**Safe Learning Environment and Site Discipline Plan**

**Self-Audit Checklist**

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

Our Collective Bargaining Agreement begins with “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.”

This checklist consists of components from the Collective Bargaining Agreement to support teams with a tool to examine their site-based discipline plan. If components are found not to exist, it is expected teams will work together to remedy them immediately using site-based decision making to regain alignment with our CBA.

Site discipline plans are living documents, and “multiple times each year, sites, using their S(E)LT, PBIS Team or other structure, will review the effectiveness and implementation of their site discipline plan to determine if revisions need to be made to increase the successful functioning of the school.” In addition to monthly staff meetings, section 9.4 outlines August retreat time, PD time, and early releases for this work.

By October 1, each site will communicate building site discipline plans to families in an equitable and accessible manner, as well as sending a copy to FWEA, Human Resources, and Learning Improvement Officers.

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| Checklist: | Yes | No |
| **Section 9.1.B: Administrative Support** |  |  |
| 1. Is there a plan for a “principal or supervisor or designee to be on site during working hours”? |  |  |
| 1. Does our plan ensure “All staff working with students outside the building but on campus will be provided access to a radio”? |  |  |
| **Section 9.1.C: Site Discipline Plans** |  |  |
| 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 (including minor vs. major)”? |  |  |
| 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 suspensions”? |  |  |
| 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 including those called out in section 9.1.E.2 and 9.1.G”? |  |  |
| 1. Does our plan include “removal and re-entry processes”? (this will be discussed in numbers 21-31 in 9.1.F.1 below) |  |  |
| 1. Does our site “have student support/ student intervention teams”? |  |  |
| 1. Have we assembled this team: “Each building shall have SEL (Social Emotional Learning) committee, which may be the same as the discipline committee, or may be a separate committee that works in conjunction with the discipline committee”? |  |  |
| 1. Does our plan include “A reporting system for health and dangerous building conditions”? |  |  |
| 1. Does our plan include “A social media and cell phone management plan which aligns to Board Policy 3245 “Use of Telecommunication/Electronic Devices” and the FWPS Rights and Responsibilities Handbook”? |  |  |
| 1. Are our staff, AR and Admin team aware of the “Intensive Supports” and process available in the CBA? (9.1.C.6 and Appendix K) |  |  |
| **Section 9.D.1: Monitoring and Supporting Safety** |  |  |
| 1. Does our site “have supports for threatening situations by ensuring that a Threat Assessment Team (TAT) is in place”? |  |  |
| **Section 9.1.E: Referrals for Student Misconduct** |  |  |
| 1. Does our plan ensure staff know how to “refer student violations of the site behavior/ discipline expectations to the principal/ designee”? |  |  |
| 1. Have we established an agreed upon way that “the principal/ designee will communicate the disposition of the referral to the referring staff member”? |  |  |
| 1. Is our plan clear that “In the event that the principal/ designee determines that substantive changes, such as the level of infraction, need to be made to the referral, the principal/ designee will have a conversation with the referring staff member prior to making the changes”? |  |  |
| **Section 9.1.F: Student Removal From the Learning Environment** |  |  |
| 1. Does our plan ensure “A student who creates a disruption of the educational process in violation of the site disciplinary standards while under a staff member's immediate supervision may be excluded by the staff member from the classroom or activity area”? |  |  |
| 1. Does our plan ensure that our staff knows that “Prior to removing a student, except when the student’s presence poses an immediate and continuing danger or an immediate and continuing threat of material and substantial disruption to the educational process, the staff member must first attempt one or more other forms of corrective action to support the student in meeting behavioral expectations”? |  |  |
| 1. Does our plan include how “The principal/designee and staff member will discuss interventions and plans for next steps consistent with the school wide discipline plan before the student returns. Such discussion will occur in each and every instance that a staff member has removed a student from class unless the staff member communicates that the discussion is not necessary”? |  |  |
| 1. Does our plan define “an immediate and continuing danger or an immediate and continuing threat”? (this may be listed in majors section of the flowchart) |  |  |
| 1. Is there a “location/person in [our] building to which a student who has been removed from class will report”? |  |  |
| 1. Does this location “minimize the impact of students sent out of class on front office personnel”? |  |  |
| 1. For schools “with space/ personnel outside of the office to which students can be sent”, does our plan “use the front office only transitionally”?   For schools “without space/personnel outside of the office for students”, does ours plan ensure “certificated staff members or designated para-staff members will be primarily responsible for maintaining the behavior of students who are sent out of class”? |  |  |
| 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 a process in place for staff to request building discipline personnel to “assist in the removal of a student in a safe, legal, and timely manner”? |  |  |
| 1. Is there a process for a staff member to “request a meeting be promptly held among the staff member, principal or supervisor, and the parent(s)/guardian(s)”? |  |  |
| 1. Does our plan include a process for when “staff faced with a student displaying disruptive behavior have the right to establish an enforceable behavior plan for the student with the principal and parent/guardian”? |  |  |
| **G. Communication Regarding Discipline and Safety** |  |  |
| 1. Does our plan include a process for how “Affected staff members will be notified about threats to the school or members of the school community in a timely manner, within legal parameters. Every effort will be made to notify staff before parents and students”? |  |  |
| 1. Is there a process so that “A staff member will be notified when a student is suspended from that staff member’s 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, “at least one day in advance of the placement”? |  |  |
| **H: Staff Rights and Responsibilities Regarding Violent Incidents** |  |  |
| 1. In the event that a staff member is assaulted, does our plan include that “the principal or supervisor will provide appropriate support to ensure the safety and wellness of the staff member”, which may include coverage for the remainder of the day (without the use of wellness leave), time to debrief, address staff needs moving forward etc.? |  |  |
| 1. Have the staff examined the language under Section 9.1.H.3 *Criminal* *Mistreatment*? |  |  |
| 1. Have the staff examined the language under Section 9.1.H.4 *Weapons*, including that “Administration will immediately and thoroughly investigate reports and rumors regarding dangerous weapons and take prompt and reasonable action to protect staff and students and their property”? |  |  |
| 1. Has the site examined the language under Section 9.1.J *Staff* *Protections*? |  |  |