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| **Implementation** **Snapshot**  **Evaluation Feature: Discipline Policies (1.6)** | |
| ***What is it?***  School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. | |
| ***Scoring Criteria:***  0 = Documents contain only reactive and punitive consequences  1 = Documentation includes and emphasizes proactive approaches  2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use | ***Possible Data Sources/Implementation Products***   * Discipline policy * Student handbook * Code of conduct * Discipline process flowchart * Tier I manual |
| ***Supporting Implementation*** | |
| **Role of District Coordinator:**   * Review district discipline policies and ensure alignment with core principles of RTI2-B * Provide administrators and coaches with copy of district discipline policies   **Role of Administrator:**   * Understand purpose of discipline procedures and allocate resources to schools to implement necessary procedures * Allocate time in staff/grade-level/department meetings to discuss discipline policies and procedures * Identify areas of improvement (e.g., flowchart, problem behavior definitions, ODR form, etc.) * Ensure discipline policies and procedures are clearly documented in the student and staff handbooks * Get feedback from staff and make improvement as needed * Examine level of consistency among staff throughout year   **Role of Coach:**   * Work with team to ensure discipline procedures and policies are clear * Work with team to ensure procedures include proactive and restorative approaches * Work with team and District Coordinator to ensure professional development is provided to staff around appropriate responses and preventative approaches for supporting student behavior | **Role of Team:**   * Attend Tier I Training * Develop procedures for managing and responding to office-managed and staff-managed problem behaviors, with staff input and feedback * Include proactive and restorative approaches in the discipline procedures as discussed in the training * Present the discipline procedures and policies to the staff   **Role of Staff:**   * Contribute and adhere to referral and discipline procedures * Participate in skill development training   **Role of Student, Family, Community**   * Provide input on discipline policies and procedures |
| ***Additional Resources and Research*:** | |
| **Practitioner Resources**   * TBSP Materials: Example Problem Behavior Definitions, Example Behavior Management Levels, Example Discipline Process Flowcharts, Strategies for Discouraging Problem Behaviors, Rethinking Discipline Article   R**esearch**   * Safety Without Suspensions (Skiba & Sprague, 2008) * Impact of School-wide Positive Behavior Supports on Student Behavior in the Middle Grades (Nocera et al., 2014) * The School Discipline Dilemma: A Comprehensive Review of Disparities and Alternative Approaches (Welsh & Little, 2018) | |