

Students

Student Discipline: Restorative Practice

Students have a right to attend schools that are safe and free from unnecessary disruption. The Amity Regional School District No. 5 (ARSD) Board of Education (Board) believes that proper student conduct, reinforced by an effective discipline program, is essential to create and maintain a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

A goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success and to support a school environment where students and staff are responsible and respectful.

School discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior. School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes, contribute to the school community, and is more likely to result in getting the student re-engaged in learning.

The Board desires ARSD schools to implement a restorative practice approach in response to conflict and harm. The restorative practice philosophy supported by the Board views misconduct as a violation against people and damaging to relationships in the school and throughout the community. The Board realizes that schools may involve a wide range of people in the restorative practice process, including the victims, who may be teachers, school staff, bystanders, other students, and/or the school community.

The three main goals of restorative practice are:

1. **Accountability:** Restorative practice strategies provide opportunities for wrongdoers to be accountable to those they have harmed and to enable them to repair the harm they caused to the extent possible.
2. **Community safety:** Restorative practice recognizes the need to keep the school community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.
3. **Competency development:** Restorative practice seeks to increase the pro-social skills of those who have harmed others, address underlying factors that lead youth to engage in delinquent behavior, and build on strengths in each young person.

ARSD will make every reasonable effort to correct student misbehavior through school-based resources at the lowest possible level and to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior.

The Board recognizes the importance of using school and classroom management strategies that

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keep students in school and in the classroom. Missing too much school for any reason has a direct impact on academic achievement, both short-term and long-term. Removal of students from the classroom environment for misbehavior should be avoided whenever possible. An administrator may only impose in-school and out-of-school suspension when other means of correction fail to bring about proper conduct or the student's presence causes a danger to persons and in accordance with state statute and District policy.

The Board does not support a zero tolerance approach to discipline except where mandated by either federal or state law.

The Superintendent or their designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

c.f. 5131 Conduct and Discipline

Legal Reference: Connecticut General Statutes
4-177 through 4-180. Contested Cases. Notice. Record, as amended.
10-233a through 10-233f Suspension, removal and expulsion of students,
as periodically amended.
21a-240(9) Definitions.
53a-3 Definitions.
GOALS 2000: Educate America Act, Pub. L. 103-227.
18 U.S.C. 921 Definitions
Title III - Amendments to the Individuals with Disabilities Act Sec. 314
Elementary and Secondary Schools Act of 1968, as amended by the Gun
Free Schools Act of 1994
PL 105-17 The Individuals with Disabilities Act, Amendments of 1997
P.L. 108-446 Individuals with Disabilities Education Improvement Act of
2004
State v. Hardy, 896 A.2d 755, 278 Conn 113 (2006)

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AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut