



## **Student Behavior Support**

Centennial School District is committed to the success of every student. We believe that all students can achieve and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential. Yet we acknowledge, and our data validate, that despite our best intentions, historic and persistent disparities continue to impact our students based on race, ethnicity, gender, economic circumstance, primary language and special needs status. The district's equity policy affirms that the responsibility for disparities among students rests with the adults, not the children.

A positive, respectful and inclusive school climate provides the foundation for learning and growth. In this context, the role of discipline should be to understand and address the causes and cultural contexts of behavior; resolve conflicts; repair the harm done; restore relationships; and reintegrate students into a safe, inclusive school community. Discipline processes should support learning by all, minimize loss of instructional time, and minimize interruptions to all students' academic progress.

To support these processes:

1. District staff are expected to create an environment for student success using principles of positive behavior support and effective discipline practices that are culturally responsive.
2. The district will provide students with support and instruction to function effectively in a school environment. These efforts include: identifying and providing culturally responsive teaching and learning strategies, analyzing individual student needs and adult responses, developing preventative and responsive interventions and providing disciplinary and educational alternatives when behavior incidents arise.
3. The district shall actively engage and empower students, parents/guardians and community partners in efforts to implement positive behavior supports, address students' needs and support appropriate student behavior.
4. The superintendent shall develop administrative regulations whereby those students who disrupt the educational setting and impede learning, or who endanger the safety of others, will be subject to discipline responses that are equitable, timely, fair, developmentally appropriate, and match the severity of the student's misbehavior.
5. The district shall notify parents, students and employees by handbook, code of conduct or other documents of rules outlining student rights and responsibilities, conduct expectations and possible disciplinary actions.

6. The district shall enforce consistently, fairly and without bias all student conduct policies, administrative regulations and school rules.

To ensure that discipline practices are implemented in a fair, non-discriminatory and culturally responsive manner, the district shall track disaggregated discipline data by race<sup>1</sup> at the district and school level and, if disparities exist, set targets for annual reduction in disproportionality.

### **Data Review and Transparency**

In order to monitor progress towards equitable application of exclusionary discipline, the district will regularly review data in the following forums and respective times:

1. District level data on exclusionary discipline and proportionality will be presented to the Board on a quarterly basis;
2. District and school-level data will be presented and reviewed monthly at the district Administrative Council meeting; and
3. School-level data will be reviewed monthly by the team responsible for the school's student management system (i.e., the school Positive Behavior Intervention and Support team).
  - a. The reviewed data will include: expulsions, out-of-school suspensions, and in-school suspensions.
  - b. Data will be disaggregated by race, ELL status, and students on IEPs.

---

<sup>1</sup>African Immigrant, African American, American Indian/Alaska Native, Asian, Latino, Pacific Islander, Slavic, White.