AFTER GATHERING INFORMATION RELATED TO THE INCIDENT AND FOLLOWING THE PROCEDURES OUTLINED IN THE SCHOOL BOARD POLICY, UTILIZE THIS GUIDANCE DOCUMENT. THE PURPOSE IS TO ENSURE THAT WE ARE UTILIZING REFLECTIVE AND EQUITABLE DISCIPLINE PRACTICES, AND ALSO AVOIDING VULNERABLE DECISION POINTS.

**REFLECTIVE CONSIDERATIONS PRIOR TO DISCIPLINARY ACTION**

**GENERAL ED STUDENT**

1. Is this a repetitive behavior?
2. Is the student already in child study or some other student support team process? If not, should this be considered by the team?
3. Have there been any interventions used and what data has been collected?
4. Does the student currently have an FBA or is data currently being collected related to the behavior in consideration of disciplinary action?
5. Does the student have a BIP related to the behavior in consideration of disciplinary action?

**STUDENT WITH AN IEP**

1. How has unconscious bias been considered?
2. What does a review of the teachers’ classroom/behavior management style reveal? Is the student being referred by the same staff member frequently, etc.?
3. What interventions and/or core positive classroom management strategies has the teacher implemented?
4. What attempts, if any, did the student make to utilize previously taught/learned strategies?
5. In what ways have the academic and social-emotional needs of the student been considered?
6. How has the cultural or religious background of the student been considered and how might that have played a role in the incident?

**REVIEW AND FOLLOW POLICY 8210**

YES – If the answer is yes to any of these questions, determine whether or not the student is making progress on the goal, should the team reconvene to amend the goal? If FBA data is being collected, do we need to put temporary interventions in place or do we have enough data to convene the IEP team as soon as possible (within 10 days)? Is the BIP being implemented with fidelity?

NO – If the answer to any of these questions is no, consider as a team if there is a need for any of the following: updated goals, convene the IEP team to consider FBA and/or BIP, or do we suspect a change in disability?

**REVIEW AND FOLLOW POLICY 5-55**

1. What are the characteristics the student manifests that the team used to determine eligibility criteria? Are the characteristics related to the behavior in consideration of disciplinary action?
2. Does the student have goals related to the behavior in consideration of disciplinary action?
3. Does the student have an FBA or is data currently being collected related to the problem behavior?
4. Does the student have a BIP related to the observed behavior?

After reflecting on these questions, if the determination is to move forward with a suspension, how will the suspension be utilized to remediate the behavior? What alternative options could be considered (i.e. restorative practices)?