**Site Discipline Plan Self-Audit Checklist**

Site: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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. As an administrative and association representative team, collaboratively use the following questions, derived from section 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. 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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| Audit Question | Yes | No |
| 1. “Using the shared decision making model,” has our site “design[ed] and implement[ed] a site discipline plan? |  |  |
| 1. Does our plan use “culturally responsive and sensitive language and practices?” |  |  |
| 1. Does our plan include “site behavioral expectations?” |  |  |
| 1. Does our plan include “prevention/intervention and remediation strategies aligned to the SIP?” |  |  |
| 1. Does our plan include “referral procedures, including point of contact and contingencies and timelines?” |  |  |
| 1. Does our plan indicate “training opportunities for staff (for example: Restorative Practices (RP), Positive Behavior Intervention System (PBIS); Social Emotional Learning (SEL), Adverse Childhood Experiences (ACEs), legal requirements), differentiated by site/ role?” (The goal of this line is to make sure each staff member has had the opportunity to be onboarded and trained in what they are supposed to implement at their building.) |  |  |
| 1. Does our plan include “on site alternatives to in school suspension?” |  |  |
| 1. Does our plan include a “crisis intervention plan that does not rely on Special Education staff to serve as the primary responder for general education students who need restraint or de-escalation?” |  |  |
| 1. Does our plan include “communication procedures regarding administrative behavior interventions?” |  |  |
| 1. Does our plan include “removal and re-entry processes?” |  |  |
| 1. Does our plan include examples of “agreed upon alternative forms of correction” which will be tried “prior to removing a student?” |  |  |
| 1. Does the plan indicate that all teaching staff have the “right to remove a student whose behavior disrupts the teaching process?” |  |  |
| 1. Does our plan include the “site disciplinary standards” whose violation warrants removal of the student from “the classroom or activity area?” |  |  |
| 1. Does the plan describe what constitutes an “emergency situation”, which warrants immediate removal even without attempts at alternative forms of corrective action? |  |  |
| 1. Is there a “location/person in [our] building to which a student who has been removed from class will report.” Does this location “minimize the impact of students sent out of class on front office personnel?” |  |  |
| 1. Does this plan ensure that office staff are not responsible for supervision of students removed from class? |  |  |
| 1. Are there steps and timeline for re-entry of a removed student to class that include the principal/ supervisor and staff member discussing interventions implemented and plans for next steps consistent with the school wide discipline plan before the student returns? |  |  |
| 1. Are systems in place so that this discussion “occurs in each and every instance that a staff member has removed a student,” prior to re-entry, “unless the staff member communicates that the discussion is not necessary?” |  |  |
| 1. Is there a uniform process (referral) for staff to “notify the principal or supervisor when a student has been removed from class?” |  |  |
| 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 [their] 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? |  |  |
| 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? |  |  |
| 1. Does our site have a Student Intervention Team and/or SEL committee? |  |  |
| 1. Does our site have a system for reporting health and dangerous building conditions? |  |  |
| 1. Does our site have a plan for addressing COVID protocol non-compliance (such as masks or social distancing)? |  |  |
| 1. Do we have our "SLT, PBIS team or other structures" set up to regularly "review the effectiveness and implementation of [the] site discipline plan to determine if revisions need to be made?" |  |  |
| 1. Is our plan made “available to each student and parent[/guardian]” and staff member? |  |  |