

**Agenda Item VI.J, Board Action on Student Achievement Committee recommendations concerning
new Board Policy 101.7, School Climate and Discipline**

General Business Meeting

June 16, 2015

A new Board of Education (“Board”) policy, 101.7, School Climate and Discipline (“Board Policy 101.7”) was presented at the May 5, 2015 Student Achievement Committee meeting. The policy was developed by a group of stakeholders and was also reviewed by the relevant offices in the Department of Education.

At the same meeting, the Student Achievement Committee approved a recommendation that the full Board adopt the policy as shown in **Exhibit A**.

Board Policy 101.7 was placed on the Board’s May 19, 2015 General Business Meeting agenda. Upon request, action on the policy was deferred.

POLICY 101.7
SCHOOL CLIMATE AND DISCIPLINE

Schools shall identify school climate goals that complement the school's academic goals. School climate goals and action plans developed by each school community will identify practices that serve to create an environment where all members are respected, welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically. A critical component of a strong and positive climate is a school-wide discipline policy that honors the civil rights of our students, sets high expectations for behavior and provides clear, developmentally appropriate, and proportional consequences for misbehavior.

In view of the essential link between instructional time and academic achievement, schools shall strive to keep students in school and engaged in learning to the greatest extent possible. Schools should remove students from the classroom as a disciplinary consequence only as a last resort and only for appropriately serious infractions. Students who are removed from class shall be provided with meaningful academic instruction and behavioral supports. The administrator with discretion and authority to effect an off-campus suspension shall in every case, prior to such suspension and in addition to other factors required to be considered by law, balance the long-term best interests of the student against overall campus safety concerns. Such determination shall be documented in writing.

Should schools opt to use school-based law enforcement officers, schools shall provide clear definitions of the officers' roles and responsibilities on campus and document those expectations in a written agreement designed to avoid inappropriate student referrals to the justice system, violation of civil rights laws, and information exchanges that may violate student privacy rights. The role of the officer shall be primarily focused on safety and reducing inappropriate student referrals to law enforcement. Such officers shall not be involved in routine disciplinary matters. The Department shall provide training to such officers necessary and relevant to the SRO's role on campus, including adolescent brain development and school-wide discipline policies.