

Student Discipline Recommendations Implementation Plan

School Year 2026-27
Edith Bowen Laboratory School
Utah State University

Introduction

During the 2025-26 school year, a third-party reviewer examined policies and practices at the Edith Bowen Laboratory School regarding student discipline and issued a report in two parts—the first focusing on policies and the second on practices. After the release of Part 1 in February 2026, policy recommendations were reviewed, discussed, published for public feedback, and finally adopted by the EBLS governing board in May, 2026. Part 2 was released in May 2026 and included 10 recommendations for improving practices related to student discipline. This Implementation Plan describes the actions EBLS will take to implement these recommendations and improve student discipline practices moving forward, to the benefit of all involved.

Recommendations From *Part 2: Edith Bowen Laboratory School Student Discipline Best Practice Review*

The ten recommendations are listed below. To review the full report, please [click here](#).

1. Consider more restrictive disciplinary actions and placements for students who are persistently aggressive toward others.
2. Conduct a review of student Behavior Intervention Plans (BIPs) to assess their effectiveness at keeping all students safe and to determine whether they were developed with input from general education teachers. The review should be conducted by a team, not a single employee, and should include input from paraeducators.
3. Establish a written protocol for entering student behavior incidents into Aspire, including the types of behaviors and a timeframe for entry that is as soon after the incident as possible.
4. Implement the statutory bullying prevention requirements, including training of staff, designation of an individual to oversee training and investigations, development of investigation procedures and possibly forms for investigating allegations of bullying, and development and implementation of action plans for substantiated incidents of bullying.
5. Establish a rubric or standard for completing behavior tickets for entry into SWIS and train employees on the rubric or standard.
6. Create a process within the 3-tiered system that reports back to those who fill out behavior tickets on the results of what happened with the student.
7. Conduct monthly (or other regular) internal audits comparing incidents of aggression and resulting discipline to determine consistency in response steps.
8. Notify parents as soon as possible when their child has been subjected to physical aggression by another student, and provide limited information on the steps taken,

including information about when the parent's child may have to see the aggressor again.

9. Provide additional and ongoing training for paraeducators on the BIPs of students they serve, and document the paraeducators' understanding of the BIP.
10. Increase the hours of the behavior consultant.

Response to Recommendations

Each recommendation requires thoughtful consideration. In this section, we present a reflective response to each item, which will lead to a detailed implementation plan in the next section.

(1) Consider more restrictive disciplinary actions and placements for students who are persistently aggressive toward others.

Suspension and expulsion are the most restrictive disciplinary actions schools can take. While suspension has not been known to improve student behavior¹, it provides temporary relief to teachers and students as well as time for administrators and parents to formulate discipline and/or behavior support plans before the student returns to the classroom. EBLs will be focused on ensuring this happens. Students who are persistently aggressive will be subject to recently revised policy [3220: Safe Schools & Student Discipline Policy](#), section V, part G(5), which explains that habitually disruptive behavior “will result in additional consequences such as: a behavior contract, in-school suspension, out-of-school suspension, or expulsion.” Additionally, EBLs will proactively consider changes in placement of students with disabilities who demonstrate persistently aggressive behavior.

(2) Conduct a review of student Behavior Intervention Plans (BIPs) to assess their effectiveness at keeping all students safe and to determine whether they were developed with input from general education teachers. The review should be conducted by a team, not a single employee, and should include input from paraeducators.

Conducting this review will benefit all involved parties: students, paraeducators, teachers, and administrators. The EBLs review team will include a university faculty member, a behavior

¹ See, for example, the following studies:

Hemphill, S. A., Plenty, S. M., Herrenkohl, T. I., Toumbourou, J. W., & Catalano, R. F. (2014). Student and school factors associated with school suspension: A multilevel analysis of students in Victoria, Australia and Washington State, United States. *Children and Youth Services Review*, 36, 187-194.
<https://doi.org/10.1016/j.childyouth.2013.11.022>

LiCalsi, C., Citkowitz, M., & Real-Butcher, L. (2021). *An empirical examination of the effects of suspension and suspension severity on behavioral and academic outcomes*. American Institutes for Research.

Liu, L. (2024). The unintended consequence of school suspension: How school suspension impacted future grades and misconduct. *Children and Youth Services Review*, 164, 107871.
<https://doi.org/10.1016/j.childyouth.2024.107871>

consultant, a special education teacher, a general education teacher, at least one paraprofessional, and a school administrator. EBLS expects to conclude its first review of current BIPs by the end of September.

(3) Establish a written protocol for entering student behavior incidents into Aspire, including the types of behaviors and a timeframe for entry that is as soon after the incident as possible.

This protocol will be developed by EBLS administration, aligned with state code, and implemented by the start of the school year.

(4) Implement the statutory bullying prevention requirements, including training of staff, designation of an individual to oversee training and investigations, development of investigation procedures and possibly forms for investigating allegations of bullying, and development and implementation of action plans for substantiated incidents of bullying.

Staff training will be provided to all employees within the first two weeks of school. The school principal will oversee training and investigations with support from the assistant principal and school counselor. Investigation procedures and forms will be in place by the start of the school year, as well as an action plan template for substantiated incidents of bullying.

(5) Establish a rubric or standard for completing behavior tickets for entry into SWIS and train employees on the rubric or standard.

To implement this recommendation, EBLS will use its Tier 1 team of teachers and the EBLS principal to draft the recommended rubric. The draft rubric will be reviewed by the EBLS administrative team and then shared with all staff during training. Also, it should be noted that EBLS is transitioning this fall from SWIS to a more robust behavior data management system that will assist in responding to this recommendation.

(6) Create a process within the 3-tiered system that reports back to those who fill out behavior tickets on the results of what happened with the student.

Implementing this recommendation will help employees recognize that behavior they report is addressed and that systems are consistent and responsive at EBLS. Tier team agendas will incorporate a focus on reporting back to reporting employees. Additionally, behavior reporting technical systems will be reviewed to consider adjustments that would add documentation of reporting back to the reporting employee.

(7) Conduct monthly (or other regular) internal audits comparing incidents of aggression and resulting discipline to determine consistency in response steps.

For the coming school year, an internal audit team composed of two administrators, a school counselor, a general education teacher, a special education teacher and/or the behavior specialist will meet monthly to compare incidents of aggression and resulting discipline to determine consistency in response steps. This ongoing internal discussion will help ensure

consistent and equitable application of policy. Frequency of internal audits may be reduced to quarterly in following years if consistency appears stable.

(8) Notify parents as soon as possible when their child has been subjected to physical aggression by another student, and provide limited information on the steps taken, including information about when the parent's child may have to see the aggressor again.

Upon learning of an incident of physical aggression, an EBLs administrator will promptly notify parents before the next school day (barring extenuating circumstances). The notification will include details about the event, how EBLs is addressing it, and the steps being taken to prevent future occurrences. Supportive measures will also be provided to those involved in the incident. This will be implemented and documented in the EBLs behavior documentation system. A notification template will be drafted to assist in consistent application of this item.

(9) Provide additional and ongoing training for paraeducators on the BIPs of students they serve, and document the paraeducators' understanding of the BIP.

This training will be provided by the EBLs special education team, either through the special education teacher, the behavior consultant, or both. BIP training will be provided prior to having a paraeducator serve as the primary paraeducator service provider to a child with the BIP. Training will be documented and filed in the special education office.

(10) Increase the hours of the behavior consultant.

This has been completed and will be a great benefit to students and staff at EBLs. Specifically, EBLs increased the consultant's hours from 10 per week to 20 per week.

Implementation Action Plan

Recommendation	Action Item	Completion Deadline
(1) More restrictive disciplinary actions and placements	Apply suspension, expulsion, or placement changes as appropriate.	Ongoing
	Ensure suspension time is used for plan (re)formulation.	Ongoing
(2) Review Behavior Intervention Plans (BIPs)	Assemble review committee and review all BIPs	Sep. 30, 2026
(3) Written protocol for entering behavior incidents in Aspire	Develop and implement	Aug. 19, 2026 - completed
(4) Implement statutory	Employee training provided to	Aug. 31, 2026

bullying prevention requirements	all employees	
	Investigation procedures and forms adopted	Aug. 19, 2026 - completed
	Action plan template adopted	Aug. 19, 2026 - completed
(5) Establish a rubric for recording behavior incidents	Draft rubric	Sep. 18, 2026
	Revise with feedback	Sep. 25, 2026
	Train all relevant staff on using the rubric	Oct. 2, 2026
(6) Report back to reporting employees	Revise tier team agendas	Sep. 11, 2026
	Review technical systems to add documentation of reporting back	Sep. 11, 2026
(7) Conduct regular internal audits of school responses to aggressive behavior	Assemble audit team	Aug. 31, 2026
	Meet monthly to review incidents for consistency	Monthly
(8) Notify parents of students subjected to acts of aggression in a timely manner	Draft notification template	Aug. 19, 2026 - completed
	Implement template as needed	Ongoing
(9) Provide and document paraeducator training on student BIPs	Provide specific BIP training to paraeducators	Prior to paraeducator providing service
	Document such training and keep on file	Ongoing
(10) Increase behaviorist hours	Adjust agreement to increase hours	Aug. 1, 2026 - completed

Implementation Oversight

The EBLS team takes these recommendations and their implementation seriously, knowing that consistent, thorough application of student discipline policies helps to ensure a safe learning environment for students and staff. Consequently, as this plan is implemented, EBLS Administration will make public, regular reports about the plan and its progress to the EBLS Governing Board throughout the 2026-27 school year. Other USU officials may also be engaged to advise on the implementation of this plan.

Plan For Ongoing Improvement

EBLS will continuously strive to implement best practices related to student discipline. Parent and employee engagement will also serve a crucial role in the ongoing improvement of student discipline practices at EBLs. The school or university may also engage outside consultants as needed, such as the reviewer who made these recommendations. Additionally, EBLs will take advantage of new resources from USBE as that agency makes them available. Recent notifications from USBE indicate that such resources are forthcoming.