Documentation	**Prevention Strategies & Interventions Menu of Choices:**
Level 3 behaviors are <u>required</u> to be entered into aspen	★ **Re-teach 5 District School Rules**
Consequence	**For longer term interventions, refer through MTSS Process (Elementary, Middle School)**
Students are removed from the classroom when safety is a concern.* Administrators /designee meet with a student in a location appropriate for de-escalation (that also affords privacy and respect for dignity).	**Level 2 Prevention Strategies and Interventions <u>plus</u>**
Consequence/Actions Menu **Assigned consequences include some or all of:**	• Comprehensive Tier 3 plan MTSS
Student Meeting with an Administrator	• Re-entry from Suspension Meeting and Contract
Parent/Caregiver Notification by Administrator	• Referral to an Outside Mental Health Agency or Partner Service
Parent/Caregiver Conference with Administrator	• Behavior Safety Plan
Logical Consequences: Loss of Privilege Logical Consequences: You break it you fix it	• Substance Use Psychoeducation, as needed (conducted by a counseling staff and/or nursing)
Structured Lunch	• Risk Assessment, as needed (conducted by a counseling staff)
Structured Recess	• Comprehensive Response to Bullying and Harassment
Teacher After-School Reflection	• Behavior Coaching MTSS
Administrative After-School Reflection	• Functional Behavioral Assessment (Special Ed)
Principal Hearing	• Counseling (individual/group) MTSS
In-School Suspension/ Restoration 1-2 days *(.5 can be delivered, however SSDR requires recording as 1 day)*	
Out of School Suspension - 1 Day with no services	
Out of School Suspension - 1 Day with services	
Bus Suspension 1-2 days	

Level 4:
Repetitive or high- impact violations that involve verbal and physical violence or violations that have a destructive or disruptive impact on the school community

Documentation	Prevention Strategies & Interventions Menu of Choices:
Documentation	
Level 4 behaviors are <u>required</u> to be entered into ASPEN.	★ **Re-teach 5 District School Rules**
Consequences	
***Students are removed* from the classroom.** Administrators /designee meet with a student in a location appropriate for de-escalation	**For longer term interventions, refer to the MTSS process. (Elementary, Middle School)**
Consequence/Actions Menu **Assigned consequences include some or all of:**	**Level 3 Prevention Strategies and Interventions plus**
Student Meeting with an Administrator	
Parent/Caregiver Notification by Administrator	● Referral for multi-disciplinary threat assessment
Parent/Caregiver Conference	
Logical Consequences: Loss of Privilege Logical Consequences: You break it you fix it	
Structured Lunch	
Structured Recess	
Administrative After-School Reflection	
Principal Hearing	
Out of School Suspension - 2-4 Day with no services	
Out of School Suspension - 2-4 Day with services	
Re-entry through In School Restoration 1-2 days	
Bus Suspension 2-4 days	
CRA Filed for Attendance or Behavior only after tier 3 interventions have occurred (district approval needed)	

Level 5:
Behaviors that present the most serious level of threat and harm to individuals and the school community

Documentation	Prevention Strategies & Interventions Menu of Choices:
Level 5 major behaviors are <u>required</u> to be entered into ASPEN.	**For longer term interventions, refer to the MTSS Process.** (**Elementary**, **Middle School**) **Reference Level 4 Prevention Strategies and Interventions**
Consequences	
***Students are removed* from the classroom.** Administrators /designee meet with a student in a location appropriate for de-escalation	
Consequence/Actions Menu **Assigned consequences include some or all of**	
Student Meeting with an Administrator	
Parent/Caregiver Notification by Administrator	
Parent/Caregiver Conference	
Structured Lunch	
Structured Recess	
Out of School Suspension .5 or more days (not more than 10) with services	
Out of School Suspension .5 or more days (not more than 10) with no services	
Long Term Suspension (10 or more days)	
Expulsion	
Bus Suspension 5 or more days	
CRA Filed for Attendance or Behavior only after tier 3 interventions have occurred (district approval needed)	

Guide to Restorative Interventions

Introduction

A restorative intervention is a response that engages a student in a learning process that empowers them to:
1. repair relationships and the harm they have done to others;
2. restore their good standing in the community;
3. learn skills and target behaviors to improve their self-awareness, self-management, and social and academic efficacy.

"The aim of all restorative interventions and student support services is to nurture students' healthy development and resiliency; develop and strengthen behaviors and mindsets that will improve students' academic, personal, and social efficacy; and enable all students to be successful in school and the classroom." (Lieber, Tissiere, Frazier. *Shifting Gears: Recalibrating Schoolwide Discipline and Student Support*, 2015)

Interventions are part of a natural cycle of learning and self-correction. Helping children and young people navigate academic, social, and emotional challenges successfully is a shared obligation of parents/caregivers and school staff. Interventions are normalized by discussing "What will happen when…." with students in advance, so they are able to enter the process of restorative intervention with goodwill.

Restorative Interventions are not done *to* students but rather done *by* students with the support of caring adults. As a result, one key outcome of interventions in the strengthening of **student agency**. When students have agency, they pursue their strengths and interests, take an active role in making choices, and design and manage their lives. A sense of agency supports each and every student in achieving positive academic and social-emotional outcomes, leading a personally and socially fulfilling life, and participating responsibly in a democratic society.

The complexity and length of an intervention depends on the type and frequency of incidents and issues with which a student is struggling.

- **Interventions for Repeated Behavioral Violations** address a specific behavior that has repeatedly occurred over a period of days or several weeks in classrooms or public spaces without an observable improvement. An intervention will be implemented and progress is monitored over a period of no less than six weeks.

- **Interventions for Serious Behavior Violations** require an immediate response to a specific behavior violation and often address incidents of fighting, bullying, or harassment, or incidents in which a student has seriously jeopardized safety and order in classrooms or public spaces. After the intervention is implemented, an MTSS team member will follow-up with students to assess whether the desired outcomes of the intervention have been met.

- **Comprehensive, Longer-Term Interventions** are most appropriate when students have accumulated multiple referrals linked to multiple behavior violations or are experiencing multiple academic, behavioral, attendance challenges, mental health concerns, and/or family crisis. Members of the Solution Seeking team are likely to make an initial assessment of a student's situation. Then a Solution Seeking team member will meet with the student and family to explore root causes of concerns and create an intervention plan that will be implemented and monitored over a minimum of six weeks.

To ensure timely assignment of interventions, the school's student support teams/tier 2 data teams will engage in regular meetings to review student data, identify students most in need of immediate and on-going interventions. The team will then make recommendations to the Solution Seeking Team to ensure that students with the highest needs receive comprehensive support.

Interventions are the logical follow-through step when a student experiences repeated difficulty after a variety of prevention (Tier 1) strategies have been implemented, and when student behaviors have an adverse impact on the student and the classroom. For some students, interventions are implemented when behaviors become chronic and repeatedly occur over a period of days or a week or two without observable change. Students will more willingly enter and participate in the restorative intervention process when they understand that predictable consequences and interventions are part of the natural learning cycle in the classroom. It is important to establish thresholds or red flags that prompt required interventions, so that adults' readiness to intervene is front and center and lets students know in advance what will be required of them when setbacks are noticed.

Behavioral and Academic Interventions Tier 2/ Tier 3
Chronic behavior concerns often stem from gaps in learning, disengagement, avoidance, or social isolation. The root cause behind the behavior concern should be explored to help determine the changes in behavior that will support a student to get back on track. Interventions involve an assessment of a student's academic, social, or emotional challenges and the creation of a plan for addressing the learning gap or other problems that have presented barriers to learning. In some cases, an intervention might occur with a group of students, for example, when a pattern of behavior occurs across a class or an incident impacts the entire group. The intervention

process begins for a student when a School Leadership Team (tier 2) or Solution Seeking Team (tier 3) studies a set of data to explore potential root causes to inform next steps.

The team's goal is to design an *intervention plan* for the child or adolescent that is focused on teaching the identified target behaviors that will support the student's success in the classroom and the school. The *intervention plan* is developed with a specific goal(s), for a specific period of time, and includes a designated date for review. This cycle of gathering and assessing data, making and implementing a plan, and monitoring the student's progress, supports an individualized approach to social emotional learning. The process must ensure that a teacher and/or student support team member monitors the progress of the student throughout the duration of the intervention.

Below is a list of strategic tier 2 and tier 3 behavioral and academic interventions that will support students to (1) take responsibility for their words, actions, and learning; and, (2) learn and practice target behaviors and identify action steps that will improve their behavior and academic performance in the classroom. The following list sets up a scope of possible interventions but is not all inclusive. Individualized interventions will be determined by relevant staff in the school and based on the individual student's circumstances.

1. **Academic Problem-Solving and Planning Conference** offers students an opportunity to reflect on a series of questions, identify action steps that will help them learn a target behavior and be more successful, and agree on how to monitor progress (includes follow-up call with a parent/caregiver

2. **Academic Intervention** sessions provide time for individuals or small groups to engage in intensive practice of a specific target behavior or skill; to engage in guided study time to prepare for assessments; to complete, revise, or correct important work; or to re-learn or begin to learn a skill required to complete current learning tasks.

3. **Affinity Groups:** Groups that allow students who share an identity (usually a marginalized identity) to gather, talk in a safe space about issues related to that identity, and transfer that discussion into action that makes for a more equitable experience at school.

4. **Restitution:** Restoration for harm caused to an individual or the community. May include replacement of things damaged, activities to help repair the damage or mess, or a form of **Apology:** A written or verbal apology or an apology of action (something specifically the student will do to make it right with the person(s) harmed).

5. **Behavioral Coaching:** Incorporates side-by-side modeling, instruction, rehearsal, and feedback to learn and practice a specific procedure, skill, or target behavior. Typically happens in the location where a student is showing skill deficits.

6. **Behavior Problem-Solving and Planning Conference**: Offers students an opportunity to reflect on a series of questions, identify action steps that will help them learn a target behavior and be more successful and agree on how to monitor progress.

7. **Skill Group/ Individual Skill Building**: sessions are for individual students or a small group to learn, practice, and rehearse social and coping skills, and adopt positive mindsets.

8. **Behavior Support Plan (BSP)**: A comprehensive tier 3 support for students to learn specific target behaviors and support their teachers to help students strengthen these behaviors.

9. **Bullying and Harassment Protocol and Bullying and Harassment Safety and Intervention Plan:** Is facilitated by a trained staff member(s) and offers a structured process for both the aggressor and the targeted person to address the incident or incidents, check-in regularly, and assess progress. The protocol will result in the creation of a Bullying/ Harassment Safety Intervention Plan.

10. **Check and Connect**: An intervention driven by student need to promote school connection, problem-solve with a student, and support transitions (home to school, and within the school).

11. **Check-In/Check-Out (CICO)**: A Tier 2 -3 intervention that provides students with frequent feedback and coaching throughout the day on a Learning and Life Competency target behavior that comes from a Behavior Problem Solving Conference

12. **Comprehensive Intervention Plan**: A plan developed by members of the Solution Seeking Team to tackle multiple behavioral, academic, attendance, and/or mental health challenges.

13. **Environmental Modifications (physical and sensory):** Preventative strategies that will help a student fully access instruction and function successfully in the learning environment.

14. **Functional Behavioral Assessment (FBA):** identifies where, when, and the likely reasons why the behavior of concern happens. This information is used to inform a behavior support plan that includes strategies to address the reasons why the behavior is occurring and reduce unwanted behaviors that are impacting the student's access to learning.

15. **Individual and Group Counseling:** Individual counseling is a responsive and goal-oriented service designed to meet students' immediate needs and concerns. Individual counseling provides students' the opportunity to meet privately in a confidential setting to address a range of personal, interpersonal and behavioral challenges. Group counseling is designed for students to collaboratively discuss common personal, interpersonal, and behavioral challenges.

16. **Mentoring (elementary):** An intervention given to individual students or small groups that focuses on building a student's connection to school through a relationship with an adult role model/mentor, and on strengthening specific target behaviors through conversation and shared activities.

17. **Parent/Caregiver Conference:** A critical intervention when in-class strategies or interventions that address academic setbacks or persistent behavior concerns have not led to improved student outcomes.

The purpose of the conference is to share concerns and strengths, to discuss the plan the student and staff members(s) have created, and invite the parent/caregiver to share their ideas for supporting their child. Depending on the situation, it might also include the student.

18. **Problem-Solving Circles:** Are meant to help a group of students reflect on some of the challenges that surface in the class community or a situation within the class. Students use each other as resources to solve problems together. This Circle reinforces that students have the capacity and agency, with guided support, to work out problems that show up in the classroom.

19. **Student Support Team SEL Lesson:** Is facilitated by a Student Support Team member when the numerous students in a classroom are in need of additional social emotional learning through a variety of curricula.

20. **Re-Entry From Suspension Meeting and Contract:** Is facilitated by a school administrator and used when students are returning from a suspension. The Re-Entry process is a critical opportunity for the adult(s) to reconnect, continue to strengthen positive relationships, and problem-solve with the student to ensure a successful transition to the day, the week, and the year.

21. **Referral for a Substance-Use Assessment**: An assessment by an outside provider that evaluates the type, amount, frequency, and consequences of an individual's substance use, their perception of their use, and readiness to change. This assessment, along with a review of family history and other individual factors will be used to develop an action/treatment plan.

22. **Referral to an Outside Mental Health Agency or Partner Service:** For students and families who need support from outside agencies.

23. **Restorative Group Conference for High-Impact Incidents:** A conference in which students, people harmed by the incident, and sometimes parents or adult allies share their perspectives, reflect on the impact of students' behavior, and agree on a resolution that will mend relationships, repair harm, and restore students' good standing.

24. **Restorative Conversations:** Use of a set of strategic, flexible questions with a teacher, administrator, or student support staff member to determine the root cause(s) of a problem or interpersonal conflict and agree on an action to make things right. They are an effective intervention when one student behaves in a way that impacts their own learning, directly harms an individual or the group, or when two or more students are involved in an interpersonal conflict.

    a. What happened?
    b. How did your actions/your words make X feel? Or, how did your actions/words affect/impact the class?
    c. How are you feeling right now?

       d.   What do you want to do to make it better?

       e.   Thanks so much for really listening. You took responsibility for X. I appreciate X.

       f.   A way I can support you..

25. **Reset Space (Elementary):** A non-punitive specified space within the elementary classroom that a student can access when they or the teacher determine that the student is in need of support with self-regulation. The space uses sensory, calming, and thinking tools that support students to gain control of escalated feelings and/ or becoming more alert.

26. **Root Cause Analysis**: A process for identifying the underlying cause or causes of a recurring problem by using progressively more specific questions to uncover the source of the behavior. This process explores both internal and external factors that influence behavior, which might include personal trauma and structural or systemic inequities.

27. **Safety Plan:** A description of the steps that school staff (and the student, if applicable) should follow when there is a serious risk of self-harm or harm to others. A safety plan outlines preventative and responsive actions that promote safety and well-being during acute circumstances, including: increasing supervision and monitoring, identifying a point person and location for de-escalation, when necessary, and identifying a communication chain. A Safety Plan may be created as part of a debrief process after a crisis, or can be created preventatively when a team determines it is necessary.

28. **Social Emotional Mental Health (SEMH) Team Consultation:** Requested by school teams for students who are exhibiting high level or persistent behaviors despite the interventions and plans in place. A consultation may include an in-depth case review, observations, and specific recommendations related to: academic engagement, case management, classroom management, crisis management and de-escalation, data collection, and behavioral and mental health planning.

29. **Review of current IEP/ 504 plan:** Staff supporting a review of the student's current IEP or 504 plan to determine if current services and supports are meeting their needs. This review will determine if an IEP reconvene is needed or if the 504 plan needs revision.

30. **Student-Student Mediation:** Is facilitated by trained mediators (i.e. administrator, a Student Support Team member, students). The goal of mediation is for people involved in the conflict to constructively work out differences in a way that solves the problem and preserves the relationship. This process is voluntary. Participants agree to have mediators facilitate a process in which a mutual solution and agreement is reached. Mediators do not offer solutions or advice. The mediator's role is to encourage problem solving between the participants so that they are able to generate their own solution.

31. **Student-Teacher Mediation:** An automatic intervention when a teacher has submitted at least three referrals for the same student. The teacher and the student can move beyond past conflicts and resentments to build a better relationship. They can then take actions that will support the students'

improved performance in the classroom. These conferences are facilitated by trained mediators (i.e. administrator, student support staff) and require a pre-meeting with the teacher.

32. **Consult with Support Team and or Coaches:** A request from a teacher for a member of the Student Support Team or a coach to observe a student and or classroom and share observations and possible success strategies afterwards with the teacher.

33. **Student Support Peer/Buddy:** Determining and coaching a student as a support/ buddy for a student in need of connection/ positive role modeling.

Behavior Violation and Consequences Matrix
* This Matrix is aligned with the Massachusetts School Discipline Laws and Regulations.

The Matrix below outlines specific violations and their associated levels of response. Please refer to the Levels of Consequences and Aligned Interventions chart for descriptions of the five levels, as well as the range of disciplinary consequences and aligned interventions associated with each level. Repeated incidents of the same violation may warrant the next level of consequences. Disciplinary responses for a few violations are modified for younger children.

Level 1: Teacher Response (No Send-Out)/Teacher Observation Notes

Level 2: Referral Submission When Persistent (No Student Removal) Consequence / Intervention

Level 3: Referral Submission With Student Removal, Consequence/ .5 to 2 Days In-School Suspension (ISS) OR 1 Day Out-of-School Suspension (OSS)/ Intervention

Level 4: Referral With Student Removal / 2 to 4 Days OSS/ Intervention

Level 5: Referral With Student Removal / 5 Days or More OSS with possible intervention

Levels of Consequence and Intervention	
Level 1: Classroom and low level public space behavior incidents	
Documentation	**Prevention Strategies & Interventions Menu of Choices:**

Teacher notes as needed
 	
Staff managed behaviors are not required to be entered into ASPEN.
 	
If low level behavior becomes <u>PERSISTENT despite teacher</u>
	★ **Re-teach 5 District School Rules:**
	  ○ *I respect personal space*
	  ○ *I respect differences*
	  ○ *I am on time and stay in my space*
	  ○ *I listen and follow directions*
	  ○ *I use respectful language*
	● Depersonalize

strategies and interventions the teacher documents as Level 2 in ASPEN (Persistent: repeated frequently within a short period of time)	● First Response to Behavior Concerns ○ Proximity and Physical Prompts ○ Visual Prompts and Cues ○ Effective Directives ○ Encouragement ○ Invite Choice-Making or Problem-Solving ○ Postpone and Revisit
Teacher/Staff Member Determined Consequences	● Environmental Modifications ● Behavior Check-Ins
The student is not removed from the learning environment. There are no school wide consequences at Level 1. Teachers/staff should use their own consequence system and consider Logical Consequences: Loss of Privilege Logical Consequences: You break it you fix it for the classroom. Teachers/ staff should communicate with parents/caregivers about level 1 behaviors as needed	● Defusing Strategies: Student who are upset Power struggles ● Responding to Negative Speech ● Restorative Conversations ● Student Support Peer/Buddy ● Space to Regulate/think sheets *Student Support Team members may be asked to provide…* ● Consult or coaching with support staff (SEB Consultancy) ● SEL lesson push in

Level 2:
Persistent low-impact classroom behavior violations, more serious public space violations, and non-violent personal misconduct

Documentation	Prevention Strategies & Interventions Menu of Choices:
Level 2 behaviors are required to be entered into ASPEN when they become **PERSISTENT.** (Persistent: repeated frequently within a short period of time)	★ **Re-teach 5 District School Rules** **For longer term interventions, refer through the MTSS Process (Elementary, Middle School)** **Level 1 Prevention Strategies and Interventions plus**
Consequences	● Problem-solving circles
Students are not immediately removed from the classroom. *Classroom teachers/staff determine consequence when level 2 behaviors are not persistent* If Behavior becomes **PERSISTENT** (repeated frequently within a short period of time) Administrators / designee	● Academic Intervention (MTSS) ● Behavior problem-solving and planning conference ● Check-In /Check-Out (CICO) (MTSS) ● Restorative circle

meets with a student outside the classroom / at a scheduled time as needed.	● Student-student mediation
	● Student-teacher mediation
Consequence/Actions Menu **Assigned consequences include some or all of**	● Skill Groups (MTSS)
	● Affinity Groups (MTSS)
Student Meeting with an Administrator	● Mentoring (elementary) MTSS
Parent/Caregiver Notification by Administrator	● Check and Connect MTSS
Logical Consequences: Loss of Privilege Logical Consequences: You break it you fix it	● Parent/caregiver conference
	● Review of current IEP/504 plan
Structured Lunch	● Attendance Success Plans
Teacher After-School Reflection	
Administrative After-School Reflection	

Level 3:
More serious violations as determined by their severity and frequency

Documentation	**Prevention Strategies & Interventions Menu of Choices:**
Level 3 behaviors are required to be entered into aspen	★ **Re-teach 5 District School Rules**
Consequence	**For longer term interventions, refer through MTSS Process** (**Elementary**, **Middle School**)
Students are removed from the classroom when safety is a concern. Administrators /designee meet with a student in a location appropriate for de-escalation (that also affords privacy and respect for dignity).	**Level 2 Prevention Strategies and Interventions plus**
	● Comprehensive Tier 3 plan MTSS
Consequence/Actions Menu **Assigned consequences include some or all of:**	● Re-entry from Suspension Meeting and Contract
	● Referral to an Outside Mental Health Agency or Partner Service
Student Meeting with an Administrator	
Parent/Caregiver Notification by Administrator	● Behavior Safety Plan
Parent/Caregiver Conference with Administrator	● Substance Use Psychoeducation, as needed (conducted by a counseling staff and/or nursing)
Logical Consequences: Loss of Privilege Logical Consequences: You break it you fix it	● Risk Assessment, as needed (conducted by a counseling staff)
Structured Lunch	● Comprehensive Response to Bullying and Harassment
Structured Recess	
Teacher After-School Reflection	● Behavior Coaching MTSS
Administrative After-School Reflection	● Functional Behavioral Assessment (Special Ed)

Principal Hearing	● Counseling (individual/group) MTSS
In-School Suspension/ Restoration 1-2 days *(.5 can be delivered, however SSDR requires recording as 1 day)*	
Out of School Suspension - 1 Day with no services	
Out of School Suspension - 1 Day with services	
Bus Suspension 1-2 days	

Level 4:
Repetitive or high- impact violations that involve verbal and physical violence or violations that have a destructive or disruptive impact on the school community

Documentation	Prevention Strategies & Interventions Menu of Choices:
Level 4 behaviors are <u>required</u> to be entered into ASPEN.	★ **Re-teach 5 District School Rules**
Consequences	**For longer term interventions, refer to the MTSS process. (Elementary, Middle School)**
Students are removed **from the classroom.** Administrators /designee meet with a student in a location appropriate for de-escalation	**Level 3 Prevention Strategies and Interventions <u>plus</u>**
Consequence/Actions Menu **Assigned consequences include some or all of:**	● Referral for multi-disciplinary threat assessment
Student Meeting with an Administrator	
Parent/Caregiver Notification by Administrator	
Parent/Caregiver Conference	
Logical Consequences: Loss of Privilege Logical Consequences: You break it you fix it	
Structured Lunch	
Structured Recess	
Administrative After-School Reflection	
Principal Hearing	
Out of School Suspension - 2-4 Day with no services	
Out of School Suspension - 2-4 Day with services	
Re-entry through In School Restoration 1-2 days	
Bus Suspension 2-4 days	

CRA Filed for Attendance or Behavior only after tier 3 interventions have occurred (district approval needed)	

Level 5:
Behaviors that present the most serious level of threat and harm to individuals and the school community

Documentation	Prevention Strategies & Interventions Menu of Choices:
Level 5 major behaviors are <u>required</u> to be entered into ASPEN.	**For longer term interventions, refer to the MTSS Process.** (**Elementary**, **Middle School**) **Reference Level 4 Prevention Strategies and Interventions**
Consequences	
Students are removed *from the classroom.* Administrators /designee meet with a student in a location appropriate for de-escalation	
Consequence/Actions Menu **Assigned consequences include some or all of**	
Student Meeting with an Administrator	
Parent/Caregiver Notification by Administrator	
Parent/Caregiver Conference	
Structured Lunch	
Structured Recess	
Out of School Suspension .5 or more days (not more than 10) with services	
Out of School Suspension .5 or more days (not more than 10) with no services	
Long Term Suspension (10 or more days)	
Expulsion	
Bus Suspension 5 or more days	
CRA Filed for Attendance or Behavior only after tier 3 interventions have occurred (district approval needed)	

Behavior Matrix

For any student in crisis the Behavioral Health Response Protocol should be followed.

For students in crisis the support and admin team should consider moving a student to a Tier 3 plan through MTSS

Teams should follow their Discipline Response Cycle to support a calibrated equitable response

For students that are already on tier 3 behavior plans that are showing the SAME PERSISTENT behavior throughout the day, 1 ASPEN referral can be added

How to document in ASPEN:	One Pager HERE	Video HERE

Note:
- **Behaviors that are just listed as level 1 are not included in aspen, as they are teacher managed.**
- **Repeated incidents of the same violation and significant impact on the school community may warrant the next level of consequences.**
- **Pre-K-3 and/or Grades 4 -5: Developmental considerations may modify consequences**
- **Certain behavior codes are reported to DESE. They are noted in this matrix as *SSDR and orange*. Staff should read the notes of those subcategories carefully to ensure that behavior is being properly labeled**

ACADEMIC DISHONESTY

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Plagiarism /Cheating		X	X			Representing others' words or ideas as one's own or producing academic work through dishonesty or deceit.	Student may be subject to receiving no credit, partial credit or alternative assignment If the incident has a far reaching impact on the community move to level 3
Falsifying / Altering records or signatures		X	X			Forging someone else's signature	
Assisting another student in academic dishonesty		X	X			Helping other cheat/ plagiarize	

AGGRESSION: PHYSICAL

Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation

Description							
Physical altercation-low level		**X**	**X**			Non-accidental contact or confrontation, tussle, or physical aggression that does not result in injury. **Example** A student pushes a peer in the hallway during passing time	*Pre-K-3 (consider developmental level of student)
High Level Physical Aggression				**X**	**X**	Targeted and intentional spitting, hitting, biting, throwing items at people, hair pulling, kicking, shoving, punching, scratching. **Example** A student kicks another student, resulting in a bruise	*Pre-K-3 (consider developmental level of student) ➔ Mandatory meeting with family/caregiver with Administrator ➔ A suspension hearing should be strongly considered, even if an alternative discipline is named. ➔ Consider emergency removal and contact SROs depending on impact ➔ Consider MTSS referral/ re-convene (Special Education) ➔ Consider impact on community and provide support for community. Consider mediation when parties are ready
Assault/ Battery **SSDR** Assault/ Battery **SSDR**				**X**	**X**	Touching or striking another person against his/her will or intentionally that causes significant bodily harm that requires medical intervention **Example** A 12+ year old student intentionally pushes a desk into a teacher and breaks the teacher's foot.	Assault/Battery is only used for students 12 or older. For younger students document as high level physical aggression. <u>Victim required in aspen</u> ➔ Mandatory meeting with family/caregiver with Administrator ➔ A suspension hearing should be strongly considered, even if an alternative discipline is

	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
							named. 37H applies for assault of staff members. ➔ Contact SROs ➔ Consider MTSS referral/ re-convene (Special Education) ➔ Consider impact on community and provide support for community and consider mediation when all parties are ready. Restoration needed before return to community.

AGGRESSION: VERBAL

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Profanity defaming, vulgar, or abusive language/ hurtful easing		X	X	X		Suggestive, explicit, or vulgar language, cursing, or abusive language **Examples** A student calls another student a swear (ex level 2) A student tells a teacher that hate them (ex level 2) A student calls a teacher a "stupid bitch" in front of the class (ex level 3) A student re-enters a classroom and interrupts class to yell multiple derogatory swears directly at the teacher and needs to be escorted out by an administrator. (ex level 4)	*Pre-K-3 (consider developmental level of student) ➔ Consider impact on community and provide support for community and consider mediation when all parties are ready.

ALCOHOL

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Sale of Alcohol **SSDR**				X	X	Selling alcoholic beverages	*Pre-K-3(consider developmental level of student)

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Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Possession of Alcohol **SSDR**			X	X	X	Having alcoholic beverages in one's pocket(s), bag(s), locker, car, etc.	➔ If young students has alcohol SCAN for a potential 51A
Distribution of Alcohol **SSDR**				X	X	Distributing or giving away alcoholic beverages.	➔ If there is suspicion that the student is under the influence of alcohol, that student should be checked out by the nurse and there should be collective agreement about whether or not the student is impaired.
Suspicion Under the Influence of Alcohol **SSDR**			X	X		Exhibiting behaviors that suggest that an individual consumed alcohol.	
Drinking Alcohol **SSDR**			X	X		Drinking alcoholic beverages	➔ Support staff should collaborate with administrators on intervention and access to services. ➔ FPS Handbook with Student Search and Seizure policy

ARSON							
Behavior Description	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Definitions/ Examples**	**Protocols/ Documentation**
Arson **SSDR**			X	X	X	Intentionally starting a fire. The unlawful or intentional damage, or attempt to damage, any school property by fire or incendiary device. .	*Pre-K-5 (consider developmental level of student) ➔ If there is imminent danger, call the Fire Department and evacuate the building. ➔ Call Director of Safety and Security

ATTENDANCE							
Behavior Description	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Definitions/ Examples**	**Protocols/ Documentation**
Tardy to school and class	X					Late to class and school.	➔ Tardy to class or school is documented in aspen as attendance not as conduct.

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
							➔ Tier 1 strategies and practices are used to prevent further tardies. If tardies to school is persistent, the school attendance team should review case
Skipping School		X				**Example** Parent thought student was at school, and student did not go or left *For leaving class/school and wandering the hall see Public Space section*	➔ When a student has skipped school the attendance/ house team needs to meet to determine what short term and long term interventions (through MTSS) ➔ The first incident of skipping schools requires a parent meeting
Forging Absence Excuse		X					
Trespassing **SSDR**		X	X	X		Presence in an unauthorized area **Examples** Showing up to a school or school event when suspended Going into locked areas	*Pre-K-5 (consider developmental level of student)

BULLYING

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Bullying-Potential **SSDR**			X	X	X	*Bullying Potential is used to suggest that an incident may be bullying and further investigation is needed. If confirmed bullying, admin will change to bullying confirmed* The underlined repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture of any combination thereof, directed at a target that:	*Pre-K-5 (consider developmental level of student) Must have a victim in Aspen. ➔ Follow Comprehensive Response to Bullying and Harassment

					● Causes physical or emotional harm to the target or damage to the target's property; ● Places the target in reasonable fear of harm to themselves or of damage to their property; ● Creates a hostile environment at school for the target; ● Infringes on the rights of the target at school; ● Materially and substantially disrupts the education process of the orderly operation of a school. This includes cyber bullying (email, text message, online chats, interactions on social media, or other electronic media) and expressions of hatred against a group of persons, particularly an oppressed or marginalized group, define in terms of: ● Race ● Color ● Religion ● Ancestry ● National Origin ● Sexual Orientation ● Sex ● Gender Identity or Expression ● Physical Appearance ● Pregnant or Parenting Status ● Mental, Physical, developmental or sensory disability	

BUS MISCONDUCT						

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Bus Safety		X	X	X		Continuously standing up while the bus is moving, changing seats, and throwing objects out of window **Example** Student continuously jumping over the seats Student throwing a bottle out the window of the bus	*Pre-K-5 (consider developmental level of student For assault/ battery, harassment,fighting and bullying on the bus a victim is needed in aspen. For unauthorized bus riding partner with Director of Transportation
Filming on the bus		X	X	X		Taking a video on the bus (level can be escalated based on what was videoed, if posted it on social	→ When bus referrals are

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
						media, repetitive nature)	received, the school administrator should follow up on the incident and scan the slip back to transportation within 3 days.
High Level Physical Aggression				X	X	Targeted and intentional spitting, hitting, biting, throwing items at people, hair pulling, kicking, shoving, punching, scratching.	
Unauthorized bus riding				X		Intentionally riding on a bus that you are not assigned to.	➔ For incidents resulting in bus suspension, the transportation office should be notified immediately. The school administrator then enters the bus referral information into Aspen.
Profanities, defaming, vulgar, or abusive language/ hurtful teasing		X	X	X		Suggestive, explicit, or vulgar language, cursing, or abusive language	
Lewd behavior activity/ indecent exposure/ inappropriate sexual activity			X	X	X	Behavior intended to result in sexual gratification without threat or force <table><tr><td>**Examples**</td></tr><tr><td>Watching lewd videos</td></tr></table>	➔ Suspension from the bus should follow the same guidelines for suspension based on levels 1-5 *Ex: A level 4 behavior occurs - you can consider a 2-4 day bus suspension.*
Assault/ Battery on the bus **SSDR**				X	X	See assault/ battery section for definition and protocol	➔ Taking pictures, videos, or audio recordings of students or staff without permission is prohibited and a violation of Massachusetts State Law.
Harassment on the bus **SSDR**			X	X	X	See harassment section for definition and protocol	
Bullying on the bus **SSDR**			X	X	X	See bullying section for definition and protool	
Fighting on the bus **SSDR**			X	X		See fighting for definition and protocol	

Cell Phones

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Use of cell phone during school hours/ grounds (unauthorized)		X	X			Use of a cell phone after a staff member/ teacher has asked that it be put away	The <u>frequency</u> of incidents needs to be considered when assigning levels. Multiple violations may warrant Level 3 consequences but do not include out-of-school suspension. ➔ If a cell phone is heard or seen the teacher/ staff member asks the students to put the phone away. ➔ If the student refuses, and/or continues to take it out, the administrator is called and a referral is entered into aspen. ➔ Administrators take the cell phone until the end of the day. ➔ If a student is frequently referred to an administrator for cell phone use, a meeting with the parents/caregiver is needed to develop a cell phone plan.

CLASSROOM VIOLATIONS

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Non-cooperation and non-participation	X	X				Non-participation/cooperation in learning activities. **Example** A student refused to do an assignment A student hiding under the desk	➔ This is a level 1 classroom based violation. The teacher should consider access to curricular material and tier 1 management strategies. ➔ When the non-cooperation/ non-participation becomes <u>persistent</u> consider level 2.
Low level impulse control, self-management, and dysregulatio	X					Distracting or disruptive movement or noise. Interrupting or blurting out inappropriate comments.Inability to manage confusion, frustration, or anger effectively. Persistent attention seeking behaviors. **Example**	➔ This is a level 1 classroom based violation. The teacher should consider access to curricular material and tier 1 management

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
n.						Student moving around the room instead of being near work area	strategies. ➔ When dysregulation creates a learning environment to the point where other students cannot learn, move to dysregulation-high level.
Dysregulation/ High Level Impulse Control		X	X			Out of control emotions and behaviors. Deliberate use of negative speech that sabotages the group/ classroom learning. **Example** Student tearing down papers from the wall Student yelling uncontrollably	

DRUGS (EXCLUDING MARIJUANA)

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Possession with the <u>intent</u> to sell drugs **SSDR**				X	X	Possession of illegal drugs with intent to sell	*Pre-K-3(consider developmental level of student) ➔ If young students has drugs SCAN for a potential 51A
Sale of drugs **SSDR**				X	X	Selling illegal drugs	➔ If there is suspicion that the student is under the influence of drugs, that student should be checked out by the nurse and there should be collective agreement about whether or not the student is impaired.
Possession of drugs **SSDR**			X	X	X	Having an illegal drug in one's pocket(s), bag(s), car, locker, etc.	➔ Support staff should collaborate with administrators on
Distribution of drugs				X	X	Distribution of illegal drug	

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Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
SSDR							intervention and access to services.
Distribution of fake drugs SSDR		X	X	X		Sale of substance represented as an illegal drug	➔ For possession, 37H law applies. ➔ FPS Handbook with Student Search and Seizure policy
Sale of medication SSDR			X	X		Selling prescription or over-the-counter medication.	
Distribution of prescribed medication SSDR				X	X	Giving/ distributing perspective medication	
Use of drugs on school property SSDR			X	X	X	Smoking, snorting, injecting, ingesting, or otherwise using an illegal drug not mentioned above	
Suspicion of use SSDR			X	X		An instance where an individual's behavior suggests that he or she used illegal drugs.	
Possession of Drug Paraphernalia (not vapes) SSDR			X	X		Having equipment (e.g., bong) for use in consuming illegal drugs in one's pocket(s), bag(s), car, locker, etc.	

DRESS CODE

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Dress code violation	X	X				Dress that demeans groups or individuals, expressives hurtful or discriminatory ideas. Clothing with words or images that have sexual connotations, extreme or violent imagery, or references to alcohol or other drugs are not	

| | | | | | | allowed. | |

						Examples	
						Shirt with hate speech on it	
						Sweatshirt with a hood that covers your face	
						Non-Examples	
						Hoods and hats	

BRIBERY/GAMBLING

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Bribery/ Fraud		X	X			Obtaining money or property from another student through coercion and deception/ Theft or misappropriation of funds placed in one's trust	*Pre-K-3 (consider developmental level of student)
Gambling		X	X			Engaging in any form of games of chance or betting for money or objects of value	*Pre-K-3 (consider developmental level of student)

FELONIES

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Felony conviction **SSDR**					X	Felony conviction outside of school	Applies for students 12 years or older ➔ Follow the law linked 37 H1/2
Felony charge **SSDR**					X	Felony complaint (charge) outside of school	Applies for students 12 years or older ➔ Follow the law linked 37 H1/2

FIGHTING

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Fighting/ mutual altercation involving two students with no significant medical intervention required. **SSDR**			X	X	X	Students involved in mutual pushing, shoving, hitting, scratching, kicking, or punching that does not require significant medical intervention. **Example** Nurse checks out student and does not see the need for significant medical intervention (more than ice/ bandage)	*Pre-K-3 (consider developmental level of student Application of reasonable force in self-defense is a consideration In ASPEN at least 2 offenders that share the same incident ID (need to modify IDs to match) ➔ Mandatory meeting with family/caregiver with Administrator
Fighting / mutual altercation involving two or more students with need for significant medical attention **SSDR**				X	X	Students involved in pushing, shoving, hitting, scratching, kicking, or punching that requires significant medical intervention. **Example** Nurse checks out student and recommends further medical intervention such as being seen by doctor/ urgent care/ ambulance	➔ A suspension hearing should be strongly considered, even if an alternative discipline is named. ➔ Consider emergency removal and contact SROs depending onimpact ➔ Consider MTSS referral/ re-convene (Special Education) ➔ Consider impact on community and provide support for community and consider mediation when all parties are ready

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation

HARASSMENT and HAZING

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Harassment non-sexual- Potential **SSDR**			X	X	X	*Harassment Potential is used to suggest that an incident may be harassment and further investigation is needed. If confirmed harassment, harassment will change to harassment confirmed* Targeted intimidation or abusive behavior toward a student based on actual or perceived that that creates an intimidating, hostile or offensive environment. - Race - Color - Religion - Ancestry - National Origin - Sexual Orientation - Sex - Gender Identity or Expression - Physical Appearance - Pregnant or Parenting Status - Mental, Physical, developmental or sensory disability	<u>Must have an offender and a victim in Aspen</u> ➔ Follow Comprehensive Response to Bullying and Harassment
Harassment sexual-Potential **SSDR**			X	X	X	*Harassment Potential is used to suggest that an incident may be harassment and further investigation is needed. If confirmed harassment, harassment will change to harassment confirmed* Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct/communication of a sexual nature, that creates an intimidating, hostile or offensive environment.	*Pre-K-3 (consider developmental level of student) <u>Must have an offender and a victim in Aspen</u> ➔ Contact Title IX coordinator immediately per school committee policy
Hate Acts **SSDR**			X	X	X	Any spoken, written, electronic communication, signage, physical gestures, words/ symbols on apparel or other items that carry, incite, or express	➔ Contact Title IX coordinator immediately per school committee

						hatred against a <u>group of persons</u> that creates an intimidating, hostile or offensive environment. Especially for oppressed or marginalized group, defined in terms of: ● Race ● Color ● Religion ● Ancestry ● National Origin ● Sexual Orientation ● Sex ● Gender Identity or Expression ● Physical Appearance ● Pregnant or Parenting Status ● Mental, Physical, developmental or sensory disability **Examples** Tearing down a pride flag Wearing clothing that discriminates against a certain group	policy
Hazing **SSDR**				**X**	**X**	Committing an act or acts against a student or coercing a student to commit an act that creates risk of harm to a person in order to be initiated into a student organization or class.	<u>Must have an offender and a victim in aspen.</u> ➔ Students and employees of the District are obligated by law to report incidents of hazing to the police department.

MARIJUANA

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Definitions/ Examples	Protocols/ Documentation
Sale/ Distribution of Marijuana				**X**	**X**	Possession of marajuana with intent to sell or give away	*Pre-K-3(consider developmental level of student) ➔ If young students has

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notes	Protocols/ Documentation
Possession of Marijuana on school grounds			X	X	X	Having marijuana in one's pocket(s), bag(s), locker, car, etc.	marajuana SCAN for a potential 51A ➔ If there is suspicion that the student is under the influence of marajuana, that student should be checked out by the nurse and there should be collective agreement about whether or not the student is impaired.
Use of Marajuana on school grounds **SSDR**				X	X	Confirmed smoking or otherwise using marijuana	➔ Support staff should collaborate with administrators on intervention and access to services. ➔ FPS Handbook with Student ➔ Search and Seizure policy
Suspicion Under The Influence **SSDR**		X	X	X		An instance where an individual's behavior suggests that the use of marjuana	

				PUBLIC SPACE MISBEHAVIOR			

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notes	Protocols/ Documentation
Cutting class combined with wandering school building (Secondary)		X	X				**SECONDARY** ➔ **First incident** of cutting/ leaving school without permission: tier 1 strategies and parent/caregiver conference ➔ **Second Incident** of cutting/leaving school with permission: structured lunch ➔ **Third incident** of cutting/ leaving school without
Leaving school		X					

Behavior						Definition/Example	Notes
building without permission (Secondary)							permission: after school detention ➔ **Fourth incident** of cutting class/ school both a structured lunch and detention for each occurance **ELEMENTARY** The **first instance** of class elopement (elementary) should be taken seriously and warrants an immediate disciplinary meeting with the student and family. For students with **repeated elopement**, they should immediately be entered into the MTSS process. Elopement from the school building at the Elementary and Middle school levels requires a call to the SRO and potential use of SafetyCare protocols.
Leaving school building without permission (Elementary)		X	X	X			
Elopement/ running away/hiding (Elementary)		X	X	X			
Excessive Noise /disruption in public space	X	X	X	X		Yelling, screaming, loud music that significantly disrupts learning	*Pre-K-3(consider developmental level of student) The frequency of incidents needs to be considered when assigning levels. Multiple violations may warrant Level 3/ 4 consequences.
Propping a Door to the Outside		X	X	X			*Pre-K-3(consider developmental level of student) The frequency of incidents needs to be considered when assigning levels. Multiple violations may warrant Level 3/ 4 consequences.
Filming/ Recording Photographing without Consent		X	X	X		Does not include obscene or explicit content (see Sexual Misconduct)	Taking pictures, videos, or audio recordings of students and staff without permission is prohibited and a violation of Massachusetts State Law, and is not permitted in school, at school based events, or on buses.

Parking in an undesignated spot (High School)		X	X	X	X	Parking in a space that is not assigned to you.	➔ Restriction from parking on school property should follow the same guidelines for the number of suspension days based on levels 1-5. The levels are determined by the frequency of parking violations. *Ex: 4th parking violation = level 4. Consequence is a 4 day parking restriction.*

SEXUAL ASSAULT

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Notes	Protocols/ Documentation
Sexual Battery/ Assault **SSDR**				X	X	Oral, anal or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent. Includes rape, fondling, indecent liberties, and child molestation.	Must have an offender and a victim in Aspen. ➔ Mandatory meeting with family/caregiver with Administrator ➔ Involve support staff immediately ➔ File 51A ➔ Contact Title 9 Coordinator ➔ Alert SROs

SEXUAL MISCONDUCT

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notes	Protocols/ Documentation
Mutual sexual contact between students		X	X			Physical contact including, but not limited to, intimate touching, fondling, and kissing at school or a school-sponsored activity between two or more students.	*Pre-K-3(consider developmental level of student) ➔ Mandatory meeting with family/caregiver with Administrator ➔ Immediate involvement of support staff. ➔ SCAN to consider 51A ➔ Alert SRO for possession/distribution/lewd behavior activity. ➔ A suspension hearing should be strongly considered, even if an alternative discipline is named. ➔ Consider MTSS referral/re-convene (Special Education)
Possession of Obscene Material			X	X	X	The frequency and severity of the violation needs to be considered when assigning the level.	
Distribution of Obscene Material			X	X	X	The frequency and severity of the violation needs to be considered when assigning the level.	
Lewd behavior activity/ indecent exposure/ inappropriate sexual activity			X	X	X	Behavior intended to result in sexual gratification without threat or force (individual gratification or mutual gratification)	
Filming/ Recording Photographing Obscene and Lewd material				X	X	Filing obscene, lewd, or sexualized material.	➔ Taking pictures, videos, or audio recordings of students and staff without permission is prohibited and a violation of Massachusetts State Law, and is not permitted in school, at school based events, or on buses.

THREATS/INTIMIDATION

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notes	Protocols/ Documentation
Physical intimidation / posturing			X	X		Verbal and non-verbal behaviors individuals use to assert dominance or intimidate their perceived opponents.	*Pre-K-3(consider developmental level of student)

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notes	Protocols/ Documentation
						Examples	➔ Threats are taken seriously
						A student is in close proximity to another, with clenched fists, shouting "what are you going to do about it?"	➔ For an immediate/imminent threat contact SRO Or 911
Physical Threat **SSDR**			X	X	X	Threatening an individual or group of individuals with a gesture(s) or body language.	➔ Contact Director of Safety and Security
						Example	➔ Bring together the SCAN team and determine the need for risk assessment and possible mental health evaluation.
						A student threatens physical harm against another student or teacher	
Verbal Threat **SSDR**			X	X	X	Threatening an individual or group of individuals with spoken words or sounds.	
						Example	
						A student says, "I'm going to kill you!"	
Written Threat **SSDR**			X	X	X	Threatening an individual or group of individuals in writing (e.g., letter, note, message on board).	
						Example	
						A student writes a note to someone to meet them in the bathroom at 3:00 for a fight	
Electronic Threat **SSDR**			X	X	X	Threatening an individual or group of individuals by email, postings on Internet sites, or through other electronic mechanisms.	
						Example	
						A student posts on the Google Classroom stream, "I'm going to beat up _____."	

SCHOOL THREATS								

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notes	Protocols/ Documentation
Bomb Threat SSDR				X	X	Intentionally making a false report of potential harm from a bomb, dynamite, explosive, or arson-causing device.	*Pre-K-3(consider developmental level of student) ➔ Threats are taken seriously
Chemical/biological threat SSDR						Intentionally making a false report of potential harm from dangerous chemicals or biological agents.	➔ For an immediate threat contact SRO Or 911

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notes	Protocols/ Documentation
Terroristic Threat SSDR				X	X	Making terroristic threats to harm students or school officials, and/or to destroy school property.	➔ Contact Director of Safety and Security ➔ Bring together the SCAN team and determine the need for risk assessment and possible mental health evaluation.
Fire Alarm-pulling SSDR				X	X		
Misuse of 911			X	X			*Pre-K-3(consider developmental level of student)

THEFT

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notes	Protocols/ Documentation
Robbery **SSDR**					X	The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.	*Pre-K-3(consider developmental level of student) Victim required in Aspen ➔ Contact SRO (consider age of student)
Personal/ School Theft **SSDR**		X	X	X		Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his or her possessions.	
Motor Vehicle Theft **SSDR**				X	X	Theft of a motor vehicle. This category includes theft of a car, truck, motorcycle, dune buggy, snowmobile, RV, or anything that is self-propelled.	

TOBACCO

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notes	Protocols/ Documentation
Sale of tobacco products **SSDR**				X	X	Sale of tobacco products (e.g., cigarettes, chewing tobacco).	.*Pre-K-3(consider developmental level of student) ➔ If young students has tobacco SCAN for a potential 51A ➔ If there is suspicion that the student is under the influence of tobacco, that student should be checked out by the nurse and there should be collective agreement about whether or not the student is impaired. ➔ Support staff should collaborate with administrators on intervention and access to services. ➔ FPS Handbook with Student Search and Seizure policy
Distribution of tobacco products **SSDR**			X	X	X	Distribution (i.e., giving away) tobacco products.	
Use of vape/ tobacco **SSDR**			X	X		Smoking, chewing or otherwise using tobacco (cigarettes, cigars, pipes, or smokeless tobacco)	
Possession of tobacco products **SSDR**		X	X	X		Having tobacco in one's pocket(s), bag(s), car, locker, etc.	
Suspicion under the influence of tobacco products **SSDR**		X	X	X		An instance where an individual's behavior, breath, etc., suggests that he or she used tobacco.	

VANDALISM

Behavior Description	Level 1	Level 2	Level 3	Level 4	Level 5	Notes	Protocols/ Documentation
School/ School property Vandalism		X	X			Willful destruction or defacement of school property.The frequency and severity of the incident needs to be considered when assigning levels. **Example:** A student uses a permanent marker to write their name on school property/ bus	*Pre-K-3 (consider developmental level of student)
Personal Property Vandalism		X	X			Willful destruction or defacement of personal property. The frequency and severity of the incident needs to be considered when assigning levels. **Example:** A student who is escalated goes to the teacher's personal library and throws the books, which ruins and rips the pages	
Discharging or tampering with Fire Extinguisher and or AED			X	X			

WEAPONS-SSDR

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Notes	Protocols/ Documentation
Handgun **SSDR**				X	X		*Pre-K-3(consider developmental level of student) ➔ Every weapon threat is taken seriously ➔ If a weapon was mentioned, alert SRO's immediately. ➔ Determine if a stay in place or lockdown is needed. ➔ Work with support staff to recommend a mental health evaluation and
Shotgun/Rifle **SSDR**				X	X		
Other firearm **SSDR**				X	X	The weapon involved was another type of firearm not named above. Including zip guns, starter guns, and flare guns.	
Explosive Device **SSDR**				X	X	A bomb, grenade, rocket, missile, other incendiary device	

Knife (Less 2.5 Inches) **SSDR**			**X**	**X**	**X**		perform a risk assessment
Knife (Greater 2.5 Inches) **SSDR**				**X**	**X**		➔ A suspension hearing should be strongly considered, even if an alternative discipline is named. ➔ 37H law may apply.
Other Sharp Object **SSDR**				**X**	**X**	The weapon involved was another type of sharp object (razor blade, ice pick, other pointed instrument).	
Other Object used as a weapon **SSDR**				**X**	**X**	Examples include but not limited to brass knuckles, billy club, stun gun, etc…	
Unknown Weapon **SSDR**				**X**	**X**	Examples include but not limited to mace, tear gas, etc..	
Substance used as a weapon **SSDR**				**X**	**X**	Examples include but are not limited to fireworks, firecrackers, etc.	

Guide for Temporary Student Removal and Exclusion

INTRODUCTION

Student removal/exclusion involves the temporary removal of students from their regular academic program or a public space. Student removal/exclusion may be an appropriate **accountable consequence** when students:

1. Experience temporary emotional upset
2. Experience a sustained and more intense emotional upset
3. Engage in pervasive unskillful, inappropriate, or unacceptable behaviors within a single period that have an adverse impact on their own learning and the classroom culture
4. Commit chronic rule violations over time after early intervention and support have been provided
5. Engage in public space misconduct that jeopardizes safety and order
6. Engage in aggressive, dangerous, or destructive behaviors that threaten or cause physical and/or emotional harm and/or seriously jeopardize safety and order

Exclusionary accountable consequences, from a brief period out of class to multiple days out of school, do come with risks and costs. Exclusion should be minimized and used only when warranted. Risks to students include loss of instructional time; students' feelings of anger, resentment, alienation, humiliation, and embarrassment; decline in academic performance; increased attendance issues; and involvement in high-risk activities during unsupervised time outside of school grounds. Costs to the school community include disproportionate use of exclusion that often impacts students of color, students with disabilities, and English learners. These risks and costs can be mitigated through timely restorative interventions and a thoughtful re-entry plan.

GOALS

The primary aims of temporary student removal and exclusion are to:

1. Remove the student immediately from the situation or after a series of incidents to support the development of target behaviors and mindsets in service of academic achievement, the development of healthy relationships, and good conduct
2. Ensure that safety, order, and calm are restored when violent, dangerous, or anti-social behaviors seriously disrupt a learning environment or public space

How does temporary student removal and exclusion live within an accountable, restorative, and equitable school culture?

Accountable

Temporary removal provides the time, space, and guidance to fully own and account for one's behavior/actions, discuss what happened, and consider the behaviors' impact on others.

Restorative

Temporary removal can provide the time for Restorative Conversations, Problem-Solving and Planning Conferences, Student-Student and Student-Teacher Mediations, and/or Restorative Group Conferences, which enable students to mend relationships, develop new skills, and restore their good standing.

Equitable/Fair

Significant differences in behavioral and academic outcomes among student groups are reduced when…

1. Conditions for each type of temporary removal are clear, proportional to the behavior violation, and standardized across the district
2. Interventions aligned to temporary removal are standardized, yet personalized, to meet the developmental and linguistic needs of each student
3. The process and protocols for removing students are implemented with care, dignity, and cultural responsiveness

CATEGORIES OF TEMPORARY STUDENT REMOVAL AND EXCLUSION

Detention for Middle and High School Students

Detention is the supervised retention of students during the school day or after school.

Goal

The primary aims of detention are to:

1. Increase students' self-awareness/reflection, self-management, and social skills

2. Help students understand the impact of their behavior, review rules, and set goals to improve behavior and restore relationships

Detention Process

1. Administrative or school staff may assign a detention to students who engage in Level 2 violations.
2. There are two types of detention: Administrative Detention and Teacher Detention.
3. Teachers or administrators who assign a detention must submit a behavioral referral in the student data management system.
4. Teachers who assign a detention are responsible for supervising the detention for their student(s). Teachers need to notify the parent/caregiver and give them 24 hours notice for after school detention to accommodate their schedules.
5. Administrative detentions for more serious Level 2 consequences are held on consistent days and times, and in the same location, and are supervised by an administrator or skillful school staff member who is trained in facilitating detention. Administrators need to notify the parent/caregiver and give them 24 hours notice for detention to accommodate their schedules.
6. While in detention, the administrator, teacher, or designated detention supervisor engages in a brief *Restorative Conversation* with students and provides opportunities for self-correction, role play, and social and emotional skill building.

Immediate Student Removal From Class or Other Location

When students are emotionally charged, violent, and/or engaged in risky or seriously destructive behaviors, they are removed, with dignity, from the immediate environment and escorted to an administrator in a safe location.

1. Student removal in these situations enables adults to restore calm, safety, and order as quickly as possible for the classroom/public space and for the student.
2. The teacher or other staff member submits a referral in the student data management system.
3. The administrator, in collaboration with the teacher/student support staff, will determine follow-up accountable consequences and restorative interventions that include an opportunity to reset/regain equilibrium. Immediate care and counselling will be provided to students in crisis situations.

Suspensions

When In-School Suspension (ISS) or Out-of-School Suspension (OSS) is a consideration after student removal from the classroom or other location for a specific behavior violation or after submission of multiple referrals, the Principal/Designee:

1. notifies the student and parent/caregiver of a possible suspension;
2. investigates the incident;
3. and, ***prior to imposing any suspension,*** conducts a HEARING (meeting) with the parent/caregiver in person or by phone.

Any time a student is removed from school and/or regular classroom activities, on account of the student's behavior for disciplinary reasons, before the end of the school day, counts as one day of removal/suspension.

Except in the very limited circumstances for emergency removal, a student may not be suspended until the Principal/Designee has conducted a hearing including giving the student the opportunity to dispute the charges and/or explain the circumstances regarding the incident.

All oral and written notices regarding suspensions should be provided in English and in the primary language of the home, if other than English, or other means of communication where appropriate.

<u>**No Suspension**</u>

If, after conducting a hearing, the Principal/Designee finds that a suspension is not warranted, the student is allowed to return to regular classes. The hearing may include recommended follow-up strategies and interventions that will help the student return to class successfully.

<u>**In-School Suspension (ISS) (1-2 Days)**</u>

ISS provides the time, space, and guidance to fully own and account for one's behavior/actions that create barriers to learning and have an adverse impact on the classroom and the school community. It is also an alternative learning setting that provides time for reflection, completion of teacher-assigned work, and the delivery of restorative interventions by relevant staff. Students and staff are accountable to engaging in some restorative action to repair the harm and make it right.

<u>ISS enables the school to:</u>
1. Provide some distance from the student to allow time for individuals and the community to recover and prepare for the student's supportive return
2. Facilitate restorative interventions like counseling, coaching, problem solving, and/or behavior replacement sessions during the school day

In-School Suspension-Restoration (ISS)	Interest and Considerations	Action Steps
1 - 2 Consecutive Days for Level 3 Behavior Violations	1 to 2 days is sufficient for students to receive embedded interventions during the school day that will support a successful re-entry to the learning environment.	A single incident or an accumulation of referrals may result in an assignment to ISS. 1. The Principal/Designee conducts an investigation of the incident by speaking with the student and others who were involved or impacted by the incident in order to gather all relevant facts. 2. The Principal/Designee informs the student of the substance of the offense and gives the student an opportunity to dispute or explain the circumstances. 3. Principal/Designee informs parent/caregiver of the substance and severity of the behavior violation and any injuries or property destruction that occurred; and meets with the parent/caregiver, either by phone the same day or in person as soon as possible. 4. If Principal/Designee imposes an ISS, the Principal/Designee completes the <u>Notice of In-School Suspension Finding,</u> and provides written Notice to parent/caregiver. 5. The student serves ISS for the assigned number of days and participates in an embedded intervention during the school day. 6. Follow-up actions may include a restorative conversation with an adult who submitted the referral as well as progress monitoring.

For more about Principal Hearings, please see section in this document.

Out-of-School Suspension

Out-Of-School Suspension (OSS) is considered a very serious consequence. It signals the gravity of the violation, communicates the urgent need for the student to turn around inappropriate and unacceptable behaviors, and becomes part of the student's school record. Exclusion from the school community for a limited number of days can provide some distance from the student for those impacted by the incident. It also allows time for the suspended student to reflect on the impact of their behavior, receive targeted **restorative interventions** and engage in a **supportive re-entry protocol** upon their return to school. *It is worth repeating that exclusion should be minimized and used only when warranted.*

Out-of-School Suspension (OSS)	Interest and Considerations	Action Steps
1-4	Limiting the length of	A single incident or an accumulation of referrals may result

Consecutive Days for Level 3 and Level 4 Behavior Violations	OSS encourages students to recover more quickly from lost instructional time and re-engage in the school community. Suspensions beyond four days have an exponentially negative impact on student performance.	in an assignment to 1-4 Days Out-of-School Suspension. 1. The Principal/Designee conducts an investigation of the incident by speaking with the student and others who were involved or impacted by the incident in order to gather all relevant facts. 2. The Principal/Designee informs the student and parent/caregiver of the substance and severity of the behavior and any injuries or property destruction that occurred; alerts parent/caregiver of possible Out-of-School Suspension; and **schedules a hearing (meeting)** with the parent/caregiver. <u>Notice of Potential Discipline</u> is given orally and in writing as soon as possible. 3. The Principal/Designee completes the investigation of the incident. 4. The Principal/Designee conducts the hearing (meeting) with the parent/caregiver, the student, and any others who are present to share critical information or provide support for the student, including giving the student the opportunity to dispute or explain the circumstances. 5. If the hearing results in assignment to 1-4 Days Out-of-School Suspension, the Principal/Designee completes the <u>Notice of Short Term Suspension Finding.</u>, and provides written Notice to parent/caregiver as soon as possible. 6. If the student is in grades K through 3, Principal/Designee sends a copy of Notice to Superintendent and explains the reasons for out of school suspension, prior to suspension taking effect. 7. The student serves Out-of-School Suspension for the assigned number of days. The student is provided an opportunity to make up assignments and school work in order to continue academic progress. 8. The student is not permitted to be on school property or to take part in any school function during the assigned Suspension. 9. Re-entry meeting required with an administrator for the assignment of 3 or more days 10. Follow-up actions may include any of the following: a parent/caregiver phone call or in-person to strategize about next steps; an intervention delivered by a Student Support Team member; and a progress monitoring plan.

Out-of-School Suspension (OSS)	Interest and Considerations	Action Steps

| 5 - 10 Consecutive Days for some Level 5 Behavior Violations | Assignment of a 5-10 day suspension is only used for the most egregious or violent violations that have a profoundly negative impact on the classroom/school community. Extended exclusion from the school community has a lasting impact on the student's social and emotional well-being and the student's attachment to school. The student in this situation may find it extremely difficult to make up for missed learning.

A student who has been suspended from school for five or more school days for a single violation in any school year has the **Right to Appeal** the suspension to the **Superintendent.** | A single incident may result in an assignment to 5 - 10 Days Out-of-School Suspension.

1. The Principal/Designee conducts an investigation of the incident by speaking with the student and others who were involved or impacted by the incident in order to gather all relevant facts.
2. The Principal/Designee informs the student and parent/caregiver of the substance and severity of the behavior and any injuries or property destruction that occurred; alerts parent/caregiver of possible Out-of-School Suspension; and **schedules a hearing (meeting)** with the parent/caregiver. Notice of Potential Discipline is given orally and in writing as soon as possible.
3. The Principal/Designee completes the investigation of the incident.
4. **The Principal/Designee consults with the Assistant Superintendent/Designee regarding the investigation, contributing factors and potential discipline.**
5. The Principal/Designee conducts the hearing (meeting) with the parent/caregiver, the student, and any others who are present to share critical information or provide support for the student, including giving the student the opportunity to dispute or explain the circumstances. .
6. If the hearing results in assignment of 5-10 Days Out-of-School Suspension, the Principal/Designee completes the Notice of Suspension Finding, and provides written Notice to parent/caregiver as soon as possible..
7. If the student is in grades K through 3, Principal/Designee sends a copy of Notice to Superintendent and explains the reasons for out of school suspension, prior to suspension taking effect.
8. The student serves Out-of-School Suspension for the assigned number of days. The student is provided an opportunity to make up assignments and school work in order to continue academic progress.
9. The student is not permitted to be on school property or to take part in any school function during the assigned Suspension.
10. Re-entry meeting required with an administrator.
11. Follow-up actions may include any of the following: a parent/caregiver phone call or in-person to strategize about next steps; a student, and parent/caregiver; an intervention delivered by a Student Support Team member; and a progress monitoring plan. |

Out-of-School Suspension (OSS)	Interest and Considerations	Action Steps
More than 10 Consecutive Days for some Level 5 Behavior Violations	**Except for suspensions under 37H and 37H ½,** no student may be suspended for more than **ninety (90) school days** in a school year, beginning with the first day that the student is removed from school. No Level 5 suspension shall extend beyond the end of the school year in which such suspension is imposed. A student who has been suspended from school for more than 10 school days for a single violation or for more than ten (10) school days cumulatively for multiple violations in any school year has the **Right to Appeal** the suspension to the **Superintendent.**	A single incident may result in an assignment Out-of-School Suspension for More than 10 Days: 1. The Principal/Designee conducts an investigation of the incident by speaking with the student and others who were involved or impacted by the incident in order to gather all relevant facts. 2. The Principal/Designee informs the parent/caregiver of the substance and severity of the behavior and any injuries or property destruction that occurred; alerts parent/caregiver of possible Out--of-School Suspension; and schedules a hearing(meeting) with the parent/caregiver <u>Notice of Potential Discipline</u> is given orally and in writing as soon as possible. 3. The Principal/Designee completes the investigation. **4. The Principal/Designee consults with the Assistant Superintendent/Designee regarding the investigation, contributing factors and potential discipline.** 5. The Principal/Designee conducts the hearing(meeting) with the parent/caregiver, the student, and any others who are present to share critical information or provide support for the student, including giving the student the opportunity to dispute or explain the circumstances. 6. If the hearing results in assignment to more than 10 Days Out-of-School Suspension, the Principal/Designee completes the <u>Notice of Long Term Suspension Finding</u> including the right to appeal the suspension to the Superintendent, and provides written notice to parent/caregiver as soon as possible. 7. If the student is in grades K through 3, Principal/Designee sends a copy of Notice to Superintendent and explains the reasons for out of school suspension, prior to suspension taking effect. 8. The student serves Out-of-School Suspension for the assigned number of days. The student is provided an opportunity to make up assignments and school work in order to continue academic progress. 9. A student suspended for more than 10 days is provided the opportunity to receive education services and to make academic progress through the District's education service plan. 10. The student is not permitted to be on school property or to take part in any school function

		during the assigned Suspension. 11. Re-entry meeting required with an administrator. 12. Follow-up actions may include any of the following: a parent/caregiver phone call or in-person to strategize about next steps; student, and parent/caregiver; an intervention delivered by a Student Support Team member; and a progress monitoring plan.

For more information about the Right to Appeal 10 or More Days of Out-of-School Suspension, please see this link: _____

Expulsion

An expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, or indefinitely, or permanently. as permitted under M.G.L. c. 71, 37H or 37H½ for the following reasons:

1. Possession of a dangerous weapon

2. Possession of a controlled substance

3. Assault on a member of the educational staff

4. A felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such a felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal follows the procedures for an out-of-school suspension for more than 10 days (see above). During the expulsion process, the student is provided an opportunity to make up assignments and school work in order to continue academic progress.. If a student is expelled, the district will partner with the family to identify alternative options for the student and the student will have the opportunity to receive education services and to make academic progress through the District's education service plan.

The student shall also receive written notification of their right to appeal the expulsion decision to the **Superintendent**. The expulsion shall remain in effect prior to any appeal hearing.

For more information about the Right to Appeal 10 or More Days of Out-of-School Suspension, please see this link: _____

Emergency Removal

A principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of t**he student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption.** The principal shall immediately notify the Assistant Superintendent/Designee in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal **shall not exceed two (2) school day**s following the day of the emergency removal, during which time the principal shall:

1. Make immediate and reasonable effort to orally notify the student and the student's parent/caregiver of the emergency removal, the reason for the need for emergency removal.
2. Provide written notice to the student and parent using the **Notice of Emergency Removal**.
3. Provide the student and parent/caregiver, within two school days, an opportunity for a hearing with the principal, unless an extension of time for the hearing is agreed upon by the principal, parent/caregiver, and student and documented by the Principal/Designee.
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day using the **Notice of Emergency Removal Finding.**

A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Any time a student is removed from school and/or regular classroom activities, on account of the student's behavior for disciplinary reasons, before the end of the school day, the removal counts as one full school day.

Due Process and What Can You Expect in the Principal Hearing

Students have a Constitutional right to **Due Process** when facing a recommendation of suspension or expulsion from school. The process involves an investigation of relevant facts and evidence in the case, a Principal hearing, a final decision, and in the case of a suspension of 10 or more days, the right to appeal that decision.

During the Hearing

1. The **Principal/Designee** will put into the record all school documents related to the incident.

2. The **student, parent/caregiver, or advocate** may put into the record any other documents relevant to the hearing they wish to be considered.

3. The **Principal/Designee** will
    ○ discuss the disciplinary offense, provide specific facts about the incident and the reasoning behind the suspension recommendation;
    ○ present any other relevant evidence or witness testimony that is relevant to the facts of the case;
    ○ consider the student's attendance, academic, discipline, and special education records in determining the final decision.

4. The **student, parent/caregiver, or advocate may:**
    ○ ask questions related to the facts of the case or the recommended suspension;
    ○ present any additional evidence, witness testimony or other information, including mitigating facts, they would like considered regarding the facts of the case or the recommended suspension.

5. The **student, parent/caregiver, and the Principal/Designee** have the opportunity to provide any closing comments.

After the Hearing

6. The **Principal/Designee** will consider the available information, including mitigating circumstances and will make the determination of whether the student committed the offense, and, if so, what remedy or consequences will be imposed. The Principal/Designee will notify the student and parent, in writing, of the determination and the reasons behind it.). If a suspension is assigned, the type of suspension and the length of the suspension will be stated. If a suspension is assigned, the student and parent will be informed of the opportunity to make up assignments and such other school work as needed to make academic progress during the suspension.

Due Process

Prior to the Hearing, the Principal must provide oral and written notice to the student and parent in English and in the primary language of the home if other than English.

1. The notice must include:
    a. notice of the disciplinary charge;
    b. the basis for the charge;
    c. the potential consequences including potential length of the student's suspension;

   d. the opportunity for the student to have a hearing concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident and for the parent to attend the hearing.

   e. Date, time and location of the hearing; and

   f. right to interpreter services if needed.

2. If the potential length of suspension is 10 or more days, notice must include additional rights:

   a. the opportunity to review the student's record and documents;

   b. the right to be represented by counsel or a lay person of student's choice, at student/parent expense;

   c. the right to produce witnesses;

   d. the right to present the student's explanation (but not compelled to do so);

   e. the right to cross-examine witnesses;

   f. the right to request that the hearing be recorded and to receive a copy of the audio recording; and

   g. right to appeal the principal's decision to the superintendent.

At the hearing, the student and parent have the opportunity to present information including mitigating facts that the principal should consider.

Following the hearing, the Principal will provide written notification to the student and parent including:

1. the Principal's determination and the reasons for it;

2. the type and duration of suspension;

3. notice of the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal; and

4. if long term suspension, the right to appeal the principal's decision to the Superintendent or designee and the process for appealing the decision.

5. In the case of an appeal , the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

If a student with their parent/caregiver appeals the suspension, the following rights can be exercised:

1. In advance of the appeals process, the student has an opportunity to review their record and the documents upon which the principal/AP may rely in making a determination whether to suspend the student.

2. The right to be represented by counsel or lay person of the student's choice at the student or parent/guardian's expense.
3. The right to present and explain the circumstances of the reported incident and/or dispute the allegations, but the student may not be compelled to do so.
4. The right to produce witnesses on their behalf.
5. The right to cross-examine witnesses presented by the school.
6. The right to request that the hearing be recorded by the Principal/Designee and a copy of the audio recording will be provided to the student or parent/caregiver upon request.

Discipline for Students with Special Needs

General Guidelines:

1. Students with IEPs or 504 plans have special legal protections.
2. Schools have the authority to discipline all students, including those with learning and thinking differences.
3. Special considerations apply to students on an IEP or 504 Plan where the behavior is a manifestation of the student's disability.
4. Schools must help students whose misbehavior is caused by a disability, which can include learning and thinking differences.

All students, including students with IEPs and 504 plans, must follow school rules. State and federal law requires public schools to maintain a safe, orderly learning environment.
This is why every public school has a Code with rules for behavior. Except in the case of assignment to suspension, all consequences in the Behavior Violations Matrix apply to all students. However, interventions will be differentiated and personalized to meet the needs of students with IEPs and 504 plans.

Additional Provisions:
Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires that additional provisions be made for discipline of students who have been found by a special education or 504 evaluation team to have special needs and whose program or accommodations/services are described in an IEP or Section 504 plan.
The following additional requirements apply to the discipline of special needs students:

1. The IEP or 504 Plan for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's disability requires modification. Any modification will be described in the IEP or 504 Plan. Students who have not yet been found eligible for special education or Section 504 services, but there is a suspected disability, have the same protections as students on an IEP or 504 Plan..

2. The Principal/Designee will notify the Special Education Office or the 504 Coordinator of the suspendable offense of a special needs student and a record will be kept of such notices. The student has the right to make up tests and other assignments, and do such other work as necessary to make academic progress during that period.

3. Manifestation Determination Meeting - For students on an IEP, if the Principal/Designee is considering disciplinary action that would result in suspension for more than 10 consecutive or cumulative days, a Manifestation Determination Meeting must be held **prior to the suspension.** The relevant members of the student's IEP Team will meet with the parent to review relevant information to determine:

   · if the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or

   · if the conduct in question was the direct result of the school's failure to implement the IEP.

4. The answers to these questions are used to determine whether disciplinary actions are appropriate and to inform future responses to disciplinary infractions and to determine any necessary further assessments, such as, additional psychological evaluation and/or Functional Behavioral Assessment (FBA), that may need to be conducted. Results of the manifestation determination meeting could also include the need to review and modify an existing IEP or 504 plan.

Getting Help and Helping Others for Elementary Students

For elementary students, the most important consideration for getting help is a student's willingness to share their concerns, struggles, and challenges with an adult. For many students, this means telling a parent/caregiver; for others, it might include speaking to a trusted adult at school. All students at all elementary schools are encouraged to tell an adult when they feel unsafe or when they see someone physically hurting or emotionally harming another student. When a student is struggling academically, has a personal or school-related concern, or is the victim or witness to bullying and/or harassment, the parent/caregiver should contact their child's teacher to schedule a call to determine next steps. If the child has an assigned special education liaison, social worker, or student support staff member, this is also a good time to reach out to them.

Getting Help and Helping Others for Secondary Students

Everyone needs help sometimes, and these situations provide an opportunity for learning and growth. This section of the Code encourages students to advocate for themselves and seek out the support of teachers, parents/caregivers, peers, and student support staff when problems or concerns arise. Parents/caregivers can support their children in following through with the guidelines below, or in some instances, may need to play a more active role in seeking help for their child. Parents/caregivers may also participate in conferences and other supports that help their child get back on track or feel safe and welcome at school.

Academic Challenges

Solving an academic problem requires the student to advocate for themselves along with support from teachers, parents/caregivers, school counselors, and other school professionals or peers.

For help with an academic problem, the student is encouraged to follow these steps:

Academic Challenges
1. Arrange to speak with the teacher privately. Share your concern and what you find challenging. Share what you think the teacher can do to help you improve.
2. If the teacher is unable to help you resolve the problem, seek further help from another adult that you trust (advisor, teacher, counselor, administrator).
3. If the problem remains unresolved, tell your parent/caregiver about the problem. You may ask them to speak with the teacher or an administrator. Or, you may choose to schedule a family conference involving you, a parent/caregiver, a guidance counselor, and a school administrator.

Extracurricular Problems

For help with problems involving extracurricular activities, the student can take the following steps:

School Activity	Athletics
1. Meet with the activity advisor when they can give you their undivided attention. Try not to discuss the problem during the activity period itself.	1. Set up a meeting with the athletic coach when they can give you their undivided attention. Try not to discuss the problem during practice or a game.

2. If you do not know who the advisor is for the activity, check in with a teacher or an administrator to help you determine this. Then, arrange a meeting.	2. If meeting with the athletic coach does not feel like the first right step, schedule a time to meet with the athletic director to get their perspective and then meet with the coach.
3. If you are unable to get help in solving the problem by taking the steps above, discuss the matter with your parents/caregivers to determine next steps. Parents/caregivers may wish to join the student in a conference with an administrator..	

School Related Problems or Personal Concerns

All school staff know how important it is for students to feel comfortable asking for help when it is needed. Problems related to **discipline, security, vandalism, personal safety and well-being** are considered very serious. If a student has a problem in any one of these areas, the student can take the following steps:

School or Personal Concerns
1. Tell a staff member you trust about your situation and/or arrange to speak with a counselor, social worker, or administrator right away. Tell the staff member or administrator exactly what happened, what you experienced, or what you observed happening to someone else. It's important to share what is making you feel worried, uncomfortable, or unsafe. Every effort will be made to keep the information and identity of individuals confidential.
2. You may also share the information with a parent/caregiver to let them know the steps you have taken, or you may ask them to support you by speaking with a teacher and/or administrator.
3. If you want help when you face a similar concern or challenge in the future, arrange to speak with a teacher, administrator, counselor, or social worker who can help you develop skills to deal with the issue in a way that works for you.

Bullying and Harassment

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors are unsafe, violate district-wide rules, and do not honor our rights and responsibilities as members of the school community.

If you or someone you know is a target of one of these behaviors, you can report it using the Bullying Incident Report Form, available on school and district websites, in the main office, student services, or the counseling

office of your school. You can also tell a staff member, who will respond by providing a practical, private, and safe place to report.

(For more information see Framingham Public Schools Policies JICFB: Bullying Prevention, AC: Nondiscrimination, ACAB: Sexual Harassment, JBA: Student-to-Student Harassment, and JICFA: Prohibition of Hazing)

Bullying
If You Are Being Bullied ● Tell someone you trust — a parent/caregiver, a teacher, a counselor, an administrator, school counselor, social worker, or mental health specialist. ● Calmly tell the student to stop…or say nothing and walk away to remain safe. If You Know Someone Who Is Being Bullied ● If you feel safe, be an "Upstander"…. ● Tell the bully to stop by saying, "We don't do that at this school." Or "It's not right to treat someone like that." ● Say words of support to the student being bullied. Be a friend! ● Don't encourage the bully by laughing or joining in. ● Tell other bystanders how to help stop the bullying. If It Doesn't Feel Safe ● Tell an adult. ● Encourage the bullied student to talk to someone.

If a building administrator determines that one of these behaviors has occurred, the students involved will receive support from either a school counselor or school social worker to be sure that everyone involved feels safe and supported, understands the impact of these behaviors, and learns how to avoid these situations in the future.

Group Problems

If a group of students believes that they share a common problem related to discipline, security, or their personal safety or well-being, the best way to seek assistance is:

Group Problems

1. Identify and send two or three representatives to the teacher, advisor, or coach, with counselor support, if needed, at an agreed upon time and location and present the group's point of view on the matter.
2. If the issue or the matter is not resolved, the teacher or school counselor will involve a building administrator.
3. The most effective approach is one that involves a restorative conversation that includes the groups impacted by the problem.

Confidentiality of Conversations and Records in Counseling

When a student reports that they are hurting themselves or thinking about hurting themselves, or if someone is hurting them or other students, school personnel are required to share the report with the building administrator. The report will also be shared with parents and outside agencies as appropriate. No statement, oral or written, made by a student seeking counseling for any form of drug or alcohol abuse may be used as the basis for school discipline.

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. FERPA serves two primary purposes. It gives parents or eligible students more control over their educational records, and it prohibits educational institutions from disclosing "personally identifiable information in education records" without the written consent of an eligible student who is 18 years or older, or if the student is a minor, the student's parents. (20 U.S.C.S. § 1232g(b)). An eligible student is one who has reached age 18 or attends a school beyond the high school level.

Student confidential conversations with licensed social workers are confidential and protected from disclosure by the social worker privilege except to protect the safety of the student or others.

Complaints

Making an Informal Complaint
1. A student or parent/caregiver with a complaint first contacts the district employee closest to the issue.
2. The district employee schedules a meeting with their immediate supervisor.

3. The staff member or administrator discusses the complaint with the student or parent/caregiver and tries to resolve the problem within five school days.

4. If the student or parent/caregiver is not satisfied with the response, they contact the District administration office to schedule a conference to discuss the complaint.

5. If the student or parent/caregiver is dissatisfied with the decision made at the conference with the District administrator, they may file a formal written complaint to the Superintendent.

6. If the student or parent/caregiver is still dissatisfied, in appropriate circumstances, they may file a formal written complaint to the School Committee, in accordance with School Committee policies and practices.

*Neither the School Committee, Superintendent, nor any member of the school administration or faculty, will retaliate against any person because they participated in the complaint conference.
*If the parent/caregiver receives no response to the initial complaint within 5 school days, they should contact the administration office.

For any grievance or complaint related to harassment or discrimination, please see this link:
ACAB - POLICY AND GRIEVANCE PROCEDURES FOR DISCRIMINATION

Making an Formal Complaint
1. A formal complaint from a student or parent/caregiver to the Superintendent or the School Committee must be made in writing and should be specific in the actions desired.
2. A staff member will notify the student or parent/caregiver that the written complaint was received.
3. The Superintendent or School Committee responds to the written complaint within 10 days.

Please refer to Framingham Public Schools Policy KE for information regarding Public Complaints.

Referrals to External Agencies Providing Counseling and Human Services
In some situations, school staff may refer students and families to a school counselor or a human services agency in the community.

Support for Families of English and dual language learners

Families play an integral role in their child's learning; the Multilingual Family Engagement Office is committed to supporting parents of English Learners in matters pertaining to their children's education and providing access to school-related events and activities. Its mission is to promote a welcoming environment in order to build a stronger relationship between schools and families and to ensure that every student reaches educational success. The goal is to ensure that multilingual families are informed, involved and empowered. Contact information is found on the [district website](#) along with a link to our family guide in [English](#), [Spanish](#) and [Portuguese](#).

- The [Bilingual PAC Advisory council (BPAC)](#) supports and carries out the work of the Bilingual PAC, Multilingual Education Department and school outreach to parents of ELs. (Authority: Title VI; EEOA; Title III). BPAC meetings are open to all families of identified English learners in the district, preK-12.
- The goal of the [Dual Language Parent Advisory Council (DLPAC)](#) is to ensure that our dual language families have an organized voice and meaningful role as partners in their child's/children's education. The DLPAC will seek to strengthen social bonds, build community, and serve as a safe forum for families to share their ideas, inspirations, initiatives, and concerns. DL PAC meetings are open to all families of DL programs districtwide.

Support for Families of Students with Disabilities

The following group provides opportunities for discussing special interests and concerns of parents of students with disabilities. Meetings held are open to all parents.

1. <u>Special Education Parent Advisory Council</u>: The Framingham Special Education Parent Advisory Council (F-SEPAC) is a self-governing volunteer organization that serves all families of children with special needs from the entire district. F-SEPAC offers parents a way to connect with one another, offer support, and share resources in a warm and welcoming environment. F-SEPAC hosts monthly parent coffees. F-SEPAC serves as an adviser on matters that pertain to the education and safety of students with disabilities. F-SEPAC representatives and school officials meet regularly to participate in the planning, development and evaluation of school special education programs.
   Contact the F-SEPAC at [FraminghamSEPAC@gmail.co](#)m

Glossary

Accountable- An accountable approach supports students to take responsibility for their words and actions, reflect on the impact of their behavior, and accept consequences and interventions.

Restorative- A restorative approach enables students to develop and strengthen positive attitudes and their capacity to self-correct, problem-solve, learn expected behaviors, make amends, and re-engage with the community and with learning activities.

Equitable- An equitable approach eliminates barriers that prevent full participation, provides resources and opportunities in ways that reduce disparities, and supports all groups of students to achieve comparable outcomes.

Disparities- Are noticeable and unfair differences between people or groups of people.

Student Agency- Student agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. Student agency gives students voice and often, choice, in how they learn.

Citizenship- Citizenship means being a member of and supporting one's community.   Being a responsible school citizen means students, staff and families are respectful and caring about members of their community and do their best to make their school and community a better place.

Biases- Biases are strong and often preconceived opinions about something or someone. A bias may be favorable or unfavorable.

Competencies- Competencies are a combination of knowledge, skills and attitudes that students develop and apply for successful learning, living and working.

Self-disciplined- A person who is able to regulate their thoughts and behaviors in order to achieve goals. For students, this means keeping focused on assignments or in classes and keeping track of deadlines.

Prosocial- Prosocial behavior promotes social acceptance and friendship. Prosocial behavior includes a wide range of actions such as helping, sharing, comforting, and cooperating.

Harassment- Harassment is offensive, belittling, threatening, or otherwise unwelcome behavior directed at someone. Harassment can include a range of verbal or physical behavior.

Gang- A group of persons, typically youths, who share a common identity and whose purpose in part is to engage in criminal activity.

Extracurricular- Activities taking place outside of the regular school program or schedule.

Function-Based Thinking Assessment- A systematic approach to problem-solving possible functions of student behavior. A function-based thinking assessment is a tool educators can utilize to define problem behaviors and select interventions that match the function of the student's behavior. Please see here for additional information.