

APPENDIX

APPENDIX I: Summary of Committees and Teams in the Model Code

Below is a list of the various planning, monitoring and intervention committees and teams described in the Model Code. In some cases, states, districts or schools would create new committees to fulfill these roles and responsibilities, while in others they could use existing committees. Unless specifically noted, the committees below should include representation of all the key stakeholders in the school community—students, parents or guardians, teachers, school support staff and administrators.

Level	Committee or Team and Location in the Model Code	Composition, Roles and Responsibilities
State or District	School Climate and Culture Committee 3.7.a School-wide Positive Behavior Interventions and Supports (SWPBIS) 3.7.b Restorative Justice Practices	Representation of all school stakeholders with training in positive approaches to discipline, like SWPBIS and Restorative Justice Practices. <ul style="list-style-type: none"> • Develop guidelines for implementing positive school-wide approaches to discipline, including SWPBIS and Restorative Justice Practices at the state, district and individual school level. • Ensure schools and communities receive training and technical assistance in implementing positive approaches. • Create mechanisms to collect and evaluate data and intervene where there are high rates of exclusion and/or disparities.
	Transitional Team for System-Involved Youth 3.6 Right to Education for System Involved Youth	Formerly incarcerated individuals, parents or guardians and representatives of the school system, juvenile court, social services, probation or parole, and other agencies or community organizations. <ul style="list-style-type: none"> • Assist with entry of youth into detention or incarceration, and re-entry back into the community. • Assess every youth and develop individualized transition plans that include ongoing supervision and wrap-around services.
	Community Monitoring Committee 5.2 Monitoring and Community Analysis	Representation of all school stakeholders and community leaders. <ul style="list-style-type: none"> • Set goals and create plans for improving the educational system. • Monitor data through annual assessments and recommendations. • Create mechanisms for broader community participation and for stakeholders to submit complaints and receive recourse.
School-wide	School Climate and Culture Leadership Team 3.7.a Model Policy on School-wide Positive Behavior Interventions and Supports (SWPBIS) 3.7.b Model Policy on Restorative Justice Practices.	Representation of all school stakeholders with training in positive approaches to discipline, like SWPBIS and Restorative Justice Practices. <ul style="list-style-type: none"> • Create plans, share information and secure school-wide support for implementing SWPBIS and Restorative Justice Practices. • Develop school-wide norms or behavioral expectations. • Develop trainings, lesson plans and strategies for preventing and responding to misbehavior.

	<p>3.7.g Using an Intervention Support Team Model to Conduct Threat Assessments</p> <p>4.1 Right to Freedom from Discrimination</p> <p>4.2 Disproportionate Use of Discipline</p>	<ul style="list-style-type: none"> • Develop strategies for preventing and eliminating discrimination. • Track and evaluate discipline data and monitor and evaluate implementation of positive discipline.
	<p>Stakeholder Advisory Committee</p> <p>2.1 Stakeholder Participation</p>	<p>Representation of all school stakeholders.</p> <ul style="list-style-type: none"> • Design and monitor inclusive decision-making processes. • Disseminate information and develop mechanisms for stakeholders to give input, air grievances and receive remedies. • Monitor data and report back to the school and community.
	<p>Student Councils</p> <p>2.2 Rights of Children and Youth to Participation</p>	<p>Representation of students with staff support.</p> <ul style="list-style-type: none"> • Ensure student input in the design and function of school policies. • Provide student representation on decision-making bodies. • Hold school-wide forums and other activities.
	<p>Parent-Teacher Associations</p> <p>2.3 Rights of Parents and Guardians to Participation</p>	<p>Representation of parents or guardians and teachers.</p> <ul style="list-style-type: none"> • Provide services and information to parents or guardians to support their participation in school. • Conduct assessments of schools and run parent or guardian-led forums where school staff must listen and respond to concerns.

Level	Committee or Team and Location in the Model Code	Composition, Roles and Responsibilities
School-based for Individual Circumstances	<p>Intervention Support Team</p> <p>3.7.a Model Policy on School-Wide Positive Behavior Interventions and Supports (SWPBIS)</p> <p>3.2 Guidelines for Suspensions, Expulsions and Removals</p>	<p>People who know the student who engaged in misbehavior best, including family, classroom teacher, administrator, psychologist, counselor, social worker or mental health experts.</p> <ul style="list-style-type: none"> • Make decisions regarding intensive interventions for students. • Use a problem-solving approach to help students to be more successful in school, at home or in the community, and develop wraparound plans for students with complex and multiple needs. • Support transition for students returning from expulsion.
	<p>Restorative Fairness Committee</p> <p>3.7.b Model Policy on Restorative Justice Practices</p>	<p>Students, teachers and others trained in Restorative Justice Practices.</p> <ul style="list-style-type: none"> • Take referrals of students or staff that have violated the shared values of the school to facilitate self-reflection on how their actions have affected others. • Determine how best to restore and mend the community and how to reintegrate the student or staff member back into the school.
	<p>Exclusion Hearing Panel or Peer Jury</p> <p>3.2 Guidelines for Suspensions, Expulsions and Removals</p>	<p>School staff, parents or guardians and students.</p>

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		<ul style="list-style-type: none"> ● Preside over exclusion hearings as a neutral decision maker. ● Understand the purposes of the school code and receive training in applying the code and conducting a fair and organized hearing. ● Make a decision on the exclusion impartially and based exclusively on the evidence presented at the hearing.
	<p>Individualized Education Plan (IEP) Team 4.5 Students with Disabilities</p>	<p>The student’s parent or guardian, special education and regular education teachers, other individuals who have specific skills or knowledge of the student, and the student (if age appropriate).</p> <ul style="list-style-type: none"> ● When a student with disabilities has an IEP and exhibits behavior that impedes the student’s learning or is disciplined with removals or suspensions, consider positive behavior interventions and review the student’s program to determine modifications. ● For students with disabilities returning from exclusion, consider available resources and develop a transition educational program.