

**Legislative Task Force to Study School Discipline
Compilation of Problems and Solutions Identified by Members**

Member Name	Problem	Solution
Kim Dvorchak	Students are being ticketed and arrested at school for minor incidents that should not be prosecuted in juvenile delinquency court.	<ul style="list-style-type: none"> • School Districts and School Resource Officers should develop guidelines to distinguish between disciplinary misconduct and criminal offenses. Absent a real and immediate threat to student, teacher, or public safety, incidents involving "public order offenses" including disorderly conduct, interference, loitering, profanity, smoking, and fighting that does not involve serious physical injury or a weapon should be considered school discipline issues to be handled by school officials, rather than criminal law issues warranting formal law enforcement intervention that results in the filing of a criminal citation, ticket, summons, or delinquency petition. • Amend C.R.S. 18-9-109, Interference with Staff, faculty or Students of Educational Institutions, to state something like: (7) The legislative intent of this law is to protect students, faculty, and staff from outside interference. As a protected class, students of the educational institution are not subject to prosecution under this section for mere disobedience or defiance of student conduct codes.
	Students are facing mandatory expulsion for possession of items that do not pose a threat to school safety.	<p>Amend C.R.S. 22-33-106, Grounds for suspension and expulsion to require mandatory expulsion only as required by the federal Gun-Free Schools Act:</p> <p>(1) The following shall may be grounds for suspension or expulsion...</p> <p>(d)(l) Except, expulsion shall be mandatory for not less than one year for a student who is determined to have brought a firearm to school, or to have possessed a firearm at school, except that the chief administering officer of a local educational institution may modify such expulsion for students on a case-by-case basis if such modification is in writing.</p>
	Students are facing suspension and expulsion for off-campus behavior that does not pose a threat to school safety.	<p>Amend 22-33-106, grounds for suspension, expulsion, and denial of admission:</p> <p>(1)(c) Behavior on or off school property that is detrimental to the welfare or safety of other pupils or of school personnel</p> <p>In the alternative, there should be specific statutory guidelines to governing when students can be suspended or expelled for off-campus behavior.</p>
	Students are being prosecuted in juvenile court with evidence of statements made during questioning at school without the presence of a parent or guardian, even though the law prohibits the use of such statements in school expulsion hearings. See 22-33-206.3	Amend 19-2-511 to state: (1) No statements of admissions of a juvenile made as a result of a custodial interrogation or questioning at an educational institution...unless a parent, guardian or legal custodian was present.
	Students experiencing mandatory expulsion are denied admission to other school districts regardless of the child's circumstances.	Amend 22-33-106, to state: (3) The following shall may constitute additional grounds for denial of admission to a public school.

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Member Name	Problem	Solution
Kim Dvorchak	Suspended students are being denied full credit for make up school work during the period of suspension/expulsion.	Amend 22-33-105, to state: (3)(III) Provide an opportunity for a pupil to make up school work during the period of suspension or expulsion for full academic credit.
	Students who are expelled are prohibited from re-enrolling in the same school of the victim, even when the expelled student receives a deferred judgment or is placed in a diversion program, creating a problem for students in rural jurisdictions with little to no alternatives.	Amend 22-33-106, to state: (4)(a) Except as provided in paragraph (b) of subsection (4), a school district shall may prohibit any student who is expelled ...from re-enrolling.
	Students are unduly being classified as "habitually disruptive students" without adequate opportunity for remediation.	Amend 22-33-106, to restore language previously deleted, to state: (1)(c.5)(II)....except that no child shall be declared a habitually disruptive student prior to the development of a remedial discipline plan for such child that utilizes alternate sanctions such as restorative justice, behavioral counseling, or any other program designed to teach positive and responsible school behavior.
	Students are subject to unnecessary custodial arrest, handcuffing, searches, and/or the use of force on school grounds that unduly cause trauma and stigma to the child.	Students shall not be arrested at school, except where the child poses real and immediate threat to student, teacher, or public safety; or a judicial warrant specifically directs the arrest of the student in a school; in all other instances the execution of an arrest warrant shall be undertaken at a location other than the school. Prohibit strip searches and physically invasive searches by a SRO or school official absent a real or immediate threat to student, teacher, or public safety. Prohibit or restrict the use of physical force, handcuffs, Tasers, and Mace on a student absent a real and immediate threat to other students, teacher, or public safety.
	School Resource Officers receive inadequate training and inappropriate placement in schools, where they can be called upon to enforce school code of conduct violations.	Police officers shall not be assigned as School Resource Officers without completing training in crisis intervention, adolescent development and psychology, disabilities, and trauma. Schools and SRO's should clearly define the consequences of when student behavior crosses the line between school discipline and juvenile court referral, and clearly communicate those lines and consequences to students and parents.
	Lack of data regarding how many school referral cases land in the juvenile courts.	Implement data collection by the judicial department regarding the cases filed in juvenile court for incidents occurring at school, and for what offenses charged.
Stephanie Garcia		I would suggest we look at the current Colorado Association of School Board policies and look at the recommended approach to student discipline and conduct that could be used in proposed legislation. I am certain CASB could comment and provide policy examples.

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Representative Claire Levy	Statutorily mandated suspensions and expulsions create two problems: <ul style="list-style-type: none"> • they tie the hands of school administrators that may wish to use more creative solutions to problems; and • allow school administrators an "easy out" so they don't have to take responsibility for solving problems in their own schools. 	We should pare the mandates back to a bare minimum if not eliminate them all together.
	Insufficient education and training about adolescent behavior issues result in school administrators and law enforcement officials perceiving some problems to warrant a law enforcement response when some other form of intervention may be more productive.	We need to make available appropriate education and training resources.
		Schools should not be allowed to make law enforcement referrals for some minor rule infractions such as truancy, smoking, vandalism, and misbehavior that might technically violate the criminal code. Law enforcement referrals should be a last resort.
	Currently, diversion programs are only available if local elected officials choose to allocate resources to them.	Diversion programs should be available in all judicial districts in the state. There is a statewide interest in avoiding juvenile delinquency petitions that may override local concerns about funding and resources.
		Adolescents need to be sensitized about inappropriate sexual behavior to prevent conduct that could be labeled a sex offense. Similarly, they need to be educated about healthy romantic relationships so they know what constitutes domestic violence, harassment, etc.
Chief John Jackson	There is a severe lack of both definition and application of simple terms used in this school discipline legislation like "dangerous weapon."	Define the terms better. Insert the word "intent" to allow for how this item is/was, or might be, used.
	Zero tolerance has outlived its shelf life and is often very inappropriately and inconsistently applied.	Attempt to insert some common sense into the applicability of this legislation. Scrap zero tolerance as it stands, but do not get rid of the four key problems areas, but give the school some room to make appropriate decisions for their kids as needed.
	There is no "teeth" in the current legislation to hold any school accountable for their actions. We have found out that some schools have created their own one day expulsions. That is both creative and crazy at the same time.	Put some "teeth" back into the legislation to create some need to be both responsible and accountable.

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Chief John Jackson	There is no current standard training for SROs.	Institute a mandatory attendance training seminar for police officers who primarily work in schools. POST could drive and fund this through training dollars in either the format of the Regional Community Policing Centers or the Anti-Bias Training that is currently mandated by Colorado for all police officers. Use the programs that are high-functioning now as models across the state.
	Parents have backed away from parenting their child.	I do not have a solution for this one yet. Good luck!
	There is poor communication between entities involved in working with children in our schools.	Better use technology to connect everyone and maybe use some wavering device to allow for solid communication.
	Creating some kind of consistency in application across a very diverse school base across the state.	Use the Safe School Resource Center as a data location and clearing house to enhance the flow of communication for consistency. We need better data. Use a state-wide focus group to balance incidents as they come up through the year. Yes, another committee, but state-wide mandatory and a wide cross section of disciplines.
	The legality of tying agencies hands in talking to each other about pertinent issues.	Try and create a legislative process by which all agencies can communicate with each other about pertinent child information.
	Too many police officers write too many tickets to kids for petty offenses.	Properly training the officers that tickets are not usually the best answer. Institute restorative justice principles into the schools. Encourage the use of youth courts within the schools. Support and fund diversion programs across the state.
	It seems the school counselor role has diminished in the school and the school resource officers have taken on a heavier role in that area.	Do not let the school counselors back area from this very important role. Work to create a partnership between the school resource officer and the school counselor.
	There is not enough school resource officers in school districts across the state and they are getting fewer, with budget cuts, by the year.	Use a granting process to help districts unable to fund this important role/SRO to be able to partially pay for officers for this role.

**Legislative Task Force to Study School Discipline
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Member Name	Problem	Solution
<p>Marco Nunez</p>	<p>Too many Colorado students are unnecessarily criminalized through the excessive use of arrests and referrals to the juvenile justice system for minor misbehavior that should be addressed within the school environment. Additionally, too many students are pushed out of school for minor misbehavior through the over-use of out-of-school suspensions, expulsions, and placements in alternative education.</p> <p>This is occurring throughout the State despite overwhelming evidence that these measures are: ineffective; needlessly pushing youth out of school and into the juvenile and criminal justice systems, acting as an impediment to school success, undermining public health and safety, and wasting taxpayer dollars.</p>	<p>Guided Discretion</p> <p>We firmly believe that local school systems should have broad discretion to implement disciplinary policies and practices that best fit the conditions within their schools. There are literally dozens of potential disciplinary responses to student misbehavior, and we do not believe it is the role of the State to determine which of those interventions are appropriate in particular situations. However, we do think it is critically important that the most serious disciplinary consequences – those that carry significant negative impact for individual students, families, communities, and the State overall – should not be used for low-level student misconduct, as has become routine throughout Colorado. Therefore, we are recommending that school districts and charter schools be required to develop policies that use a graduated approach to discipline, within which they would have significant control over shaping their local disciplinary strategies. Within that broad discretion, though, there should be a few limited requirements based on disciplinary “best practices”:</p> <ul style="list-style-type: none"> • Arrests, citations, expulsions, disciplinary referrals to alternative schools, and out-of-school suspensions longer than three days should be limited to serious, school-based student infractions that threaten school safety, namely: Class 1 felonies; Class 2 felonies; Class 3 felonies; Class 4 felonies; any other offense involving a firearm or deadly weapon; dealing or delivering in controlled substances; domestic violence offenses; any other first or second degree assault charge, or any other offense resulting in serious bodily injury to another. • Students should not be excluded from school for more than five days in a given school year absent a significant showing of necessity made at a formal hearing governed by strong due process protections for students and parents/guardians. • The revised policies must address the needs of victims of violent acts, bullying, and other forms of harassment. These efforts shall not conflict with any of the above provisions, and thus should identify alternatives to extended school exclusion and justice-system involvement for addressing these behaviors.

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Member Name	Problem	Solution
Marco Nunez	<p>Currently, there is nothing that holds school districts or law enforcement agencies accountable for ensuring that harsh school disciplinary practices are not abused and implemented unfairly. As a result, disciplinary practices vary dramatically across the state, meaning that students' educational opportunities are frequently determined not by what they do, but by where they live.</p>	<p>Meaningful Accountability</p> <p>Because of the seriousness of this issue, and the significant harm done to the State through misuses and abuses of harsh disciplinary practices in recent years, we believe it is necessary to ensure that Section 1 above is implemented with fidelity. However, we are also mindful of the significant reporting requirements that school districts already face. Therefore, we recommend instituting a minimally-burdensome reporting requirement based on information districts already submit or could easily obtain.</p> <p>We recommend requiring districts and charter schools to submit quarterly reports to the Colorado Department of Education for the next two years. We recommend that these reports include: (a) school discipline data that will allow CDE to determine whether or not the district has complied with Section 1; and (b) school discipline data disaggregated by race. If there has been non-compliance with Section 1 or if there are significant racial disparities evident in the district's data, the quarterly reports should also include the district's action plan for addressing those issues. We recommend that the Department also provide an opportunity for public comment on districts' compliance with Section 1. At the end of both the first and second years of reports, we recommend that the Department make recommendations to the legislature regarding what, if any, remedial action is necessary to ensure compliance, which may include heightened monitoring, technical assistance, and financial penalties, among other options.</p>
	<p>Too few resources are currently being allocated toward efforts that will promote positive school climates and alternatives to harsh school discipline. Additionally, there is not enough collaboration among all the stakeholders affected by these issues, leading to inefficient uses of local and state funds.</p>	<p>Resources and Incentives for Developing Safer and More Effective Schools</p> <p>While new funding sources are unnecessary to address the most concerning disciplinary practices addressed in Sections 1 and 2, they could be extremely helpful towards supporting efforts to improve school climates and promote safe and effective schools. Therefore, we recommend identifying funds, or reallocating existing funds, to support two new programs:</p> <ul style="list-style-type: none"> • A grant program to support school districts in the development of positive school climates, such as by implementing restorative justice programs, training school staff and law enforcement personnel in restorative justice, and hiring additional student support staff such as guidance counselors, social workers, and school psychologists. We recommend making receipt of these funds conditional on compliance with Section 1. • A discretionary grant program for a limited number of localities able to assemble multistakeholder coalitions – involving parents, students, school district personnel, law enforcement personnel, community organizations, and others – that will be charged with developing comprehensive strategies that 1) reduce the number of youth entering the justice system; 2) increase graduation rates, and • decrease the use of state and local funds for juvenile justice interventions for minor misbehavior in school.

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Member Name	Problem	Solution
Marco Nunez	Too many educators, school resource officers, and other adults within the school environment are unaware of the serious consequences of harsh school discipline and the criminalization of youth, and they need more information on how to appropriately address student misbehavior.	<p>Improved Training</p> <p>We recommend funding the Colorado Department of Education to develop training curricula for school administrators, teachers, police and security officers, school staff, and expulsion hearing officers on the adverse consequences of exclusion from school, effective classroom management techniques, adolescent development and relationship-building, conflict resolution, restorative justice/restorative practices, other disciplinary alternatives, and student engagement through challenging and culturally relevant curricula. We also recommend providing funds for the implementation of these trainings in districts found to be out of compliance, under Section 2.</p>
	Gaps in data collection prevent a comprehensive understanding of (a) the full extent of police and juvenile court involvement in school-based matters; and (b) the connections between school discipline, involvement in the juvenile justice system, academic performance, and involvement in the criminal justice system.	<p>Transparency</p> <p>We recommend improving statewide data collection and reporting in the following two ways:</p> <ul style="list-style-type: none"> • Gathering and reporting data around the issuance of school-based arrests and citations, disaggregated by offense, race/ethnicity, gender, school, age, grade, special education status, and limited English proficiency status. • Gathering and reporting data around the linkages between (1) out-of-school suspensions, expulsions, disciplinary referrals to alternative schools, school-based referrals to law enforcement, arrests, and citations; and (2) academic achievement and future justice-system contact.
Yvette Plummer	NCLB is too punitive and has narrow definitions of school success.	Schools should measure and base success on multiple sources of diverse evidence as recommended by the position paper from the Federal Policy, ESEA Re-authorization on School to Prison Pipeline. They should include school resources, [culturally sensitive] process outcomes, improvement efforts while still using disaggregated data by race, gender, socio-economic status, disability and English learning proficiency
	There is an over-representation of students of color and students with disabilities in regards to office referrals, tickets, suspensions, expulsions and court under zero tolerance policies. In addition, African American students are disciplined more severely for less serious or more subjective reason	<ul style="list-style-type: none"> • Cultural difference is one reason, if not the main reason for the cause of over-representation. • It is crucial that school personnel are made to understand the differences between them and the students they are in contact with. • Culturally competency and class management trainings, participating in social events at school and off school grounds, community events, attending extracurricular activities of students, communicating with parents at least once a month with a quick email, phone, note, back & forth book, etc. can build partnership and trust between families and school with positive results academically and behaviorally. • Insist that principals/superintendents provide trainings to school staff and parents. They can use resources from CDE and community organizations at no cost to the school.

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Member Name	Problem	Solution
Yvette Plummer	There is a challenge of implementing PBIS, Safe and Responsive Schools, and Restorative Justice in schools in regards to students with disabilities.	Schools should do a need assessment to find which research-based practices will work for their particular needs and challenges. The framework chosen must work with all students including students with disabilities. Additional supports may be needed for students with disabilities to benefit from the school's new approach to discipline. It is imperative that implementation include genuine family involvement.
	The increased number of students (particularly students of color and students with disabilities) entering the juvenile criminal justice system for minor offenses.	Include parents and students as part of the solution in the beginning. Allow for teachers and parents to create "a plan of action" instead of parents playing the role of receivers of solutions created by professionals. Having parents involve in the beginning of misbehaviors keeps them in the loop and prevents any surprises and hopefully rids the need of police involvement.
	Only 3% of disciplinary action were for law mandated suspension & expulsion in Texas. The remaining 97% were at school officials' discretion in response to violation of school conduct. It is probably not different in the state of Colorado.	We must give school officials discretion but it must be used in a consistent and fair bases for all students. Policies should be created by stakeholders. Emphasizing the needed input from the ones on the frontlines, like teachers, students and parents.
	Gun Free School Act is not being used as it was intended. Some states have expanded it to mandate any student who bought any weapon on campus (Colorado's definition of weapon is broad), other states have gone further to include incidents occurring off school grounds, and non-violent incidents.	Use zero tolerance policy for behaviors that truly threaten school safety as I believe the original intent of the Gun Free School Act does.
	Disciplinary actions remove students from the school environment which leaves students vulnerable to juvenile justice system and prevents them from gaining an education.	Schools should have wide range of consequences (multi-tiered intervention) with school suspension and expulsion as the last resort. As ascribed by the APA 2008 journal article, research has found no evidence that zero tolerance effects or keeps school safe. As stated in the Discipline, Achievement and Race hand-out, Greenfield Middle School gained in student learning due to changes in student teacher relationships. To prevent negative behavior to occur they focused on established meaningful relationships with disconnected students. Teachers need to be provided time to get to know the students they teach, their families and even the community where they work. Administrators need to provide incentives and support for this to happen.

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Member Name	Problem	Solution
Yvette Plummer	Many teachers lack assistance and support to manage and teach the diverse academic and behavior needs of their students who represent gender, racial, culturally, linguistically, and ability differences.	Give incentives to schools that use an approach where teachers and staff are required to learn about the students and their families in order to build relationships and avoid mistrust and misunderstandings on both sides. Culturally Competency training for teachers and school staff would be a start. Opening the school for community events where school staff is at attendance is one way for the school to be part of the community in a genuine way. Phone calls, emails, notes (whatever is easier for the teacher time wise) to parents stating what "good" their child did either that week or that month.
	Lack of a state of the art electronic school record systems, statewide juvenile justice database and dept. of human services database.	Create an easy and effective central database where different Colorado state agencies can use together with various levels of security access. The database would be used without violating right of privacy laws and policies.
	Huge cost to parents and tax payers when students are being disciplined through juvenile justice and criminal justice system.	Look into Marjoire Rudden's suggestion at the August 30th task force meeting of using the funds courts receive and putting it into prevention.
	Police or SROs questioning students without a lawyer or parent present. Many students don't understand the meaning of Miranda Rights.	<ul style="list-style-type: none"> • SROs should be trained to deal with youth and adolescents because they are different than adult offenders. • Their brains are not fully developed until age 25. They are more impulsive and rarely think of the long term affects or the consequences of their actions. • SROs need to identify students with disabilities and be trained in how some disabilities affect behavior in inappropriate ways. SROs should be "concerned about campus safety not prosecution." • Children should not be interrogated or questioned by an SRO without their parent present.
	Students who are suspended are often alone passing idle hours while parents are at work	This time can be used for academic and behavior supports by using in-school suspension or probationary expulsion. Wrap around agencies working together and communicating with each other, schools, and parents can also prevent out of school suspensions, expulsions and dealing with the courts.
	Families are not educated in court proceedings and are unaware of the long-term consequences of actions taken in court.	<ul style="list-style-type: none"> • Age appropriate explanation of court proceedings to youth and adolescents • Students will not be questioned by an officer without a parent present • Liaison or family advocate to explain procedures to parents/students as they are going through the process • Defense lawyers aware of collateral consequences • Youth taken off sex offender registries, criminal record checks and community notification systems • Provide rehabilitation services and re-entry services • Training for families on PBIS or school's intervention program, trainings on the way the judicial system works (juvenile and criminal), Manifestation Determination training for students with disabilities, etc. These trainings can be presented for free from CDE, PEAK Parent Center, Denver Metro CPRC, and PIRCs.

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Member Name	Problem	Solution
Yvette Plummer	Two-thirds of individuals released from prison will end up back in the criminal justice system in 3 years of their release, and barriers to obtain employment or education because of criminal records makes matters worse.	ABA's recommendation when it comes to employment applications, financial aid applications, and college admission applications that it should state when asked if applicant has been convicted of a crime: "convictions do not include proceedings or adjudications that take place in a juvenile court system." Since education is a good precursor for young people being productive and contributing citizens in their communities, it is counter-productive to use law enforcement to solve minor offenses. These misbehaviors need to be handled with school teacher/principal and parents.
	<p>Terms are not clarified in Safe School Act section 2232109.1. For instance, terms like detrimental behavior, disturbance, disobedience, defiance and interference. In section 5 "other action taken" is not defined.</p> <p>In Colorado's current zero tolerance policy under Mandatory suspension "Serious violation" in school building... is a matter of local discretion and is not defined.</p>	Define terms that are broad and make them focused. Distribute that definition to all involved.
	Superintendents, school boards and principals may want to keep zero tolerance policies to protect them politically. Some may believe that exclusion of trouble-making students provides a safe school and healthy learning environment. Some may resist using PBIS, restorative justice, Safe Responsive School program, student court, etc. because of the cost of staff time and money.	Superintendents, school boards and principals need information about what the data states about how zero tolerance policies are not working and in many cases makes matters worse. Provide them with cost efficient alternatives that show results where new policies and frameworks are decreasing office referrals, suspensions, expulsions and increasing test scores, attendance in school, and overall improvement in behavior.
Sergeant Doug Ross	School Discipline laws restrict administrators	<ul style="list-style-type: none"> • Relax mandates / zero tolerance policies. • Build in latitude to allow administrators to intervene in extenuating circumstances. • Allow for local decision making
	School Discipline results reduction of educational time	<ul style="list-style-type: none"> • Develop discipline programming that includes testing to establish appropriate educational level. • Utilize in school suspensions with tutoring
	Weave Restorative Justice throughout the school discipline process.	Develop Professional development to include RJ principals for basic classroom management through more involved discipline issues.
	Data Collection definitions not clear	<ul style="list-style-type: none"> • Clearly define data we are trying to collect. • What does Referral to Law Enforcement mean/ • Distinguish between Law Enforcement / SRO involvement and criminal charges.
	Data collection inaccurate	<ul style="list-style-type: none"> • Review CDE data collection and educate schools on proper reporting • Need better consistency in reporting so data is accurate.

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Member Name	Problem	Solution
Sergeant Doug Ross	Need for proper training of law enforcement working in schools	Enhance CASRO and encourage agencies to take advantage of the support offered by CASRO and Colorado Safe Schools Resource Center.
	We have heard several anecdotal stories of discipline going overboard. We need to be careful not to develop legislation based solely on a small number of failures in the system.	<ul style="list-style-type: none"> • Encourage those who believe the system failed in their case to communicate with their local law enforcement, school board and prosecutors to examine those individual cases. • Don't build policy based on extremes
	Special Needs Students - some could be better served in special programs not in the main stream school.	Don't necessarily have a solution...Address extreme behavior considering safety of staff/other students
	Truancy	Examine how finances impact how schools discipline
	MJ in school sin increasing at an alarming level	Begins at very early age. Develop early intervention programs at the elementary level
		<ul style="list-style-type: none"> • Evidenced-based educational programs at all school levels on hazards of drug use • Harsher punishment for adults providing MJ to kids
	Some situations require justice system involvement in order to get services for kids / families.	Further develop Juvenile Assessment Centers throughout the state.
	Law Enforcement has inconsistent training in the field of school based law enforcement.	Develop / encourage basic training standards
Senator Evie Hudak		Restrict use of suspension to violent or unsafe situations, NOT drugs or truancy.
		Restrict expulsion to criminal acts, and clarify the difference between suspension and expulsion.
		Limit number of days students can be suspended, depending on safety of the situation when they return.
		Change the "reported to law enforcement" term used in reporting to CDE to be only for students being arrested or ticketed.
		Add codes that differentiate between tickets (minor offenses) and arrests (serious offenses).
		Require the State Board of Education (or some appropriate body) to set standards for training of SROs in appropriate discipline and school policies, as well as in aspects of the Individuals with Disabilities Education Act (special education, IEPs).
		Require the State Board of Education to define "defiance" and "disobedience" and to refine the definition of "interference" so that these clearly do not include petty offenses.

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Member Name	Problem	Solution
Senator Evie Hudak		Don't consider fights between students "assault" unless serious injury.
		Require Code of Conduct in districts to presume innocent until proven guilty.
		Provide more funding for PBIS and require schools or districts with high discipline rates to use it.
		Require district policies on discipline to fit the behavior AND BE AGE-APPROPRIATE.
Lori Smith	Students being ticketed and arrested for minor incidents, training about adolescent behavior issues, description of discretionary decision-making processes related to student disciplinary issues.	Invite middle/high school administrators to serve on a Q&A panel before the last Task Force meeting so that the Task Force/Committee may receive clarification of those issues that are a problem state-wide or in specific districts only that are best answered by administrators. The administrators can be from those regions represented in the CDE report from Janelle Krueger?