**Site Discipline Plan Collaborative Checklist derived from Article 9.1 of our CBA**

Our Site: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Date: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Our Collective Bargaining Agreement begins with the expressed belief that “working together will produce an Agreement that will meet the needs of both management and staff in accomplishing our shared aim - providing a quality education for all children in the District without exception.” One of the basic tenets of our agreement is site-based solutions.

Collaboratively as an administrative and association representative team, use the following questions, derived from Article 9.1 of our Collective Bargained Agreement to quickly analyze your Site Discipline Plan. This was made as a checklist of the obligations in our shared Collective Bargaining Agreement. If components are found not to exist, work together to remedy them immediately using site-based decision making to regain alignment with our CBA. Our ESC and FWEA leadership are here to support your team in this work. Naturally at this problem-solving stage your team may consider incorporating Site Leadership Teams, PBIS teams, classified staff, etc.. You may also consult neighboring schools for exemplars for what they have in their plans for each of these questions.

*This checklist is designed as a tool for your team to use to review and improve your site discipline plan. This checklist is for the benefit of your team and does not need to be submitted to the District or Association.* However; in order to support you, a representative of HR or the association will check-in with you by the end of February to see how you are doing, and how you found the experience of this collaborative checklist to support your Site Discipline Plan.

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| Question | Yes | No |
| **Theme: How is our plan ready to support our staff and students?** |  |  |
| 1. “Using the shared decision making model,” has our site “design[ed] and implement[ed] a site discipline plan aligned with state/ federal laws and District policies and procedures” (PBIS/ Restorative practices)? (page 56, 59)
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| 1. Does our plan include “site behavioral expectations”? (page 58)
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| 1. Does our plan include “prevention/ Intervention and remediation strategies? (Page 58)
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| 1. Does our plan include examples of “agreed upon alternative forms of correction” which will be tried “prior to removing a student” removal of a student”? (page 56)
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| 1. Is our plan made “available to each student and parent”? (page 58)
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| 1. Have “training opportunities for staff” been provided, including our classified staff? (page 58)
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| 1. Does our plan include the provision that “staff will design and conduct at least two (2) open staff meetings a year to address staff-driven building discipline and safety issues. These may be independent meetings developed in conjunction with the building principal” (page 59).
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| **Theme: How are we prepared if there is a disruptive student?** |  |  |
| 1. Does the plan indicate that all have the “right to remove a student whose behavior disrupts the teaching process”? (page 56)
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| 1. Does our plan include the “site disciplinary standards” whose violation warrants removal of the student from “the classroom or activity area”? (page 56)
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| 1. Does the plan describe what constitutes an “emergency situation”, which warrants immediate removal even without attempts at alternative forms of corrective action? (page 56)
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| 1. Is there a uniform process (referral) for staff to “notify the principal or supervisor when a student has been removed from class”? (Page 56)
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| 1. Is there a clear process for communicating with staff after they write a referral and for notifying the staff member “when a student has been suspended from his/her class”? (page 57)
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| 1. Does our plan include “in-site alternatives to suspensions”? (page 58)
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| 1. Do these alternatives impact employees whose job description does not include discipline or behavior management (ex: FWEA classified staff)?
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| **Theme: Our preparation for crisis and emergency** |  |  |
| 1. Does our plan have a “crisis intervention plan?” (page 58)
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| 1. Is there a “location/person in [our] building to which a student who has been removed from class will report”? (page 56)
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| 1. Does this location impact employees whose job description does not include discipline or behavior management?
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| 1. Does our plan include that “possession or use of weapons, explosives, firecrackers, or other items capable of producing bodily harm as defined in RCW 9.41 is prohibited?” (page 58)
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| **Theme: How are we ready for the student’s re-entry to class?** |  |  |
| 1. Is there a process for communicating with staff that a teacher’s student has a “known, documented history of violent or threatening behavior” prior to placement in a teacher’s class? (page 58)
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| 1. “Prior to the return of every student who has been removed, suspended, or expelled for a dangerous weapons violation…is an enforceable behavior plan” established? (page 57)
 |  |  |
| 1. Does the plan include how “a staff member will be notified when a student is suspended from his/her class”? (page 58)
 |  |  |
| 1. Are systems in place so that this meeting “occurs in each and every instance that a staff member has removed a student,” prior to re-entry? (page 56)
 |  |  |
| 1. Are there steps and timeline for re-entry of a removed student to class that include “the principal/ supervisor and staff member meeting to discuss interventions implemented?”  (page 56)
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