

# THE CLASS OF 1964 POLICY RESEARCH SHOP EXAMINING DISPARITIES IN VERMONT SCHOOL DISCIPLINARY RECORD DISCLOSURE



PRESENTED TO THE VERMONT HOUSE OF REPRESENTATIVES  
COMMITTEE ON EDUCATION

**Representative Kate Webb, Chair**

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# EXECUTIVE SUMMARY

Between 2013 and 2015, an average of 5.3 percent of all Vermont K-12 students were suspended or expelled from school.<sup>1</sup> These adolescent mistakes that resulted in suspension or expulsion have the potential to hamper Vermont students' post-secondary pursuits if they are recorded and released to colleges and universities or employers. In addition, there is a risk that school disciplinary records can be hacked and subsequently leaked, posing a risk to the privacy and mental well-being of students. Currently, there is no statewide standard for how high schools should structure their disciplinary record disclosure policies. As a consequence, there are disparities and ambiguities on the disciplinary record disclosure policies at the school level. These differences in disclosure policies can cause post-secondary educational outcome disparities between Vermont students based on where they attended high school. This report to the Vermont House of Representatives Education Committee first examines the current state of disclosure policies in Vermont. Then through the collection of original data from high school guidance counselors and college admission officers, we examine the disparities present across Vermont high schools in their disciplinary record disclosure policies and assesses the impact of disciplinary disclosures on the admissions process for colleges and universities. Finally, we present the key findings from our original research and analyze the implications of these findings for Vermont high school students.

## 1 INTRODUCTION: NATIONAL STATUS QUO

In fall of 2020, the curators of the Common App decided to remove the “School Discipline” question from the admissions application system used by more than 900 colleges and universities.<sup>2</sup> With this change, the more than one million American students who apply to college using the Common App each year no longer need to disclose by default whether they have received any disciplinary violations in school.<sup>3</sup> However, colleges can still ask this question on their supplemental application.

The Common App first included questions regarding disciplinary records in response to the wishes of colleges and universities who believed getting this information would help them get a better understanding of applicants beyond their academic merits.<sup>4</sup> The decision to remove the inquiry into a student's disciplinary records came as a result of Common App's conclusion that disciplinary incidents disclosed in response to their questions were not solely representative of a student's behavior, but also a reflection of the staff and the policies of the high school that the applicant attended. More so, research has revealed evidence of bias in school discipline, particularly against students of color and students who are disabled. Both groups have been disproportionately punished relative to their peers.<sup>5</sup>

However, many individual colleges and universities still ask students to disclose whether they have received any disciplinary infractions on the school-specific section of the Common App. As such, students have to report their disciplinary history to the almost 40 percent of colleges that still inquire about school discipline in their school-specific sections of the admissions application for the 2021-2022 application year.<sup>6</sup>

A review of the top twenty “Best National Universities” (as ranked by *U.S. News & World Report*) demonstrates that despite the policy change made by Common App, it is still the norm for selective colleges and universities to make inquiries. Out of the top twenty schools, fourteen included questions about disciplinary history or indicated that they would review disciplinary history before formally admitting students.

Colleges and universities inquire about disciplinary infractions for a range of reasons. For instance, Harvard’s application states that they “are primarily interested in learning the details of the incident from your perspective” and assures candidates that “the existence of a disciplinary violation will not automatically disqualify anyone from admission” but rather they “will consider [each applicant’s] response in the context of our whole person review.” Similarly,

Yale’s application states that they ask about disciplinary history because they “believe that interactions with school disciplinary processes often occur in circumstances that are vital to understanding a student’s experience and its impact on their academic and personal life.” Northwestern’s application states that the decision to not ask about disciplinary history was made “as not to factor responses into [their] review” of applicants, but that the school will request disciplinary information to students that they choose to admit.

The Center for Community Alternatives found that admissions officers generally factor the nature of the violation, the pattern of violations, the length of time since violation, positive behavior changes, and the type of punishment imposed by the school when reviewing disciplinary records<sup>7</sup>

This inconsistency extends far beyond higher education. A study conducted by the Center for Community Alternatives found that 26 percent of the nation’s high schools always disclose disciplinary records, 24 percent sometimes disclose disciplinary records, and 50 percent never disclose disciplinary records to colleges and universities.<sup>8</sup> Furthermore, the report found that 63 percent of high schools lack formal, written policies about disciplinary record disclosure.<sup>9</sup> At 41 percent of the high schools that disclose disciplinary records in some or all cases, the school counselor is the only individual in charge of reviewing and deciding which records to disclose.<sup>10</sup>

Questions surrounding the effectiveness and equity of school discipline are complex, and the impact of the existence of school disciplinary records themselves on students’ future outcomes remains somewhat unclear. But the potential inequity that arises from any discrepancy in disciplinary disclosure

**!** Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from the institution.\*

- Choose an option -

Please complete this required question.

*Figure 5.1: Individual colleges and universities can still include questions on disciplinary history in their applications on the Common App*

policies is undeniable. Current policies may put students at a disadvantage simply for living in a district with stricter standards for disciplinary record disclosure than the one next door.

Apart from negatively affecting students' post-secondary academic outcomes, some schools' disciplinary record disclosure policies are particularly vulnerable to cybersecurity attacks. Virtually all disciplinary records are vulnerable to threats ranging from accidental leaks to malicious data breaches carried out by internally or externally. Any data stored on the Internet or on computers connected to the Internet are vulnerable to cyber-attacks from external actors.

In 2020, Virginia's largest school district, Fairfax County Public Schools, was hacked by an external actor who posted information including student disciplinary records and grades. The group threatened to disclose more personal information if Fairfax County Public Schools failed to pay a ransom.<sup>11</sup> Ultimately, this incident was only one anecdote of a broader trend. According to the K-12 Cyber Incident Map, 348 publicly disclosed cybersecurity incidents affected K-12 schools and other public education agencies in 2019.<sup>12</sup> This figure was three times higher than the number of incidents reported the year prior. There were at least two incidents of cybersecurity attacks reported by Vermont schools between 2016 and 2019.<sup>13</sup> These figures likely underestimate the prevalence of cyberattacks due to the fact that the sensitive nature of data security gives incentive to affected organizations to avoid public disclosure of the incidents.

Schools are particularly attractive targets for malicious actors because they store large quantities of sensitive data on staff and students, often lack capacity to proactively mitigate cybersecurity attacks, and often store data in databases that are accessible to a large number of stakeholders.<sup>14</sup> Indeed, "schools and colleges were the second-highest targets of ransomware in 2019."<sup>15</sup> The increased frequency with which schools are experiencing cybersecurity attacks raises the question of where and for how long disciplinary records should be stored by high schools.

## 2 PURPOSE STATEMENT

Vermont neither imposes nor provides statewide guidelines to schools regarding protocols for the disclosure of discipline records.<sup>16</sup> The lack of clear guidelines at the state-level opens the door to disparities in how disciplinary records are clarified on a school-to-school basis. How are schools creating disciplinary record policies? Do they coordinate with other Vermont schools to create comparable policies and practices? If only a portion of schools maintain policies that allow students to appeal or expunge their records, students in some schools might enjoy greater advantages than their peers at other schools. Similarly, disparities in schools' disciplinary record retention length also can lead to some students having an advantage over other Vermont students for college admissions, job prospects, and future outcomes in general.

The lack of clear guidelines at the state-level also may create disparities in parents' and students' abilities to understand their rights and responsibilities with regard to their disciplinary records. It is plausible that discrepancies in policy create disparities in accessibility. Research conducted by the

Common Application Association has shown that students with a disciplinary record are less likely to apply to college than those without such a record.<sup>17</sup> If parents believe their child’s disciplinary record will be sent to colleges, they may be less likely to help their child apply to college in the first place.

Additionally, external research suggests that the vast majority of college admissions officers utilize the disciplinary records of students while making admissions decisions.<sup>18</sup> If some Vermont schools choose to release their students’ records to colleges while others do not, students in select schools might be arbitrarily put at a disadvantage relative to their peers at neighboring schools simply due to policy discrepancy.

Apart from affecting students’ post-secondary school outcomes, differences in Vermont schools’ disciplinary record disclosure policy also poses a security and privacy risk for students. As disciplinary records are becoming digitized, students who attend or attended schools that retain their records are at risk of having their past disciplinary records exposed. Standardizing Vermont schools’ disciplinary record disclosure policies and increasing protection of these records will ensure that all Vermont students will be able to succeed post-high school without having their past records hold them back.

With the current information gap in how different Vermont schools handle the disclosure of students’ disciplinary records, policymakers may not be able to understand the scope of policy discrepancies and ensuing disparities in Vermont schools. We aim to discover the extent of these discrepancies to give policymakers the tools needed to ensure that students in Vermont are given an equal opportunity to succeed past high school. Furthermore, it is the only way to guarantee that policymakers may continue to meet the imperative of providing for the “Right to equal opportunity”, as declared in Vermont’s education statute.<sup>19</sup>

### 3 BACKGROUND INFORMATION

In 2018, the Vermont Board of Education adopted legislation that implemented a new district structure, with more than 50 “supervisory unions” in charge of governance of all of the public schools within the geographic boundaries of that union. Each union has a corresponding superintendent, who sits on both the district and union school board.<sup>20</sup>

#### 3.1 SCHOOL DISCIPLINE IN VERMONT

In 2019, the Vermont State Advisory Committee submitted a report to the U.S. Commission on Civil Rights that revealed widespread disparity in school discipline across the state. The report found that Vermont schools have persistent racial inequality in disciplinary outcomes. According to the data, students of color in Vermont are two-to-three times more likely to be suspended or expelled from school. Students with disabilities make up 18 percent of schools’ student population but almost 50 percent of schools’ suspensions.<sup>21</sup> The report attributed much of this inequality to the persistence of zero-tolerance policies, in addition to school staff’s implicit racial biases.<sup>22</sup> Another report from the Vermont Agency of Education came to the same conclusions and also found that despite making up

less than 40 percent of students, students that are eligible for free or reduced lunch make up roughly 65 percent of students who are treated with exclusionary discipline practices.

Disparities aside, rates of punishment have been growing in schools in the past decades. Between 1974 and 2012, suspension and expulsion rates increased from 3.7 percent<sup>23</sup> of students to roughly 14 percent of students nationwide.<sup>24</sup> Although Vermont utilizes exclusionary discipline less than the national average, exclusionary discipline remains relatively commonplace in Vermont schools. Between 2013-2015, an average of 5.3 percent of students were punished with exclusion, missing a total of approximately 23,000 school days per year in aggregate.<sup>25</sup> Virtually all (97 percent) of the incidents provoking these punishments did not involve any form of weapon, and roughly 93 percent did not involve any drugs;<sup>26</sup> the majority were attributed to “School Policy/Conduct Violation”.<sup>27</sup> Students who have faced severe discipline are most acutely affected by their school’s disciplinary record disclosure policy.

As attention is drawn to the growing reliance on exclusionary discipline practices in schools, efforts have been made on both a statewide and national level to reduce rates of exclusionary school discipline methods. The Vermont state legislature passed a bill in 2021 that created the Task Force on Equitable and Inclusive School Environment. This task force is working to find alternatives to suspensions and expulsions.<sup>28</sup> Still, no legislation has been passed to standardize policies of how the records themselves are treated—allowing for inequities in treatment to be passed on.

### 3.2 SCHOOL RECORD POLICY AT THE STATE LEVEL

Vermont’s Agency of Education currently maintains a one-page document titled “School Record Retention and Record Management” aimed to clarify the state’s existing expectations for its public schools to follow with regard to students’ records. This document specifies that Vermont students’ high school transcripts must be permanently maintained, and that these records must be stored at a location within the geographic boundaries of the supervisory union. Beyond this specification, the document simply outlines parents’ and students’ rights as stipulated by the Family Education Rights and Privacy Law (FERPA). The document makes no specific mention of disciplinary records, nor does it specify parents’ or students’ rights to request expungement. Furthermore, regarding the storage of school records, the available document does not explain whether school records are stored digitally.<sup>29</sup>

Nowhere on the state’s websites can parents access information about disciplinary record disclosure and expungement policies for different supervisory unions. There is also no outlined process for parents or students to request this information. Note also that the Vermont Agency of Education does not even define whether it considers disciplinary records as education records or not.

As a result of this ambiguity on the state level, policy regarding release of school disciplinary records is left to supervisory unions to determine. Each supervisory union in Vermont is led by one of Vermont’s 56 superintendents who are responsible for the governance of Vermont public schools. If

policies for disciplinary record release are not determined at the supervisory union level, policies could also be potentially determined at the district or the school level.

## 4 RESEARCH METHODOLOGY

Today, Vermont constituents and legislators alike lack easy access to clear information about Vermont schools' disciplinary record disclosure and expungement policies even though the accessibility, the impact, and the inequity of these disciplinary disclosure policies are in question. To investigate and shed light on the state of disciplinary records in Vermont, we designed a survey and collected original data on 36 high school guidance counselors. To supplement our analysis, we also interviewed a college admissions officer from Middlebury College.

### 4.1 CLARIFYING EXISTING SCHOOL DISCIPLINARY RECORD POLICIES

We designed a survey to investigate the school disciplinary record policies in Vermont high schools. To that end, we compiled a list of all high school guidance counselors in Vermont. From this comprehensive list, we were able to find the contact information of 89 counselors and subsequently sent them an invitation email with a link to our survey. In this email, counselors were told that if they complete our survey, they will receive a \$25 Amazon gift card. The funding for this survey was generously provided by the Rockefeller Center at Dartmouth College. Of the 89 high school guidance counselors in Vermont who were invited to take our survey, 36 counselors responded (40.45 percent response rate).

The survey questions were designed to identify key characteristics of disciplinary record policies, as well as assess the respondent's familiarity with the policy creation and modification process. The questions in our survey were aimed at identifying the key characteristics of disciplinary record policies detailed below. Interested readers can view our entire survey in the Appendix section.

*Conditions for Disclosure:* Any conditions that must be met for a school to disclose a student's disciplinary record. Some schools always disclose these records when a student's transcript is requested, others sometimes disclose these records, and others never disclose these records. State and federal laws also sometimes mandate disclosure to law enforcement, such as in cases of hazing or threats to public safety.

*Retention Length:* The time that a student's disciplinary record remains accessible to the student, the school, and the greater supervisory union. The Vermont Agency of Education does not determine the record retention schedules of supervisory unions; rather, this decision is left to the discretion of the different schools or supervisory unions.<sup>30</sup>

*Accessibility of Records:* How students and parents/guardians can access disciplinary records. FERPA requires that students and their parents are able to access their school disciplinary records by request. However, the Vermont Agency of Education does not stipulate how schools must meet this requirement.<sup>31</sup>



*Appealing Disciplinary Record:* The process by which students and parents/guardians can appeal or dispute information on their school record. The Vermont Agency of Education does not stipulate a standardized, state-wide policy for how Vermont students can appeal incorrect or compromising information on their school record.<sup>32</sup>

*Expungement of Disciplinary Record:* The process by which students and parents/guardians can petition to erase a student's disciplinary records. Many parents and students wish to permanently erase any record of a student's past transgressions. However, there is no standardized, statewide policy for how Vermont students and/or parents can seek to expunge disciplinary events from their school records.<sup>33</sup>

## 5 FINDINGS

Survey results provided insight into conditions for disclosure, record retention length, accessibility of records to outside parties, and expungement of disciplinary record procedures. Responses from guidance counselors at 31 schools were analyzed. Four schools represented had less than 100 students, 21 had between 100 and 499, five had between 500 and 999, and one had over 1,000 students. The key findings and figures are displayed below

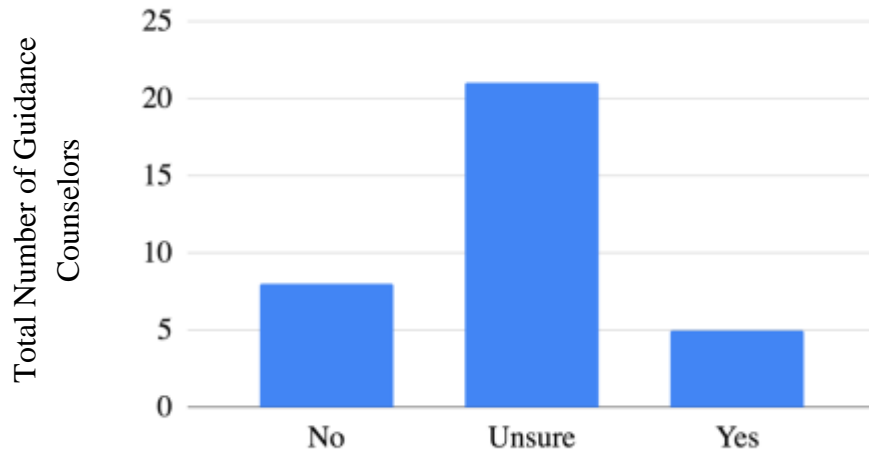
### 5.1 VERMONT GUIDANCE COUNSELORS SURVEY RESULTS:

An average of 27 students per school have disciplinary records with a maximum of 200, minimum of 0, and standard deviation of 42. Only one school in our sample displayed disciplinary infractions on student transcripts; however, schools have the ability to disclose records directly to third parties. Consequently, most students are not aware of the parties to whom their schools are disclosing their disciplinary records.

Key finding 1: The guidance counselors from the majority of responding schools did not know their respective schools' policy for expunging disciplinary records.

In order for legislators and educators to recommend or implement a statewide policy for expunging disciplinary records, they must first know what policies already exist. As of now, the majority of the people one could reasonably expect to know what the policy is at the school they work at, do not know it.

Does your school offer a mechanism for students to expunge their disciplinary records?

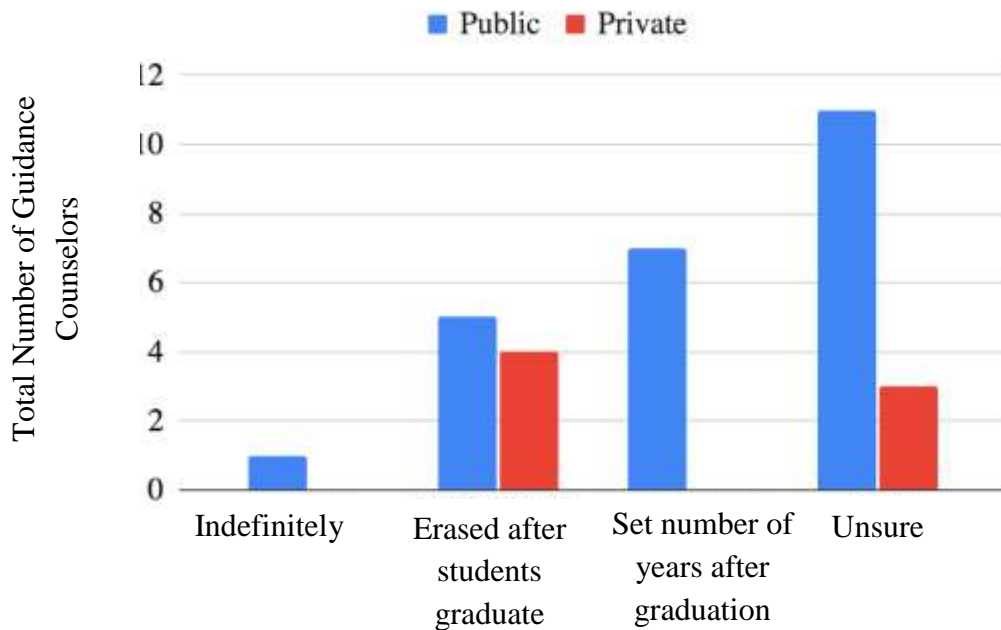


Only five guidance counselors reported students can expunge their records, while eighteen are unsure. Out of these five schools, the maximum number of requests for record expungement was two times, reported by two separate counselors and the other three, reporting one instance within the last three years. One method for expungement included, “Exemplary evidence of a change in attitude and action in succeeding years.” A second reported method was for a student to “Write to the headmaster, academic dean, assistant headmaster and make a cogent case why the record should be expunged.”

Key finding 2: Many guidance counselors were unsure how long disciplinary records were kept by their respective schools.

Many schools have unspecified policies on how long disciplinary records are kept and therefore how long these records will impact graduating students.

How long are disciplinary records kept?

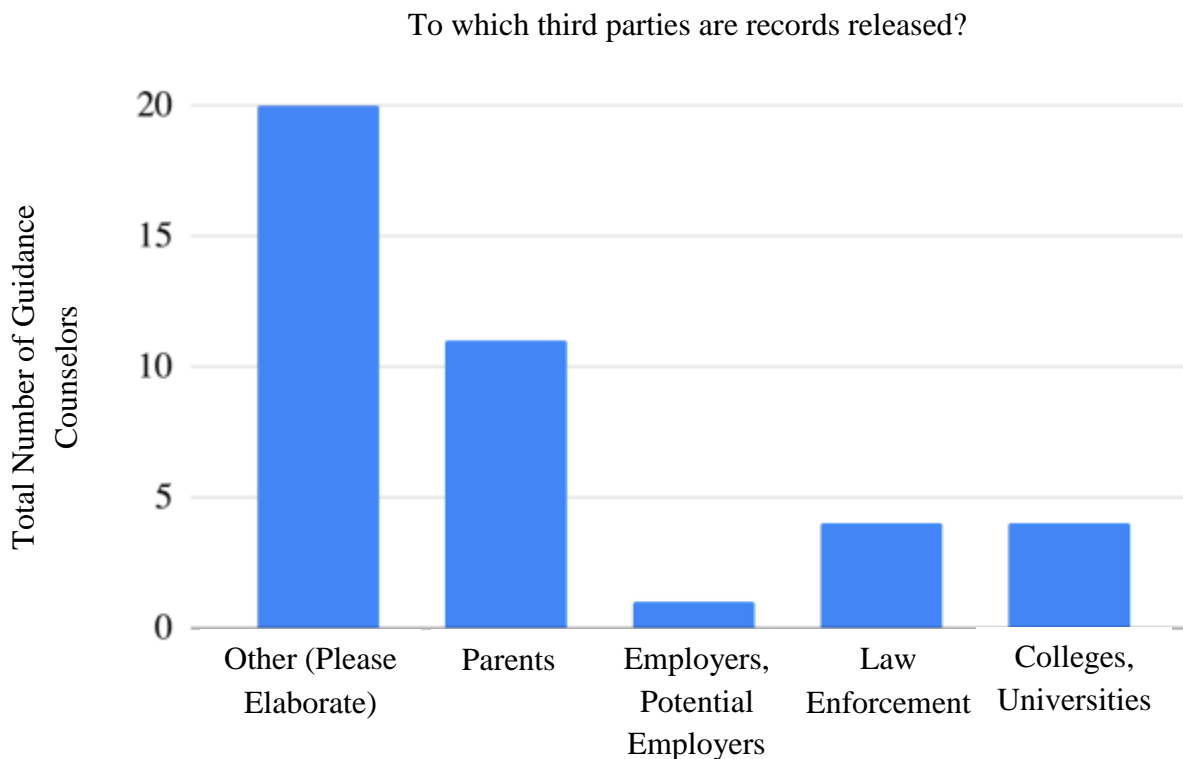


Private school counselors surveyed were either unsure of record retention length or their school erased records upon graduation. Public schools' data show a greater variety of retention timelines, including the most common and rather vague response of a "set time after student graduates."

Key finding 3: Many schools disclose student disciplinary records to a variety of third parties including colleges/universities, law enforcement, potential employers, and parents; however, some schools either do not release records to any third parties or the school's guidance counselor was unsure of their respective school's policy.

Disclosure of disciplinary records to third parties can have adverse effects on students. As of 2015, 73 percent of colleges and universities collect disciplinary information, and 89 percent of those colleges use the records for admissions decisions.<sup>34</sup>

Given the variation in school policies, students are adversely affected depending on the school they attend.



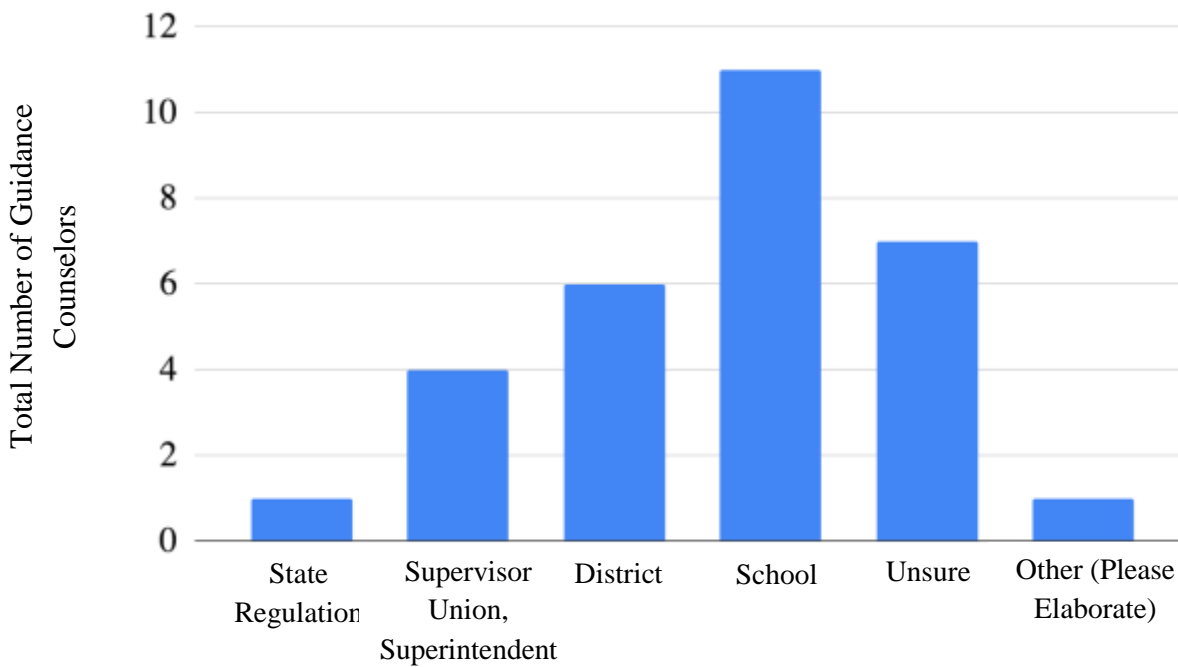
One respondent stated their school releases records to colleges/universities, "If explicitly requested or required on recommendation forms or consultation with admission personnel." A second respondent stated they released records to colleges/universities "if requested by a college." Two counselors noted they used to report records through the Common App, however, this question has since been removed from the Common App. One respondent stated their school releases records to

law enforcement “If the situation meets FERPA guidelines.” Two respondents stated records would be released to the police in the event of a criminal investigation. Eleven counselors stated parents can access records upon request.

Key finding 4: Most schools developed their own disclosure policy of disciplinary records, while only one was reported to have been explicitly developed based on state regulations.

The development of disclosure policies should follow Vermont regulations including the Family Educational Rights and Privacy Act (FERPA). Future research could include asking school officials of their awareness and understanding of FERPA. Only one guidance counselor explicitly referenced the Family Educational Rights and Privacy Act.

Who developed disciplinary record disclosure policy for the school you work at?



## 5.2 EXPLORING THE IMPACT OF DISCIPLINE DISCLOSURE POLICIES ON COLLEGE ADMISSIONS

A common concern with school disciplinary records is that it will impact college admissions outcomes for Vermont students. To assess the influence of disciplinary records on the college admissions process, we interviewed an admissions officer at Middlebury College, a private college located in Vermont.

In this interview, we aimed to understand how, if at all, Middlebury College considers a student's disciplinary history in evaluating their candidacy for admission. We also wanted to determine whether Middlebury College had official, written policies about how to consider disciplinary records in the admissions process. In addition to understanding Middlebury College's individual policies regarding disciplinary records, we also asked the admission's officer questions to determine whether there were disparities present between colleges in Vermont regarding how they view a disciplinary record in the admissions process.

Because Middlebury College is a small, private college and has significantly more resources in its admissions office as compared to larger, public universities in Vermont, we supplemented our understanding of how colleges treat disciplinary record disclosures in the admissions process with external research.

### 5.3 ADMISSIONS OFFICER INTERVIEW FINDINGS:

We gleaned important insights into the role that disciplinary records play in the college admissions process through our interview with the admissions officer from Middlebury College. In particular, we were able to deduce two key findings:

Key finding 1: Colleges and universities do not have a uniform process for treating disciplinary disclosures in their admissions process

Middlebury's admissions officer conveyed to us that there is no standard way in which Middlebury College, or its peer institutions, take into account disciplinary disclosures in its admissions process. Instead, private, small colleges with sufficient resources to conduct a holistic admissions process use disciplinary disclosures as a piece of information to contextualize a student's history. In contrast, larger, public universities who do not conduct holistic admissions generally view disciplinary disclosures as a credible reason for automatically rejecting a potential student.

Key finding 2: Colleges and universities are aware that there is a disparity between high schools, particularly between private schools and public schools, in their disciplinary record disclosure policies.

The Middlebury admissions officer voiced that she notices disparities in how public and private high schools disclose disciplinary records. While private schools are typically reticent in regard to disclosing students' disciplinary records, public schools seem to have a great degree of range in their disciplinary record disclosure policies. The admissions officer told us that she views this disparity in how schools disclose disciplinary records as an equity issue since many schools view these disciplinary disclosures as a reason for rejecting a student. Consequently, students who attend schools that automatically report disciplinary disclosures are at a disadvantage as compared to students who attend schools that do not disclose disciplinary infractions.

## 6 IMPLICATIONS

Our findings and secondary research suggest that there are two main issues present with the current state of school disciplinary record disclosure policies in Vermont. Namely, there is a lack of standardization in schools' disclosure policies and there is insufficient knowledge on the part of both students and their high school guidance counselors on their school's policies. As a consequence, those with past disciplinary records, are disparately affected by their past infractions depending on the disciplinary policy of the school they attended.

Disciplinary records can have both direct and indirect impacts on future outcomes. Direct impact being the change in the admissions decision made by admissions officers because of disciplinary history, and the indirect impact being the change in student's plans caused by their expectation of how their disciplinary record will impact their college admission chances. In other words, the mere existence of disciplinary records affects student expectations of whether they could succeed in the college admissions process, and in some cases prevents them from applying to college in the first place.<sup>35</sup>Therefore, regardless of the impact school records actually have on the decision of admitting individual students, the expungement and disclosure policies have implications on student future outcomes. In addition to the impact of disciplinary disclosure policies on students' college and university outcomes, a high school's disciplinary disclosure policies also have an impact on how vulnerable students are to having their records exposed in a cybersecurity attack.

## 7 CONCLUSION

Due to the lack of statewide regulations on school disclosure policies and ambiguity in disclosure policies at the school level, there is currently a lack of accessibility to information on Vermont high schools' disciplinary record disclosure and retention policies. In addition, post-secondary academic institutions also vary in how they use disciplinary record disclosures in the admissions process. The aim of this policy report is to examine the differences in school disciplinary record disclosure policies across Vermont high schools and assess the impact of this disparity on the post-secondary outcomes of Vermont students. To this end, we surveyed high school guidance counselors in Vermont to understand their school's disciplinary record disclosure policies and interviewed a Vermont college admissions officer to assess how colleges treat disciplinary disclosures in their admissions process.

This report has shown that disciplinary disclosure policies are highly individualized at the school level. This report also showed that many guidance counselors are unaware of their school's disciplinary disclosure policies, indicating that disclosure policies are ambiguous. In addition, post-secondary institutions also have disparities in how they treat disciplinary disclosures in the admissions process. While private, smaller colleges like Middlebury College have the resources to take disciplinary disclosures into account during their holistic admissions process, larger, public schools view disciplinary disclosures as a reason to automatically reject a student.

The vast disparities and ambiguities present both in how Vermont high schools and post-secondary institutions treat disciplinary disclosures indicate that this is a difficult issue to effectively address. However, we hope that our research will help policymakers better understand the scope of disciplinary disclosure policy discrepancies and ensuing disparities in Vermont high schools and take the needed next steps to ensure that Vermont continues to provide equal educational opportunities for all of its students.

## 8 APPENDIX: VERMONT GUIDANCE COUNSELOR SURVEY

We first presented respondents with the following introduction in which they had to indicate whether they agree to take the survey. After this introduction, respondents received questions listed in the following pages.

This study is conducted by Natasha Raman, Tucker Simpson, Jacob Zarkower, and Samuel Winchester as part of their participation in the Policy Research Shop program at the Rockefeller Center at Dartmouth College. This research was originally requested by and will be presented to the Education Committee at the Vermont State House of Representatives. The funding for the survey is provided by the Nelson A. Rockefeller Center at Dartmouth College.

The purpose of this study is to examine the impact of high school disciplinary record disclosure policies on students' career, educational, and other attainment outcomes after postsecondary school. As part of this research project, we are surveying high school guidance counselors to learn about disciplinary disclosure policies at the schools they work at.

This survey should take less than 15 minutes of your time, and your participation is voluntary. You are free to withdraw from the study at any time. If you complete the survey in full, you will receive a \$25 Amazon gift card, which will be emailed to you after the survey window closes. All of your responses in this survey will be kept confidential.

Please indicate whether you agree or disagree to participate in this research study by selecting one of the answer choices below. If you choose not to participate, the survey will end immediately.

- Agree
- Disagree

In the next few questions, we would like to learn a bit more about you, the survey respondent..



What is your age?

- 18-24 years old
- 25-34 years old
- 35-55 years old
- 45-54 years old
- 55-64 years old
- 65-74 years old
- 75 years or older

How many years have you worked as a guidance counselor in Vermont?  
(Please enter your answer in numerical form, e.g. 4 instead of four.)

\_\_\_\_\_

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Next we would like to ask you some questions about the school you work at.

What type of secondary school do you work at?

- Public School
- Private School
- Charter School
- Magnet School
- Other (Please Elaborate) \_\_\_\_\_

How many students in total attend the school you work at?

- 100 students or less
- 100-499 students
- 500-999 students
- 1000 students or more

Have you worked at any other secondary schools other than the one that you currently work at?

- Yes
- No

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*Display This Question:*

*If Have you worked at any other secondary schools other than the one that you currently work at? = Yes*

Not including the current school you work at, how many other schools have you worked at?  
(Please enter your answer in numerical form, e.g. 4 instead of four.)

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Next, we would like to ask you some questions about disciplinary disclosure policies at the school you work at.

To the best of your knowledge, how many current students have a disciplinary record?  
(Please enter your answer in numerical form, e.g. 4 instead of four.)

---

Do student transcripts at the school you work at include a note about disciplinary infractions?

- Yes
- No
- Unsure

To the best of your knowledge, has any parent made an inquiry into the school's disciplinary record disclosure policy in the last 6 months?

- Yes
- No
- Unsure

*Display This Question:*

*If To the best of your knowledge, has any parent made an inquiry into the school's disciplinary reco... = Yes*

How many inquiries have been made by parents in the last 6 months?  
(Please enter your answer in numerical form, e.g. 4 instead of four.)

---

Is it possible for a student's disciplinary record to be expunged at the high school you work at?

- Yes
- No
- Unsure

Display This Question:

*If Is it possible for a student's disciplinary record to be expunged at the high school you work at? = Yes*

Can you briefly describe how a student can go about expunging their disciplinary record?

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To the best of your knowledge, how long are a student's disciplinary records retained?

- Indefinitely
- Erased after a student graduates
- For a set number of years after a student graduates (Please indicate in numerical form how many years) \_\_\_\_\_
- Unsure
- Other (Please elaborate) \_\_\_\_\_

To the best of your knowledge, within the last three years, how many requests have been made for a student's record to be expunged?(Please enter your answer in numerical form, e.g. 4 instead of four.)

---

Does the school you work at keeps track of parents' inquiries into their children's disciplinary records?

- Yes
- No
- Other \_\_\_\_\_
- Unsure

Does the school you work at release students' disciplinary records to any of the following parties? If so, select all that apply.

- Colleges/Universities
- Law Enforcement
- Employers/Potential Employers
- Parents
- Other (Please elaborate) \_\_\_\_\_

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*Display This Question:*

*If Does the school you work at release students' disciplinary records to any of the following parties... = Colleges/Universities*

Briefly describe under what conditions the school you work at releases students' disciplinary records to colleges and/or universities?

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*Display This Question:*

*If Does the school you work at release students' disciplinary records to any of the following parties... = Law Enforcement*

Briefly describe under what conditions the school you work at releases students' disciplinary records to law enforcement?

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*Display This Question:*

*If Does the school you work at release students' disciplinary records to any of the following parties... = Employers/Potential Employers*

Briefly describe under what conditions the school you work at releases students' disciplinary records to employers or potential employers?

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*Display This Question:*

*If Does the school you work at release students' disciplinary records to any of the following parties = Parents*

Briefly describe under what conditions the school you work at releases students' disciplinary records to parents?

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*Display This Question:*

*If Does the school you work at release students' disciplinary records to any of the following parties = Other (Please elaborate)*

*And Does the school you work at release students' disciplinary records to any of the following parties = Text Response Is Not Empty*

Briefly describe under what conditions the school you work at releases students' disciplinary records to  $\${records\_released/ChoiceTextEntryValue/6}$ ?

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To the best of your knowledge, who developed disciplinary record disclosure policy for the school you work at?

- State Regulations
- Supervisory Union/Superintendent
- District
- School
- Unsure
- Other (Please elaborate) \_\_\_\_\_

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Thank you for your participation in this survey. Once again, when the survey participation window closes (in about a week), we will email you your \$25 Amazon gift card.

You can use the box below to submit any comments about this survey (this is optional).

When you are done, please click the >> button one more time.

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