



Discipline Policy SY 24-25

School Culture and Discipline Practices

PTPLA intends to employ best practice elements associated with low suspension rates, especially for students of Black and Brown demographics. These elements are based on a framework developed by the Advancement Project (2009), and the indicators are derived from research and recommendations from experts in the field (H.R. 2192, Or. 2013; Nishioka, 2012). We will promote school culture and discipline by doing the following:

1. Eliminate disproportionate use of exclusionary discipline.
2. Focus primarily on prevention and positive reinforcement as our discipline approaches.
3. Require Restorative Practices and Circles as the tool for conflict resolution and behavioral accountability.
4. Engage with an office referral system supportive of a traditional Office Referral for negative behaviors, as well as a non-traditional Positive Office Referral for positive behaviors. (See Appendix)
5. Involve parents in the development, modifying, and or implementation of the discipline policies.
6. Reference use of disaggregated discipline data to monitor exclusionary discipline procedures.
7. Avoid academic penalties for disciplinary concerns.
8. Employ applicable policies only to misconduct at school activities or events that directly influence the functioning of the school or community stakeholders.
9. Outline a graduated set of discipline responses that focuses on early intervention and student support.
10. Provide consistently formative alternatives to suspension.
11. Address therapeutically any suspendable behaviors that pose a serious and credible threat to the safety of students, staff, or school community (weapons, firearms, arson, drugs, persistent fighting, assault of staff, gang related activities).

Equitable Practices

The PTPLA Board will use the Regional Educational Laboratory Northwest Training Guide for Using Data to Promote Equity in School Discipline with the Discipline Policies and Procedures Summary (DPPS). The use of exclusionary discipline practices has shown to have negative academic and social outcomes and to be ineffective at reducing misbehavior. The priority of PTPLA is to promote **NON-EXCLUSIONARY DISCIPLINE**: Discipline actions that assign additional support or consequences to students without removing them from classroom

instruction or with the least restrictive environments. The suspension rate in the Putnam City & Western Heights School District has most impacted that of the Black and Brown subgroups. Students in these subgroups are also economically disadvantaged, trauma-informed, English Language Learners, and Students with Disabilities, and chronically absent. The PTPLA inclusive approach to discipline is designed to minimize learning loss, and provide consistency and accountability for onsite academic, and social and emotional learning engagement.

Communication of Discipline Policies

PTPLA staff, students, and families will be notified of all discipline policies upon enrollment, upon receipt of handbook, during the Family Vision Conference, and during grade level/classroom orientation. Community partners will also receive a written copy of the discipline policy and will be expected to inform the PTPLA Dean of Leadership when a student is in violation of the policy. Additional notifications when it is deemed necessary to enforce a discipline policy will be adhered to in the following manner:

- Staff Notification: PTPLA staff be notified via the Student Information System, and on our computer-based daily discipline log.
- Student Notification: PTPLA students will receive both a verbal and written notice, along with a conference with a member of the Administrative Team if deemed appropriate
- Parental/Family Notification: PTPLA parents/families will be contacted via phone and in writing. In some instances, a parent conference will be requested.
- Community Partner Notification: PTPLA Community Partners will not be notified of an actual student violation; however, the Dean of Leadership will communicate as to whether the student is able to participate with the said community partner, depending on the infraction. PTPLA Community Partners will receive communication when a student receives a Positive Office Referral.

Restorative Practices: PTPLA has found that the Denver Public Schools Discipline Policy and Matrix and that of Denver North High School is closely aligned to our discipline philosophy of restorative frameworks.

A 2019 report from WestEd’s Justice and Prevention Research Center summarized the breadth of evidence on restorative practices and found that some schools adopt a universal approach that involves training all staff members and students, while others add the practices on to existing discipline systems. PTPLA intends to employ a universal approach, training both staff and students, as well as applying to our discipline system. The excerpt below, as taken from the report speaks to the decision of PTPLA to use Restorative practices in our model.

“Restorative justice (RJ) is a broad term that encompasses a growing social movement to institutionalize non-punitive, relationship-centered approaches for avoiding and addressing harm, responding to violations of legal and human rights, and collaboratively solving problems. RJ has

been used extensively both as a means to divert people from traditional justice systems and as a program for convicted offenders already supervised by the adult or juvenile justice system. In the school setting, RJ often serves as an alternative to traditional discipline, particularly exclusionary disciplinary actions such as suspension or expulsion. RJ proponents often turn to restorative practices out of concern that exclusionary disciplinary actions may be associated with harmful consequences for children (e.g., Losen, 2014). More recently, it has also been embraced as a preventative intervention for building an interconnected school community and healthy school climate in which punishable transgressions are less common (e.g., Brown, 2017).

Within school settings, RJ encompasses many different program types. An RJ program can involve the whole school, including universal training of staff and students in RJ principles, or it can be used as an add-on to existing discipline approaches and philosophies. It also has been combined with other nonpunitive discipline approaches, such as Social and Emotional Learning and Positive Behavioral Interventions and Supports.” (As taken from WestEd’s Justice and Prevention Research Center.)

SECTION ONE: SCHOOL DISCIPLINE ADMINISTRATION

1-1 Characteristics of Disciplinary Practices

- A. Successful disciplinary practices have the following characteristics:
 1. They are explicit, reasonable, and timely.
 2. They have logical, fair, consistent, and age-appropriate consequences.
 3. They include a variety of prevention and intervention measures.
 4. They provide the opportunity for significant parent/guardian and student participation.
 5. They respond to individual differences among students with insight and sensitivity.
 6. They ensure the opportunity for students to obtain an education.
 7. They address the needs of the student who engaged in the misconduct, the needs of those who were affected by the misconduct, and the needs of the overall school community.

1-2 Staff Training

- A. Staff training will be provided as needed to ensure that the disciplinary program in each school is effective and that relevant policies and procedures are equitably applied.

1-3 Non-Discrimination

- A. School district staff responsible for implementing this Policy shall do so without discrimination based on race, color, gender, sex, sexual orientation, gender identity or expression, transgender status, religion, national origin, immigration/citizenship status, ancestry, age, marital status, pregnancy, parenting or marital status, veteran status, disability, or participation in a discrimination investigation. (Policies AC and JB).
- B. Discipline for students with disabilities shall be in accordance with the student's individualized education program (IEP), any behavior intervention plan, 504 Plan, and applicable laws affording procedural safeguards to students with disabilities.

1-4 Addressing Racial Disparities and Other Protected Class Disparities in School Discipline

- A. Efforts shall be made to eliminate any racial disparities in school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled, or referred to law enforcement.

1-5 Student Conduct Subject to Disciplinary Action

- A. Student conduct during either curricular or extracurricular activities in classrooms, in school buildings, on school grounds, or in school vehicles may be subject to disciplinary action, if such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

SECTION TWO: INTERVENTIONS AND CONSEQUENCES

2-1 General

- A. Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. Schools should minimize the use of out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement, to the extent practicable while remaining consistent with state statute, local ordinances, and mandatory reporting laws.

2-2 Reasonable Consequences

- A. Consequences should be reasonable, fair, age-appropriate, and should match the severity of the student's misbehavior, as well as consider the impact on the victim and/or community. Consequences that are paired with meaningful and developmentally

appropriate instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in getting the student re-engaged in learning.

- B. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences include systematic recognition for appropriate behavior and lead to an increase in that appropriate behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

2-3 Relevant Factors in Making Discipline Decisions

- A. When choosing consequences for students' misbehavior, teachers, administrators, and staff must balance the District's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following factors shall be considered:
 - 1. Age, health, and disability or special education status of the student
 - 2. Appropriateness of student's academic placement
 - 3. Student's prior conduct and record of behavior
 - 4. Student's attitude
 - 5. Level of parent/guardian's cooperation and involvement
 - 6. Student's willingness to repair the harm
 - 7. Seriousness of the offense and the degree of harm caused
 - 8. Impact of the incident on the overall school community.
- B. The availability of prevention and intervention programs that are designed to address student misbehavior should also be considered prior to disciplining students.
- C. If a student has an IEP or 504 Plan (or who we reasonably suspect may have a disability), PTPLA will consider whether we can apply exclusionary discipline for more than 10 days. Exclusionary discipline for more than ten days in a school year requires a hearing to determine if the conduct was a manifestation of the student's disability. PTPLA will consult with our Special Education Teacher/Coordinator and if additional clarification is needed we intend to seek OSDE Special Education counsel and Oklahoma Public School Resource Center Special Education counsel for governance on the process. PTPLA will also consider when behavior may indicate a need to consider our Child Find obligations to identify students with disabilities.

2-4 Interventions

- A. When misconduct occurs, schools shall investigate the circumstances and gather facts that will help to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level. Interventions should provide students an opportunity to learn from their mistakes, and re-engage the student in learning. All interventions should balance the needs of the student, the needs of those directly affected by the behavior, and needs of the overall school community.
- B. There are three types of intervention strategies that are available to teachers and administrators: Administrative, Restorative, and Skill-based/Therapeutic.
1. Administrative Strategies are statutory, rule-based, or contract-based interventions done "to" the offender, such as:
 - a. Removal from classroom
 - b. Detention
 - c. Suspension
 - d. Expulsion
 2. Restorative Strategies are problem solving interventions done "with" the offender. They are driven by justice as much as is possible and focus on the harm caused and how it will be repaired. A successful restorative justice strategy may utilize collaboration in interventions with allied agencies and professionals. An assessment of the incident/conduct will be done, and a determination will be made by the school or District whether a face-to-face meeting with all parties is appropriate. Examples may include:
 - a. Family group conferencing
 - b. Victim-offender mediation
 - c. Classroom peace circles
 - d. Reparation of harm.
 3. Therapeutic/Resource Strategies are done "by" the offender and require intrinsic motivational behavior change. Such interventions include:
 - a. Mental health counseling
 - b. Anger management classes
 - c. Informal mentoring and behavior coaching.
- C. Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2nd or 3rd offenses. For example, in compliance with this Policy, the three types of interventions may be used in the following ways:
1. Independently (e.g., 1-day after-school detention)
 2. As alternatives to each other (e.g., choice of mediation or 1-day suspension)
 3. In conjunction with each other (e.g., 2-day in-school suspension along with anger management class and mediation).

- D. Interventions can range from reminders, redirection, student/teacher conferences to classroom removal, behavior contracts, suspensions, recommendations for expulsion, and/or referral to law enforcement.

SECTION THREE: DISCIPLINARY OFFENSES

3-1 Offenses and Consequences

For a detailed list of offenses, potential consequences, and whether a mandatory referral to law enforcement is necessary, see Discipline Matrix.

3-2 Discipline Ladder

- A. Six levels of intervention are defined in the discipline ladder. Disciplinary action should begin and be resolved at the lowest level possible, consistent with the nature of the violation. If similar violations continue, the intervention moves to a higher level on the ladder (e.g., from Level A to Level B). It is the intent of this policy that disciplinary offenses or violations are cumulative for a current school year. Past school years' referrals of a student should generally not be considered in determining the maximum consequence or ladder level for a disciplinary offense or violation during a current school year.
- B. The discipline ladder is used to provide students with support so as to avoid future disciplinary action. At all levels of the disciplinary referral ladder, interventions considered may include any of the types referenced above in Section 2-4 of this policy.

The PTPLA Board of Directors is currently in the process of developing a Discipline Matrix similar to that of DPS, and intends to include the Matrix in the Enrollment Packet. See below for the Discipline Ladder, types of conduct displayed at each level, and the Intervention Plan, understanding that this is still in draft form.

Discipline Ladder

Type One Conduct (Levels A-C)

Classroom disruption	Use of profanity or vulgarity	Verbal insults or put-downs	Scholastic dishonesty
Excessive tardiness, skipping class	Dress code violation	Unauthorized use of school equipment, elevators	Minor physical aggression with another student (e.g., pushing, shoving)
Picking on, bothering, or	Minor defiance of	Use of cell phones,	Minor damage or

distracting other students	authority/disobedience	electronic devices at unauthorized times	defacement of school property
Unauthorized location of building	Tobacco offenses	Gambling	Other minor school-based misconduct

Level A - Teacher/Student

- The student is provided an opportunity to tell his/her version of the incident.
- The teacher or designated staff counsels with the student.
- One or more interventions are initiated as appropriate.
- Any interventions will be documented.

Level B - Teacher/Student/Parent

- The student is provided an opportunity to tell his/her version of the incident.
- The teacher or designated staff notifies the student's parent/guardian.
- The teacher counsels with the student and, if possible, the parent/guardian.
- One or more interventions are initiated as appropriate.
- Any interventions will be documented.

Level C - Teacher/Support Staff/Student/Parent

- If intervention at Level B has not been successful, the teacher or designated staff can determine whether to involve a social worker, nurse, guidance counselor, psychologist, or any other member of the school's support staff.
- The student is provided an opportunity to tell his/her version of the incident.
- The parent/guardian is notified.
- The teacher and any member of the support staff who has been involved will conference with the student and, if possible, the parent/guardian to provide support for correcting the misbehavior. If possible, all of the student's teachers will be included in the conference.
- One or more interventions are initiated as appropriate.
- Any referrals or interventions will be documented.

Type Two Conduct (Level D)

Classroom disruption	Use of excessive profanity or vulgarity in the presence of adults	Bullying	Consensual but inappropriate physical contact
Excessive tardiness, skipping class	Possession of fireworks/firecrackers	Unauthorized use of school equipment, elevators	Minor physical aggression with another student (e.g., pushing, shoving)
Harassment based on sex, gender, sexual orientation, gender identity or expression, transgender status, or pregnancy, parenting, or marital status (sexual harassment)	Severe defiance of authority/disobedience	Harassment based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information of an employee or applicant for employment	Destruction or theft of school property, including graffiti (under \$500)
False activation of a fire alarm	Tobacco offenses	Gambling	Recurring Type One offenses

Level D - Administrative Level Referral

- The student is referred to the appropriate administrator or designated staff person.
- Documentation of the steps taken to intervene and change the student's behavior is provided.
- The student is provided an opportunity to tell his/her version of the incident.
- The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.
- If necessary, in-school suspension of up to three days may be utilized (see Section 6-2 of this policy for more details).
- School officials should consider developing a behavior intervention plan for the student (in some cases, such a plan might be mandatory; see Section 5-3 of this policy).
- Referrals and interventions will be documented.

Type Three Conduct (Level E)

Classroom disruption	Use of profanity or vulgarity toward adults	Bullying	Consensual but inappropriate physical contact
Possession of alcohol, unauthorized (but legal) drugs, or illegal drugs	Possession of fireworks/firecrackers	Destruction or theft of school property, including graffiti (\$500 - \$5000)	Mutual fighting (may include incidents that result in minor injuries like cuts, scrapes etc.)
Harassment based on sex, gender, sexual orientation, gender identity or expression, transgender status, or pregnancy, parenting, or marital status (sexual harassment)	Severe defiance of authority/disobedience	Harassment based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information of an employee or applicant for employment	Theft from an individual (\$500 - \$5000)
Being under the influence of drugs or alcohol	Excessive tobacco offenses	Excessive Gambling	Other school-based misconduct that substantially disrupts the school environment and Recurring Type Two offenses

Level E - Suspension Options

- The student is referred to the appropriate administrator or designated staff person.
- Documentation of the steps taken to intervene and change the student's behavior is provided.
- The student is provided an opportunity to tell his/her version of the incident.
- The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.

- If previous interventions have not been successful, the Head of School or 's designee may consider the use of an in-school suspension of 1-3 days or a one-day out-of-school suspension (see Sections 6-2, 6-3, and 6-4 of this policy regarding the use of suspensions).
- School officials should consider developing a behavior intervention plan for the student (in some cases, such a plan might be mandatory; see Section 5-3 of this policy).
- Upon return to school after suspension, further steps to encourage positive behavior are to be considered.

Type Four Conduct (Level F)

Habitual disruption in classroom and building	Assault, harassment, false allegation of abuse or willfully causing property damage against a school employee	Bullying	Unlawful sexual behavior, unlawful sexual contact, and indecent exposure
Possession of alcohol, unauthorized (but legal) drugs, or illegal drugs	Possession of an explosive (non fireworks/firecrackers) that seriously endangering the welfare or safety of others, Arson	Destruction or theft of school property (over \$5000)	Student behavior presenting an active or ongoing danger to the welfare or safety of school occupants
Harassment based on sex, gender, sexual orientation, gender identity or expression, transgender status, or pregnancy, parenting, or marital status (sexual harassment)	Severe defiance of authority/disobedience	Harassment based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information of an employee or applicant for employment	Theft from an individual (\$500 - \$5000)
Being under the influence of drugs or alcohol	Third Degree Assault	Witness Intimidation or Retaliation	Other school-based misconduct that substantially disrupts the school environment and Recurring Type Three offenses

Level F - Additional Suspension Options

- The student is referred to the appropriate administrator or designated staff person.
- Documentation of the steps taken to intervene and change the student's behavior is provided.
- The student is provided an opportunity to tell his/her version of the incident.
- The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.

- If previous interventions have not been successful, the Head of School or 's designee may issue an additional 1-3 day in- school suspension and/or a 1-3 day out-of-school suspension (see Sections 6-2, 6-3, and 6-4 of this policy regarding the use of suspensions)

- Persistent misconduct can result in the student being declared "habitually disruptive," and will be recommended for expulsion.

- Upon return to school after suspension, further steps to encourage positive behavior are to be considered.

Type Five/Six Conduct (Potential Expulsion Recommendation)

Hazing and bodily harm therein	Sale or distribution of, or intent to sell, unauthorized drugs or controlled substance	First degree assault	Firearm
Dangerous Weapon	Sexual assault	Second degree assault	Possession of, knowing of and participating therein for any of these conducts

Bullying & Harassment Policy

The Governing Board of Proud To Partner Leadership Academy believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society. To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

Bullying may occur when a student or group of students engages in any form of repetitive behavior that includes such acts as intimidation and/or harassment that

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- occurs when there is a real or perceived imbalance of power or strength, or
- may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyber bullying,
- exposure to social exclusion or ostracism,
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and damage to or theft of personal property.

Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling,

unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Hazing is any intentional, knowing, or reckless act committed by a student, whether individually or in concert with other persons, against another student, in which both the following applies:

- The act was committed in connection with an initiation into an affiliation with, or the maintenance of, membership in any organization that is affiliated with the school;
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person. School organizations that violate the hazing policy may forfeit their right to conduct operations on campus. Any staff member who is directly involved in, knowingly permits, authorizes, or condones any form of harassment, bullying, hazing, or threats of harm is subject to disciplinary action and may be reported to law enforcement. Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property.

Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media. Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or suspect another student is bullied should report their concern to any staff member of the School District. The reporting student will be asked to fill out the Ambassador Incident Report (AIR). School personnel are to maintain appropriate confidentiality of the reported information.

Retaliation by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable district policies and administrative regulations.

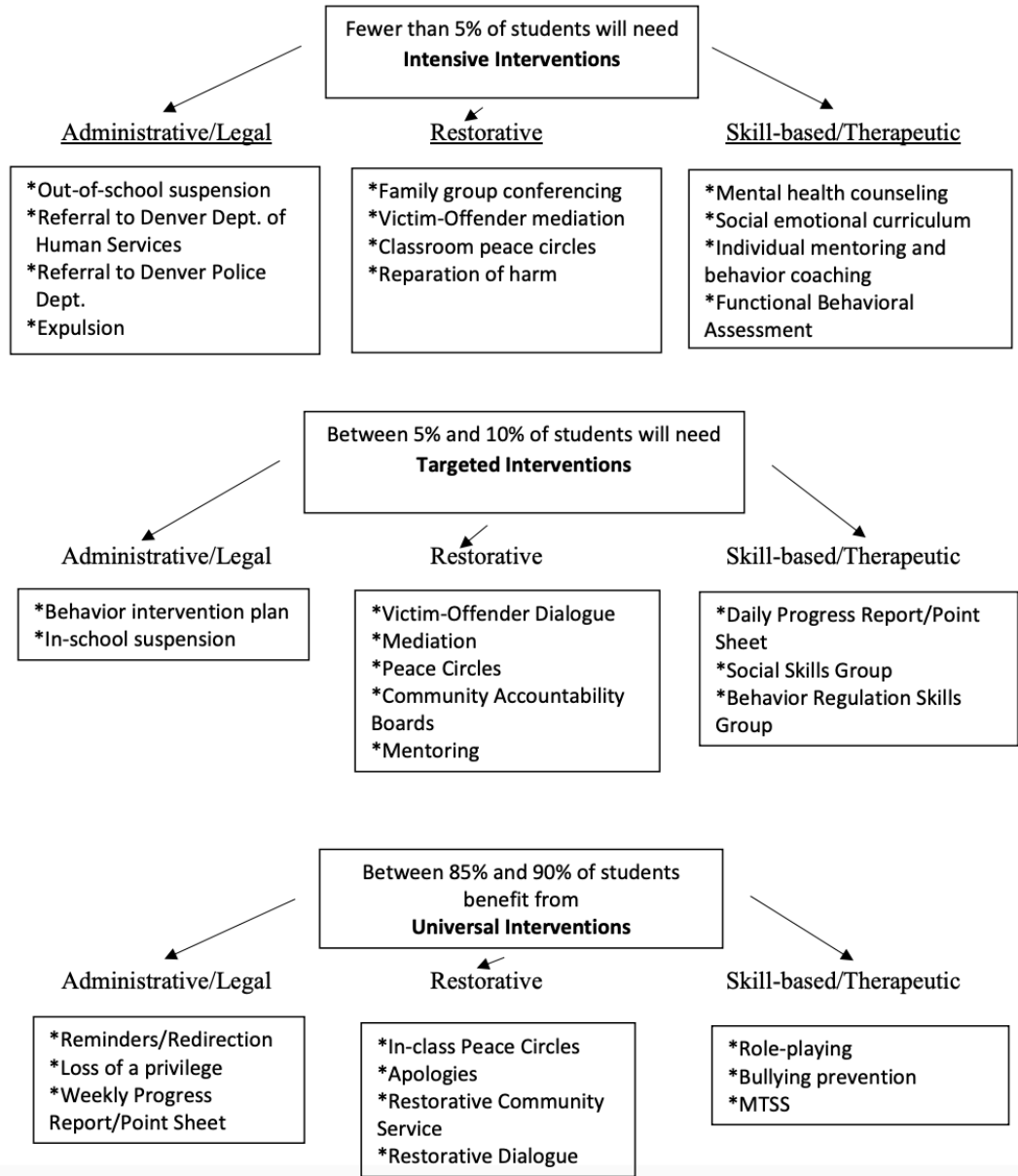
Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

PTPLA Intervention Plans: Universal, Targeted, and Intensive (as adopted from DPS)

For each incident of misbehavior, different student support/discipline strategies can be implemented. The identification of the appropriate interventions and consequences will lead to the correction of the misbehavior. Students need to be re-engaged in the learning process as quickly as possible. The following are some examples of student support/discipline strategies:



SECTION FOUR: DISRUPTIVE STUDENTS IN THE CLASSROOM

4-1 Removal from Classroom

- A. The District acknowledges the important role and responsibility of teachers in an effective discipline plan. A classroom free of disruption is essential for learning. When a teacher judges it necessary to protect the instructional process, he or she may remove a disruptive student from class to an alternative setting. The PTPLA Board of Directors defines "Classroom Disruption" as a willful and substantial disobedience or open and persistent defiance, or repetitive interfering with the school's or teacher's ability to provide an appropriate learning environment in the classroom which cannot be managed through effective classroom management and/or the intervention strategies identified in this policy.
- B. In the event a student is removed from the classroom, the teacher shall see that the student has his or her textbooks/devices and class work to complete assignments. The assigned team should collaborate with the Head of School to formulate a plan regarding alternative setting(s) for students removed from a classroom by a teacher. The student will be returned to class only after the teacher has been consulted and a conference has been held with the student. As soon as reasonably possible the teacher or Head of School (or designee) will contact the parent or legal guardian regarding the removal and request his or her attendance at a conference, if appropriate.
- C. A behavior plan may be developed at this time, but must be developed after the second removal of the student from the class. The plan should be consistent with the building disciplinary plan. Conditions under which students will be returned to class after the second removal, including the time period which should expire before the student is returned, shall be part of the behavior plan if developed. A referral to the school intervention team (with adequate documentation) is appropriate. The student will be returned to class only after the teacher has been consulted and a conference has been held with the student.
- D. Upon the third removal (with the exception of students with an active IEP), the student may be removed from the teacher's class for the remainder of the term. A referral to the school intervention team (with adequate documentation) is appropriate. Whether the student will be placed in a different education setting or suspended shall be consistent with this policy and IDEA regulations. This section shall not serve as a substitute for expulsion, and may only be applied if the school has an equal educational opportunity available for the student in the building.

- E. If the Head of School has evidence a teacher is referring an excessive number of students for disciplinary reasons, the Head of School shall review the classroom practices with the teacher and try to determine if a more preventive approach is possible through change in practice, or if the teacher would benefit from staff development. However, this concern shall not be utilized as a reason for returning a student to class who has been excluded by the teacher without the conference referred to above.

SECTION FIVE: SUSPENSION AND EXPULSION PREVENTION

5-1 General

- A. Alternatives, such as restorative or therapeutic interventions, should be utilized to help students who are at risk of suspension or expulsion before such disciplinary measures become necessary.
- B. The Head of School or a designee shall work with the professional staff to identify students who are at risk of suspension or expulsion. Among those students who may be at risk are those who have been or are likely to be declared habitually truant or habitually disruptive.
- C. At-risk students could be defined as those students with previous behavioral problems or students who were suspended, expelled, or removed from class at any point in the last calendar year.

5-2 Behavior Intervention Plans

- A. The use of behavior intervention plans to prevent or correct persistent discipline problems is strongly encouraged. The goals of the plan are to address the student's disruptive behavior and educational needs, and emphasize the importance of maintaining the child's enrollment in school.
- B. To develop the plan, the Head of School or a designee will arrange for a meeting with the student, the student's parent/guardian, the mentor/community partner and any members of the staff whom the Head of School designee believes should attend. The purpose of the meeting will be to address the reasons for the student's disruptive behavior and cooperatively to establish goals, objectives, and timelines to modify such behavior.
- C. A written plan will be prepared that addresses the student's disruptive behavior, educational needs, and the steps necessary to keep the child in school. Functional

behavioral assessments are encouraged in developing the plan. The plan will include incentives for good behavior and consequences if the student is disruptive in violation of the plan. The behavioral plan shall include a description of the support and educational services that will be provided by the school to help the student avoid future suspensions and expulsion.

1. The District must work with the student's parent or guardian in providing these services.
 2. Such services may be provided through agreements with appropriate local governmental agencies, community-based organizations, and institutions of higher education.
- D. Every effort will be provided for parent/guardian and teacher(s) input and involvement in the contract's development. Notification of the plan will be presented to the parent/guardian in a language he or she understands or is fluent.
- E. The parent/guardian, student, and the Head of School or designee should sign the contract.
- F. Every effort will be made to ensure that a plan of services is in place and acted upon before any action is taken to suspend or expel a student, barring emergency situations in which immediate disciplinary action is necessary to ensure the safety of the school and its occupants.

5-3 Mandatory Behavior Intervention Plans

- A. There are two situations in which a behavior intervention plan must be developed: when a student has been twice removed from class for being disruptive; and when a student receives a suspension that counts toward being declared a "habitually disruptive student."

SECTION SIX: SUSPENSIONS OR EXPULSIONS

6-1 General

- A. Suspensions, both in-school and out-of-school, are only to be given in accordance with Section 3-1 of this policy.
- B. A student may not be suspended for conduct that occurs off of school property and outside the school day unless the conduct substantially disrupts, or will substantially disrupt, the school environment, or seriously endangers the welfare or safety of other

students or school personnel. In this instance, the provisions in Section 3-1 of this policy shall be followed.

- C. Students who are suspended may not participate in extracurricular activities or school sponsored events during the period of the suspension, unless the participation is directly aligned to grading or academic programming and term evaluation, and is approved by the Head of School. Additionally, students on suspension during the administration of state assessments shall be provided an opportunity to take the test and may be allowed to participate in related test preparation activities, upon approval by the Head of School.
- D. The school shall provide the student with the opportunity to earn equivalent grades and credits as other students during the student's suspension, and the ability to make-up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to provide an opportunity for the student to reintegrate into the educational program of the district following the period of suspension.

6-2 In-School Suspensions

- A. Students with consistently problematic behavior patterns should not be allowed to disrupt the educational process; yet when these students are suspended from school it often adds to the problems of the students, the school, and the community. Therefore, PTPLA and the PTPLA Board of Directors endorse the concept of in-school suspension.
- B. The purpose of in-school suspension is to provide a more effective means of discipline than detention or out-of- school suspension. By using in-school suspension, students should not fall behind on school assignments, but should still learn from their mistakes and misbehavior. All in-school suspensions shall be imposed in a manner that is consistent with students' due process rights, as outlined in this and other policies. The following guidelines shall be observed:
 - 1. Students shall be assigned to a special class, if available, where they shall be adequately supervised at all times. The in-school suspension supervisor shall see that each student has appropriate assignments and materials from his/her regular teachers.
 - 2. The Head of School or a designee shall notify the parents/guardians at once by telephone if their child has been placed under in-school suspension. If the parent/guardian cannot be reached by phone, or if requested by the parent/guardian, there shall be a written notification in a language the parent/guardian can understand. Reasons for the in-school

suspension shall be given, and a conference may be scheduled prior to the student's readmission to regular class.

6-3 Out-of-school Suspensions

- A. Students can only be suspended out-of-school if they commit a Type Three, Type Four, Type Five or Type Six offense (see Section 3-1 of this policy), or if they have reached Level E in the Discipline Ladder (see Section 3-2 of this policy).

6-4 Procedures for Out-of-school Suspensions

- A. The PTPLA Board of Directors delegates to the Head of School, or to a person designated in writing by the Head of School, the authority to suspend a student out of school in a manner consistent with this policy. In exercising this authority, the Head of School or designee must follow the procedures prescribed to afford due process.
- B. Before a student is suspended, he or she has the right to an informal conference with the Head of School or designee. At the conference, the student must:
 - 1. Be allowed to call a parent or guardian, and have the parent or guardian attend the conference if they are able to within a reasonable amount of time.
 - 2. Be informed of the charges and evidence against him or her.
 - 3. Have an opportunity to respond to the charges, verbally or in writing, and present his or her version of events.
 - 4. Be informed of the right not to submit a written statement, if a written statement is requested.
 - 5. Have an opportunity to present evidence in his or her defense, including the right to have his or her witnesses interviewed by the Head of School or designee.
- C. It is best practice for the Head of School, or designee, to interview all known witnesses and to review all evidence prior to making a determination regarding suspensions.
- D. If, after the informal conference, the Head of School or designee decides to suspend the student out of school, the school must make a reasonable attempt to contact the parent or guardian at once by phone. The school must also provide a written notice of suspension in a language that the parent/guardian can understand. Both the oral and written notices must inform the parent/guardian that the student has been suspended, and must include the grounds for the suspension, the period of the suspension, and offer to schedule a time and place for the parent/guardian to meet with the Head of School or designee to review the suspension prior to or concurrent with reinstatement. It must also state that make-up work will be provided during the period of suspension, and that the student has the right to appeal the suspension and how to do so.

- E. If an emergency requires immediate removal of the student from school, the informal hearing shall follow as soon after the student's removal as practicable. If immediate removal from school is necessary, the school shall immediately notify the parent/guardian to determine the best way to transfer custody of the student to the parent/guardian.
- F. If the suspension will count toward declaration of the student as "habitually disruptive," the parent/guardian and student must be notified in writing, as discussed in Section 6-7 of this Policy.
- G. Upon reinstatement from suspension of any student, the Head of School or designee shall attempt to meet with the student's parent or legal guardian to discuss the student's behavior and the possible need for a behavior intervention plan (as discussed in Sections 5-2 and 5-3) for the student in an effort to prevent further disciplinary action.
- H. For Type Three offenses (see Section 3-1 of this policy) committed by a student in the 4th through 12th grades,, if the student's presence in school presents a danger or severe disruption to the school and its occupants or additional time is needed to further investigate the incident, the Head of School has the option of extending the maximum one-day out-of-school suspension available under Section 3-1 by up to two days, for a total of three days.
- I. For Type Four offenses (see Section 3-1 of this policy), the Head of School has the option of extending the maximum three-day out-of-school suspension available under Section 3-1 by up to two days, for a total of five days, if deemed necessary for the safety of the school.

6-5 Out-of-school Suspension Appeal Rights

- A. The student must be informed of his or her right to appeal an out-of-school suspension with the Head of School or designee in the notice of suspension.
- B. The student shall have the following rights in the suspension appeal process:
 - 1. The right to request a meeting with the Head of School or designee.
 - 2. The right to a representative to be present at the meeting.
 - 3. The right of the student, parent/guardian, and/or representative to address the Head of School or designee on the evidence and the appropriateness of the penalty.
 - 4. The right to submit, or have a parent, guardian, or representative submit, a dissenting opinion regarding the suspension, and have it included in the student's disciplinary file.
 - 5. The right to review, or have a parent, guardian, or representative review, any evidence relied upon in the suspension decision and which is reasonably available

for production. The district shall not be obligated to produce evidence which would be in violation of the Family Education Rights and Privacy Act or without an individual(s) consent or Court order.

- C. The Head of School or designee will:
 - 1. Review all written documents.
 - 2. Make a determination of whether there was sufficient evidence to find:
 - a. That the alleged violation occurred, and
 - b. Whether the penalty imposed was appropriate.
 - 3. Provide a written decision within five days of the meeting.
 - 4. If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
 - 5. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the Head of School or designee.
- D. If the Head of School or designee denies the appeal, the student may pursue a second appeal of the suspension to the PTPLA Board of Directors.
- E. The student shall have the following rights in the second appeal process:
 - 1. The right to request a meeting with the PTPLA Board of Directors.
 - 2. The right to a representative to be present at the meeting.
 - 3. The right of the student, parent/guardian, and/or representative to address the PTPLA Board of Directors on the evidence and the appropriateness of the penalty.
 - 4. The right to submit, or have a parent, guardian, or representative submit, a dissenting opinion regarding the suspension.
- F. The PTPLA Board of Directors will:
 - 1. Review all written documents.
 - 2. Make a determination of whether there was sufficient evidence to find:
 - a. That the alleged violation occurred, and
 - b. Whether the penalty imposed was appropriate.
 - 3. Provide a written decision within five days of the meeting.
 - 4. If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
 - 5. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the PTPLA Board of Directors.

6-6 Extensions of Out-of-school Suspensions

- A. The PTPLA Board of Directors delegates to the Head of School or a designee the authority to extend a student's out-of- school suspension by up to ten (10) days as

necessary, upon recommendation of the Head of School. The total period of suspension shall not exceed twenty-five (25) days. All suspensions shall not violate that of Special Education Services and documented IEP.

- B. A suspension shall only be extended if the student committed a Type Four or Type Five Offense (see Section 3-1 of this policy), the student's presence in school presents a danger or severe disruption to the school and its occupants, and either additional time is needed to further investigate an incident or there has been a recommendation to the Head of School or designee to expel the student.
- C. If an extension of the suspension is to be recommended, the Head of School or a designee shall make a reasonable attempt to notify a parent/guardian at once by telephone and shall follow up with a written notification in a language the parent/guardian can understand. Through this oral and written notification, the Head of School or designee shall attempt to schedule a conference with the parent/guardian to explain the reason for the extension.
- E. If the suspension has been extended so that the total suspension is ten (10) days or more, and there has not been a recommendation of expulsion, the student is to receive the same right to a hearing as described below in Section 6-8 of this policy.
- F. If a student's suspension is extended beyond a total of ten (10) days, the student must be provided with an alternative learning environment in which he or she shall have the opportunity to earn equivalent grades and credits as other students during the suspension period.

6-7 Habitually Disruptive Students

- A. A "habitually disruptive student" is a child who has been suspended out-of-school by the Head of School or a designee three (3) times during the course of a school year for causing a disruption in the classroom, on school grounds, in school vehicles, or at school activities or sanctioned events.
- B. For violations which are counted toward declaration as a habitually disruptive student, consideration will be given to whether a change in the student's schedule is appropriate to address the disruptive behavior.
- C. The student and parent/guardian must be notified in writing of each suspension counted toward declaring the student as habitually disruptive. The student and parent/guardian must be notified in writing and by telephone or other means at the home or the place of employment of the parent/guardian of the definition of "habitually disruptive student"

and the option to recommend expulsion of such students. This written notification must be provided in a language that the parent/legal guardian can understand and or is fluent.

6-8 Procedures for Expulsion

- A. The PTPLA Board of Directors delegates to the Head of School the authority to expel for any period up to one (1) calendar year. A parent may also opt to return to their zoned traditional public school in lieu of continued enrollment in PTPLA charter school.
- B. Procedures for expulsion of a student will be initiated by the Head of School's recommendation to the PTPLA Board of Directors. The Head of School will, at the time of making such recommendation, give to the student and the student's parent/guardian written notice of the recommendation in a language that they can understand or are fluent. The notice will contain:
 - 1. A statement of the reasons for the recommended action.
 - 2. A statement that a hearing on the question of expulsion will be held unless waived by the student or the parent/guardian within ten (10) days after the date of the notice.
 - 3. A statement that the student may be present at the hearing to hear the evidence, may have an opportunity to present relevant evidence, and may be accompanied by a parent/guardian and a representative of choice.
- D. Unless the student or parent/guardian expressly waives their right to a hearing, the Head of School or designee shall not expel any child without a hearing at which evidence may be presented in the child's behalf by the parent, an attorney or an advocate of the parent/guardian's choice.
- E. Hearings will be conducted by a hearing officer, who may not be a current employee of the school, the District, or the PTPLA Board of Directors. At the hearing, testimony and information will be presented under oath. Technical rules of evidence will not apply. The student, parent/guardian, or representative may question individuals presenting information.
 - 1. Written statements made by the student may not be used as evidence unless his or her parent/guardian was present at the time it was signed by the student, or school officials had made reasonable attempts to have the parent/guardian present at the time of signing.
 - 2. For a Type Six offense, if the hearing officer determines that the student possessed a firearm on school grounds, the recommended consequence shall be expulsion for a duration of one year.
- F. The Head of School or designee will, following review of the recommended action and the report of the hearing officer take action on the recommended expulsion. A written opinion notifying the student and his or her parent/guardian of the action taken shall be

issued within five (5) days of the hearing. If the Head of School or designee determines that the penalty for a Type Six offense does not merit expulsion for the duration of one year, the written opinion will state the reasons for the exception. The notice shall be in a language that the parent/guardian can understand or is fluent.

- G. The Head of School or a designee will notify the student and his or her parent/guardian of their right to appeal the decision to the PTPLA Board of Directors within ten (10) days of the receipt of the notice. The notice shall be in a language that the parent/guardian can understand.
- H. If an appeal is timely requested, the PTPLA Board of Directors will review the record and offer the opportunity for representatives of PTPLA and the student to make statements to the PTPLA Board of Directors. The PTPLA Board of Directors will:
 - 1. Make a determination of whether there was sufficient evidence to find:
 - a. That the alleged violation occurred, and
 - b. Whether the penalty imposed was appropriate.
 - 2. Provide a written decision within five days of the meeting.
 - 3. If it is determined that no violation occurred, all school records pertaining to the expulsion will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
 - 4. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the PTPLA Board of Directors.
- I. Information will be provided to the parent/guardian of every expelled student regarding educational alternatives available during the period of expulsion. If the parent/guardian desires a home-based educational program, curricula at the appropriate grade level will be made available.

SECTION SEVEN: ANNUAL REVIEW AND DISCIPLINE COMMITTEES

7-1 Annual Review and Report

- A. Both PTPLA and the PTPLA Board of Directors will evaluate and monitor the effectiveness of the school discipline plan using school disciplinary data disaggregated by race, ethnicity, and sex of the student. This will identify areas of need; target areas of concern; access professional development, supports, and services; and revise school procedures as needed.

- B. PTPLA/Head of School will annually review their school climate and submit a written report in a form to be prescribed to the PTPLA Board of Directors; based on the review, PTPLA/Head of School will make changes consistent with the intent of this and other policies.
- C. The review will include the following:
 - 1. Intervention and prevention strategies.
 - 2. The number of referrals, in-school suspensions, out-of-school suspensions, expulsions, tickets, and arrests, disaggregated by race, ethnicity, age, grade, disability, and gender of the students, where available.
 - 3. Differences in referrals among staff members.
 - 4. The extent to which the policy, including but not limited to disciplinary action, is consistently applied to all students.
- D. Based on the review, PTPLA/Head of School will make changes consistent with the intent of this and other policies.

7-2 Discipline Committees

- A. PTPLA will work to establish a discipline committee of school personnel, parents, and students to develop, monitor, and evaluate school discipline policy and school climate. The use of school discipline data is recommended in this process.