

In matters of school discipline and addressing student behavior, students have the following rights:

- **To learn in a safe, positive educational environment where evidence-based practices for student behavior are consistently implemented by adults.**
- **To be informed of school rules and classroom expectations in an age-appropriate manner, and to have these rules and expectations consistently taught and enforced.**
- **To receive due process in incidents resulting in exclusionary disciplinary** – including a full and fair investigation prior to any hearing.
- **To provide input into the development of a school’s model master discipline plan and school district’s code of conduct.**
- **To receive constructive and effective consequences in response to disciplinary incidents, and receive suspensions only as a last resort.**
- To receive expulsion only in situations involving serious and immediate threats to safety.

In matters of school discipline and addressing student behavior, students have the following responsibilities:

- **To follow school rules and expectations.**
- **To respect the rights of other students to learn and show mutual respect to all.**

In matters of school discipline and addressing student behavior, parents have the following rights:

- **To collaborate with their child’s school to proactively address their child’s behavior.**
- **To receive clear communications from schools and LEAs about expectations and consequences for students’ behavior.**
- To access training and referrals for outside providers through the school to address their child’s behavior.
- To defend their child’s due process rights in all disciplinary hearings involving their children.
- To have school rules fairly and consistently applied to their children.
- To send their children to a safe school environment.
- To have the school be transparent about its disciplinary practices.
- To enjoy an expectation that generally, their children will be able to attend school every day.

In matters of school discipline and addressing student behavior, parents have the following responsibilities about their children’s conduct at school:

- **To partner with their child’s school to address their child’s behavior, and ensure their child’s behavior contributes to and supports a safe learning environment.**

Bold signifies at least one group labeled the item a priority.
Underline signifies more than one group included the item.

- **To engage and participate with the school and their child.**
- **To hold their children accountable for their behavior.**
- To teach their children proper behavior.
- To understand and respect the common good for all.

In matters of school discipline and addressing student behavior, teachers have the following rights:

- **To receive clear guidance, support, resources, and training from their schools, districts, and the state department of education on effectively implementing evidence-based interventions to address student behavior and enforce school discipline.**
- **To teach in a safe environment.**
- To request and receive support from support staff and/or assistance with interventions to address challenging student behavior.
- To learn and implement restorative justice techniques in their classrooms and schools.
- To participate in developing the school's model master discipline plan.
- To have their schools and districts enforce the teachers' statutory Bill of Rights.
- To learn and understand the discipline rules at the school, district, and state levels.

In matters of school discipline and addressing student behavior, teachers have the following responsibilities:

- **To implement school rules and expectations consistently across all classrooms and as applied to all students.**
- **To show respect for all students and staff.**
- **To collaborate with students to set shared classroom expectations and non-exclusionary consequences for when students violate those expectations.**
- To use evidence-based discipline and behavioral intervention practices.
- To obtain training and resources to enforce disciplinary expectations and implement evidence-based behavioral interventions.
- To teach students school rules and classroom expectations.
- To keep their classrooms safe.
- To use restorative justice.

In matters of school discipline and addressing student behavior, administrators have the following rights:

- **To receive clear guidance, support, resources, and training from their districts and the state department of education on effectively implementing evidence-based interventions to address student behavior and enforce school discipline.**

- **To use discretion and administer independent judgment when handling student infractions.**
- **To be free of politics and reprisals for those decisions.**
- **To maintain a safe school environment.**

In matters of school discipline and addressing student behavior, administrators have the following responsibilities:

- **To follow, respect, and fairly implement students' due process rights and school, district, and state-level discipline laws, regulations, and policies.**
 - Use an individual approach for investigating each incident.
- **To implement school master discipline plans and facilitate collaboration about the plan's contents with teachers, parents, students, and other stakeholders.**
- **To use evidence-based behavioral interventions and disciplinary practices.**
- **To be informed of school, district, and state-level discipline laws, regulations, and policies as well as evidence-based disciplinary practices and behavioral interventions.**
- **To oversee implementation of discipline practices across all staff with support from the district and state as needed.**
- **To be open to receiving feedback from stakeholders about the school's disciplinary policies and practices.**
- **To obtain training and resources to enforce disciplinary expectations and implement evidence-based behavioral interventions.**
- **To provide families with information about their rights and responsibilities for their child's behavior. Provide families with access to or referrals for training and outside providers to address their child's behavior.**
- **To make the code of conduct and/or student handbook available on the school website and information about the school-wide behavioral intervention program online as well.**
- **To offer families of students who receive disciplinary referrals an opportunity to work with the school to identify remedies for infractions and to identify possible interventions or programming to prevent future behavioral infractions.**
- **To evaluate and respond to requests by staff for additional support and/or assistance with developing interventions to address challenging student behavior, and, when appropriate, take their requests to district- or state-level staff for assistance.**

In matters of school discipline and addressing student behavior, School Boards, Superintendents, and District-level staff have the following rights:

- **School Boards shall use independent judgment and discretion when considering appeals of disciplinary removals.**

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- **School Boards and Superintendents are entitled to respect and shall be free of politics and reprisals.**
- Superintendents and district-level staff, with support from their School Board, shall have the right to obtain training and resources to enforce disciplinary expectations and implement evidence-based behavioral interventions across the district.

In matters of school discipline and addressing student behavior, School Boards, Superintendents, and District-level staff have the following responsibilities:

- **To provide schools and staff with clear guidance, support, resources, and training on effectively implementing evidence-based interventions to address student behavior and enforce school discipline.**
- To follow all state and federal statutes, regulations, and guidance concerning student discipline and student behavior regardless of whether the LEA is traditional or charter.
- **To monitor school-level disciplinary removal data, assess discipline practices and implementation of evidence-based behavioral intervention programs at every school in the district, and support schools with appropriate implementation of school discipline and evidence-based behavioral intervention programming.**
- **To listen to the full array of stakeholders involved in the school discipline process by** creating opportunities for stakeholders, including the local community, to provide feedback, suggestions, and ideas for school discipline and behavioral interventions.
- To establish and fairly administer district and state-level discipline laws, regulations, and policies.
- To be informed of school, district, and state-level discipline laws, regulations, and policies as well as evidence-based disciplinary practices and behavioral interventions.
- To annually publish site-level discipline data, and make it available to the public (in accordance with all state and federal privacy laws).
- To make available on the LEA's website its district-wide code of conduct and/or handbook, and its district-wide behavioral intervention program.

In matters of school discipline and addressing student behavior, the State Department of Education has the following rights:

- To propose to the state Board of Elementary and Secondary Education regulations necessary to implement relevant statutes regarding school discipline and student behavior.
- To request and receive data on disciplinary removals and programming related to implementation of school master discipline plans.
- To monitor LEAs' discipline practices based on their disciplinary removal data as well as LEA implementation of evidence-based behavioral intervention programming.

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In matters of school discipline and addressing student behavior, the State Department of Education has the following responsibilities:

- **To provide guidance, support, training, and resources to LEAs, administrators, and/or teachers to enforce disciplinary expectations and implement evidence-based behavioral interventions.**
- **To allocate funding to LEAs to implement and support their evidence-based practices that improve student behavior.**
- **To monitor discipline removal data, assess discipline practices and implementation of evidence-based behavioral intervention programming, and support LEAs with appropriate implementation of school discipline and evidence-based behavioral intervention programming, with consistency and uniformity at every LEA.**
- **To be accountable to stakeholders at every level of a school system with regards to school discipline.** Engage and listen to stakeholders at every level of a school system with regards to school discipline.
- **To ensure consistency in implementation of discipline rules and policies across LEAs and schools; establish consistent policies for discipline rules.**
- To annually publish data at the site, LEA, and state level regarding all types of disciplinary removals.

In matters of school discipline and addressing student behavior, communities have the following rights:

- **To appear before their school boards at a designated public meeting and/or to request an audience with their local schools and offer advice, suggestions, and resources for improving student behavior and school discipline.** Be able to have input and collaborate on school discipline practices and programming to improve student behavior. Have access to a defined process by which the community participates in the development of a district or school's master discipline plan.
- To access discipline data and information about the evidence-based behavioral intervention programs implemented in their local school districts and schools
- To learn about a district and schools' rules, policies, and expectations for student behavior and discipline.
- To enjoy a safe school environment in their community.

In matters of school discipline, there is an expectation that the local community will respect the following responsibilities and duties with respect to their local schools:

- **To attend their school board meetings and offer advice, suggestions, and resources for improving student behavior and school discipline.**

- To provide support for schools on matters of school discipline and student behavior – be engaged and informed.
- **To allocate resources to their local schools and school districts for programming geared towards positive outcomes for children;** set up programs that have positive outcomes for children.
- **To be engaged and responsible for the community’s children.**