

Northfield Board of Education Work Session
Review of District Discipline Policies and Procedures
February 1, 2016
5:00 p.m.
High School Media Center

1. Framing this work session based on our District's Mission, Beliefs and Strategies
2. Understanding the Administration's perspective on current Discipline Policies and Procedures
3. Understanding the Board's perspective on current Discipline Policies and Procedures
4. Identification of Elements of District Discipline Policies and Procedures for Review (Elements are in no particular order and are subject expansion, modification or elimination)
 - Board support for current list of expellable offenses – Should there be expansion, separation, modification or elimination of particular expellable offenses?
 - How will multiple violations in the same time frame be handled?
 - Should there be an intermediate step between maximum suspension time and recommendation for expulsion – expulsion abeyance?
 - What kind of threat assessment process should we use – current or health professional approach?
 - Should we continue to use an independent Hearing Officer in expulsion hearings?
 - Should we continue to conduct random drug searches with the support of K-9 Police units?
5. Board Identification of key areas of consensus for discipline policy change that administration will be asked to draft and bring back to the Board for consideration
6. Next Steps

OUR MISSION

The mission of the Northfield Public Schools is to deliver educational excellence that empowers all learners to participate in our dynamic world.

OUR BELIEFS

Public Education

We believe that public education is the foundation of our democratic republic.

Learning

We believe that everyone can learn and has unique gifts and talents that must be nurtured and valued. We believe that learning is a life-long, multi-faceted process that involves more than academics.

Shared Responsibility

We believe that education is the collective responsibility of our students, families, schools and communities.

Learning Environment

We believe that everyone in our schools has a right to a positive learning environment that provides physical, emotional and intellectual safety, and nurtures mutual respect, responsibility and rigor.

Decision-Making

We believe decisions must be based on the district's mission and beliefs and relevant sources of information. We believe in an open decision-making process that invites honest dialogue.

Diversity

We believe that all learners have a right to equitable access to educational opportunities.

STRATEGIES

Quality Education

We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Stewardship

We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

Climate

We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

Communications/Partnerships

We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Curricular Outcomes

We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Diversity

We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

Secondary Expellable Offenses and Consequences (current)

* = Principal Discretion; SP = Suspension Possible; S = Suspension; EP = Expulsion Possible; E = Expulsion;
/ = and (example S 10/E means 10 day suspension/recommendation for expulsion)

Offense	1st	2nd	3rd	Expulsion Recommend. Possible Offense #	Expulsion Recommended Required Offense #
Alcohol, Chemicals Possession or Use	S 3-5	S 5-10/EP	S 10/E	Yes 2	Yes 3
Alcohol, Chemicals Intent to Distribute	S 10/E	X	X	No	Yes 1
Arson	S 10/E	X	X	No	Yes 1
Assault, Aggravated	S 10/E	X	X	No	Yes 1
Assault, Physical	S 3-5	S 5-10	S 10/EP	Yes 3	No
Bullying	*	SP	S 1-3/EP	Yes 3	No
Burglary	S 5	S 10/E	X	No	Yes 2
Fighting	S 1-3	S 3-5	S 10/EP	Yes 3	No
Fire Alarm, False	S 3-5	S 5-10	S 10/EP	Yes 3	No
Firearms	S 10/E	X	X	No	Yes 1
Gang/Threat Group Activity	*	S 1-5	S 5-10/EP	Yes 3	No
Harassment and Violence	S 1-3	S 3-5	S 5-10/EP	Yes 3	No
Robbery or Extortion	S 1-3	S 3-5	S 10/E	No	Yes 3
Sexual Misconduct	S 10/EP	X	X	yes 1	No
Theft, Receiving or Possessing Stolen Property	S 1-3	S 3-5	S 5-10/E	No	Yes 3
Threat, Direct/Indirect	S 1-10/E HS; S 5-10/EP MS	S 10/E MS	X	Yes 1 MS	Yes 1 HS, Yes 2 MS
Vandalism, Major Acts	S 5-10/E	S 10/E	S 10/E	No	Yes 1-3
Vandalism, Minor Acts	*	S 1-5	S 5-10/EP	Yes 3	No
Weapons	S 3-10/EP	S 5-10/EP	S 10/E	Yes 1-2	Yes 3

Elementary Expellable Offenses and Consequences (current)

* = Principal Discretion; SP = Suspension Possible; S = Suspension; EP = Expulsion Possible; E = Expulsion
/ = and (example S 10/E means 10 day suspension/recommendation for expulsion)

Offense	1st	2nd	3rd	Expulsion Recommend. Possible Offense #	Expulsion Recommended Required Offense #
Alcohol, Chemicals Possession or Use	S 3-5	S 5-10/EP	S 10/E	Yes 2	Yes 3
Alcohol, Chemicals Intent to Distribute	S 10/E	X	X	No	Yes 1
Arson	S 10/E	X	X	No	Yes 1
Assault, Aggravated	S 5-10/EP	X	X	Yes 1	No
Burglary	S 5	S 10/E	X	No	Yes 2
Firearms	S 10/E	X	X	No	Yes 1
Harassment and Violence	*	S 1	S 3-5/EP	Yes 3	No
Robbery or Extortion	*	S 1	S 3-5/EP	Yes 3	No
Threat, Direct/Indirect	S 5	S 10/EP	X	yes 2	No
Vandalism, Major Acts	S 5-10/E	S 10/E	S 10/E	No	Yes 1-3
Vandalism, Minor Acts	*	S 1-5	S 5-10/EP	Yes 3	No
Weapons	*	S 3-10/EP	S 10/E	Yes 2	Yes 3

Proposed Process for Reviewing District Discipline Policy and Procedures

1. Based on the Board's most recent disciplinary decision, I believe that it is important for the Board to work with the Administration to establish clarity in Board expectations of Administrators in implementing Board policies on discipline. Without that clarity, administrators will not be able to effectively support the safety and security of all our students and staff nor maintain the positive relationships we have worked so hard to develop.
2. The optimal approach would be a Board work session that would include all Board members as well as district and building administrators. The purpose of the work session would be as follows:
 - a. Identify expellable offenses from the current list of offenses in the Student Citizenship Handbook. Separate expellable offenses that require an expulsion recommendation from those that may be considered for possible expulsion.
 - b. Discuss whether multiple violations occurring in different violation categories but in the same time frame should be treated as separate offenses or could they be counted together (as is the current practice) towards a more severe penalty.
 - c. Discuss if, when, and how another intermediate disciplinary process step should or could be implemented that would hold an expulsion recommendation in abeyance.
 - d. Discuss the current threat assessment process. Consider whether the district has the resources, statutory authority and time (based on State timelines) available to allow an individual student assessment by a health professional prior to moving forward with an expulsion proceeding.
3. Provide the opportunity for building and district administrators with input from staff to develop draft modifications of discipline policy and procedures that reflect the ideas that the Board has shared at the work session.
4. Share revisions with the Board to determine if draft modifications reflect consensus on desired changes that the Board would like to consider.
5. Work with District Youth Council to review modified draft discipline policies and procedures for clarity and readability by students.
6. Bring modified discipline policies and procedures back to the Board for informational reading and second or final reading.
7. Consider development of an assessment strategy to determine student knowledge and understanding of revised disciplinary policies and procedures

Secondary Offenses and Consequences (current)

* = Principal Discretion; SP = Suspension Possible; S = Suspension; EP = Expulsion Possible; E = Expulsion;
/ = and (example S 10/E means 10 day suspension/recommendation for expulsion)

Offense	1st	2nd	3rd	Expulsion Recommend Possible Offense #	Expulsion Recommended Required Offense #
Verbal Abuse	*	S 2-3	S 3-5	No	No
Alcohol, Chemicals Possession or Use	S 3-5	S 5-10/EP	S 10/E	Yes 2	Yes 3
Alcohol, Chemicals Intent to Distribute	S 10/E	X	X	No	Yes 1
Arson	S 10/E	X	X	No	Yes 1
Assault, Aggravated	S 10/E	X	X	No	Yes 1
Assault, Physical	S 3-5	S 5-10	S 10/EP	Yes 3	No
Bullying	*	SP	S 1-3/EP	Yes 3	No
Burglary	S 5	S 10/E	X	No	Yes 2
Cell Phones	*	*	*	No	No
Dishonesty, Scholastic	*	*	*	No	No
Disrespectful Behavior	*	*	S 1-3	No	No
Disruptive Behavior	*	*	S 1-3	No	No
Driving, Careless or Reckless	*	*	S 3	No	No
False Reporting/Misrepresenting the Truth	*	S 1-3	S 3-5	No	No
Fighting	S 1-3	S 3-5	S 10/EP	Yes 3	No
Fire Alarm, False	S 3-5	S 5-10	S 10/EP	Yes 3	No
Fire Extinguisher, Unauthorized Use	*	S 3-5	S 10	No	No
Firearms	S 10/E	X	X	No	Yes 1
Fireworks or Ammunition	S 1-3	S 3-5	S 5-10	No	No
Freedom of Expression	*	*	*	No	No
Gambling	*	S 1-3	S 3-5	No	No
Gang/Threat Group Activity	*	S 1-5	S 5-10/EP	Yes 3	No
Harassment and Violence	S 1-3	S 3-5	S 5-10/EP	Yes 3	No
Hazing	*	*	*	No	No
Insubordination	*	S 1	S 1-3	No	No
Offensive Behavior	*	*	S 1-3	No	No
Records or Identification Falsification	*	S 1-3	S 3-5	No	No
Robbery or Extortion	S 1-3	S 3-5	S 10/E	No	Yes 3
Safety	*	*	*	No	No
Sexual Misconduct	S 10/EP	X	X	yes 1	No
Technology and telecommunication Misuse	*	*	*	No	No
Theft, Receiving or Possessing Stolen Property	S 1-3	S 3-5	S 5-10/E	No	Yes 3
Threat, Direct/Indirect	S 1-10/E HS; S 5-10/EP MS	S 10/E MS	X	Yes 1 MS	Yes 1 HS, Yes 2 MS
Tobacco Possession	S 1	S 2-3	S 3-5	No	No
Transportation-District Policy	*	*	*	No	No
Trespassing	S 1	S 1-3	S 5-10	No	No
Truancy	*	*	*	No	No
Unauthorized Areas	*	*	*	No	No
Unexcused Absence	*	*	*	No	No
Vandalism, Major Acts	S 5-10/E	S 10/E	S 10/E	No	Yes 1-3
Vandalism, Minor Acts	*	S 1-5	S 5-10/EP	Yes 3	No
Vehicle, Unauthorized Parking	*	*	*	No	No
Weapons	S 3-10/EP	S 5-10/EP	S 10/E	Yes 1-2	Yes 3

Elementary Offenses and Consequences (current)

* = Principal Discretion; SP = Suspension Possible; S = Suspension; EP = Expulsion Possible; E = Expulsion
/ = and (example S 10/E means 10 day suspension/recommendation for expulsion)

Offense	1st	2nd	3rd	Expulsion Recommended Possible Offense #	Expulsion Recommended Required Offense #
Verbal Abuse	*	*	*	No	No
Alcohol, Chemicals Possession or Use	S 3-5	S 5-10/EP	S 10/E	Yes 2	Yes 3
Alcohol, Chemicals Intent to Distribute	S 10/E	X	X	No	Yes 1
Arson	S 10/E	X	X	No	Yes 1
Assault, Aggravated	S 5-10/EP	X	X	Yes 1	No
Assault, Physical	S 3-5	S 5-10	S 10/EP	Yes 3	No
Bullying	*	*	*	No	No
Burglary	S 5	S 10/E	X	No	Yes 2
Cell Phones	*	*	*	No	No
Dishonesty, Scholastic	*	*	*	No	No
Disrespectful Behavior	*	*	S 1	No	No
Disruptive Behavior	*	*	S 1	No	No
Driving, Careless or Reckless	N/A	N/A	N/A	No	No
False Reporting/Misrepresenting the Truth	*	*	*	No	No
Fighting	*	S 1-3	S 3-5	No	No
Fire Alarm, False	*	S 1	S 2-3	No	No
Fire Extinguisher, Unauthorized Use	*	S 1	S 2	No	No
Firearms	S 10/E	X	X	No	Yes 1
Fireworks or Ammunition	S 1	S 2	S 5	No	No
Freedom of Expression	*	*	*	No	No
Gambling	*	*	S 1	No	No
Gang/Threat Group Activity	*	*	*	No	No
Harassment and Violence	*	S 1	S 3-5/EP	Yes 3	No
Hazing	*	*	*	No	No
Insubordination	*	*	S 1	No	No
Offensive Behavior	*	*	S 1-3	No	No
Records or Identification Falsification	*	*	S 1-3	No	No
Robbery or Extortion	*	S 1	S 3-5/EP	Yes 3	No
Safety	*	*	*	No	No
Sexual Misconduct	*	S 1-3	S 3-5	No	No
Technology and telecommunication Misuse	*	*	*	No	No
Theft, Receiving or Possessing Stolen Property	*	S 1-3	S 3-5	No	No
Threat, Direct/Indirect	S 5	S 10/EP	X	yes 2	No
Tobacco Possession	*	S 1-3	S 3-5	No	No
Transportation-District Policy	*	*	*	No	No
Trespassing	*	S 1	S 5	No	No
Truancy	*	*	*	No	No
Unauthorized Areas	*	*	*	No	No
Unexcused Absence	*	*	*	No	No
Vandalism, Major Acts	S 5-10/E	S 10/E	S 10/E	No	Yes 1-3
Vandalism, Minor Acts	*	S 1-5	S 5-10/EP	Yes 3	No
Vehicle, Unauthorized Parking	N/A	N/A	N/A	No	No
Weapons	*	S 3-10/EP	S 10/E	Yes 2	Yes 3