Training Guide for Using Data to Promote Equity in School Discipline

Revising School Discipline Policies and Procedures to Promote Equity

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Vicki Nishioka

: REL NORTHWEST

NOTE: These materials are part of a series, "**Using Data to Promote Equity in School Discipline,**" which comprises an introduction and four work sessions. To access the introduction/planning document, the other work session training guides, and the accompanying PowerPoint presentations, visit https://ies.ed.gov/ncee/edlabs/regions/northwest/news/equity-school-discipline.asp

The materials available in this series include:

- *Introduction: Planning and Facilitating Work Sessions to Improve School Discipline*
- *Work Session: Revising School Discipline Policies and Procedures to Promote Equity*
- *Work Session: Using School Discipline Data to Pinpoint Concerns and Track Progress*
- *Work Session: Using Reflection Groups to Learn How Families and Educators View Their School or District*
- *Work Session: Identifying Strategies to Promote Equity in School Discipline*

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Revising School Discipline Policies and Procedures to Promote Equity

The policies and procedures of school and district leaders influence school climate, how school staff members interact with students, and teachers' classroom management practices. Policies and procedures also set the stage for how your district and/or school approaches school discipline. They play an important role in telling students and families about your district's values and your commitment to keeping all students safe and in school. The most common school discipline documents are parent and/or student handbooks, student codes of conduct, and school board polices. Together, these documents usually state the district's expectations of students and families as well as their rights to due process. They share information on ways that students can earn recognition or awards, and they provide information on the ways that schools may respond to discipline incidents, including suspensions and expulsions.

In this work session, district teams will discuss how and why school discipline policies are shifting from a zero-tolerance approach to one that's focused on prevention and on keeping students in school. They will also discuss how the process of revising district-level school discipline policies can promote better outcomes for students, educators, and schools. Teams will have the opportunity to use the Discipline Policies and Procedures Summary (DPPS) to review their school or district discipline policies and to plan any necessary revisions.

Objectives

1. **Discuss why school discipline policies are shifting, both nationally and within your district, from a zero-tolerance approach to school discipline to one that focuses on prevention and keeping students in school.**

2. **Review your district's school discipline policies using the Discipline Policies and Procedures Summary (DPPS).**

3. **Identify resources and example discipline documents to inform revision of your district's discipline policies and procedures documents.**

4. **Begin organizing and planning revision of the district's discipline policies.**

Who should participate?

This work session is designed for district teams comprising individuals who are responsible for reviewing and revising the content of the district's student and/or parent handbook, code of conduct, and other school discipline documents. The team should include members who are representative of the cultural, racial, and ethnic diversity of the students served. The team should also include members who represent—or can get information on—how educators, students, and parents view school discipline. Team members could include teachers, administrators, school counselors, coaches, and others who interact directly with students and families. Parents also provide an important perspective that can help the discipline policy review process. The size of the team depends on the available resources, such as organization of staff roles, funding for staff release time, and the timeline required to complete the school discipline policy revision. Smaller districts may have staff members who have several roles in the district, which may result in smaller teams that will need more time to complete the task. Others may have larger teams that allow them to assign smaller work groups to review individual sections of the district policy.

KEY TERMS

DATA INDICATORS: Data that provide information about progress toward a desired goal or outcome, such as reducing suspensions or racial disproportionality in exclusionary discipline.

EXCLUSIONARY DISCIPLINE: Discipline actions that remove students from classroom instruction, including in-school suspension, out-of-school suspension, expulsion, or removal to an interim alternative education setting.

NONEXCLUSIONARY DISCIPLINE: Discipline actions that assign additional support or punitive consequences to students without removing them from classroom instruction.

PLAN-DO-STUDY-ACT: A continuous improvement process that uses data to pinpoint concerns, identify interventions, develop an action plan, monitor progress, and adjust interventions as needed.

REFLECTION GROUPS: Focus groups that are designed to help school teams gather information from families and educators about how they view the school's learning environment and discipline practices.

Organizing the work session

Conducting an efficient and high-quality summary of your school discipline policies and procedures requires planning. Who will be on the district team? Which discipline documents should the team review? Are there handbooks or other documents that could help you complete the DPPS review process? How should the district team organize its work? These are the questions that careful planning should address. This section describes the steps for planning a discipline policy review process that considers the specific needs and circumstances in your district.

Choose a facilitator or team lead to coordinate the school discipline policy review work session
Facilitators are designated to lead and organize the team's school discipline policy review and revision. Prior to the work session, the facilitator will plan the time, set up the meeting space, and organize materials required for the work session. During the work session, the facilitator will conduct the presentation on research, guide the policy review process, and facilitate planning the policy revision. Following the work session, the facilitator will take the lead on planning and supporting the policy revision process. It is helpful if the facilitator is knowledgeable about current discipline policies and procedures. The facilitator should also have the authority to make discipline policy decisions or have direct access to those who do. If possible, the facilitator should help identify members of the school discipline policy review team.

Collect and organize school discipline and procedures documents
Careful preparation of the workspace and materials can increase the efficiency of the district team. A list of the materials you will need to facilitate this work session is provided below (table 1).

TABLE 1.
Discipline policies and procedures materials

Materials you will find in the work session materials

Facilitator's annotated agenda
Suggest reviewing and, if needed, adjusting the schedule to meet participants' needs.

Revising School Discipline Policies and Procedures to Promote Equity presentation slide deck. See talking points by clicking orange icon in upper left corner of page.

Handout 1. *Information brief: Equity in school discipline policy and procedures*

Teamwork activity
- Handout 2. *Discipline policy and procedures summary*
- Handout 3. *School discipline policy revision checklist*

Suggest making electronic AND paper copies for all team members.

Work session evaluation

Materials you will need to bring

Team activity
- District's parent/student handbooks, student code of conduct, and/or board policies that discuss school discipline policies and procedures.
- Example parent/student handbooks from other districts that have revised their policies to increase the use of discipline practices that focus on social and emotional learning and keeping students in school.
- Copy or summary of the state's school discipline policy.
- Other helpful documents include the district's strategic plan, guidance for school discipline practices (e.g., Positive Behavioral Interventions and Supports guide), and equity plans.

Suggest electronic copies for all team members AND one or more paper copies for each team.

Office supplies, including sticky notes, paper clips, and highlighter pens that members may use to highlight text and record ideas and resources to help with their revision. Some teams find that recording members' comments and recommendations on chart paper or other media helps guide the group discussion.

The team needs a workspace that allows it to review, discuss, and complete the discipline policy review with minimal interruptions or distractions. Each member should have a copy of a blank DPPS. Organizing the discipline documents—the current policies and procedures and examples from other districts—is also important. It is helpful to provide these materials in the format that team members prefer (electronic, paper, or both). We suggest that you store electronic copies of the session's hand-outs in a central location that team members can access easily.

Suggestions and lessons learned

1. The time each team will need to complete the DPPS will depend on the number of team members and their knowledge of district and state discipline policies. If possible, we suggest that the teams set aside four hours for the first work session. This will allow one hour for team members to learn about the research and how to use the DPPS and three hours for the team to complete the DPPS and begin planning revision of their district policies. Note: Facilitators may choose to spread the team work time across several work sessions, if needed.
2. Advise team members to bring a laptop computer so they can access electronic copies of hand-outs and documents from their district website.
3. Ensure that work teams have Internet access so they can explore and gather resources, including other districts' discipline policies and student/parent handbooks or state guidance and regulations.
4. Team members usually have questions about state policy and regulations. As such, it is helpful if one or more team members are knowledgeable about state policy and can answer their questions.
5. As facilitator, you may need to help the team develop group agreements on conducting respect-ful conversations, sharing different points of view, making decisions, and assigning work.

Revising School Discipline Policies and Procedures to Promote Equity Work Session

This annotated agenda provides a suggested schedule for a four-hour work session, including a timeline, description, and list of accompanying resources and materials for each activity. This agenda is designed for work sessions attended by a single district team, but the activities could easily be used to facilitate a work session attended by several district teams. In preparing for any work session, you should adjust the schedule to match the number of participants and their content knowledge and experience level.

Minutes	Activity and description	Resources/materials
10	Introductions Suggested icebreaker activity • Ask participants to pair with someone they do not work with regularly. • Give the pairs 5 minutes to find out their partner's name, position, and one success they had related to school discipline or making students feel welcome at the school. • Have each person introduce their partner to the group.	Slides 1–4
5	Review agenda and objectives	Slides 5–6
10	Share information on zero tolerance and reasons for reviewing school discipline policies Think, pair, share • Ask district teams to share one or two reasons they have chosen to review their current discipline policies.	Slides 7–12
20	Describe handouts 1 and 2 • Information brief provides descriptions of the DPPS elements that team members may find useful during the review process. Explain how to complete each section of the DPPS	Handout 1: *Discipline policy and procedures summary* Slides 13–27
15	Describe how to complete the DPPS sections 1–3	Handout 1: *Discipline policy and procedures summary* Slides 28–32
60	Teamwork activity: District team(s) complete the DPPS.	
20	Debrief and break • Ask teams to provide a 1–2 minute summary of their work.	

90	Continue work session • District teams continue to complete the DPPS and begin planning revision of their district's policies. Share the revision checklist with teams when they complete the DPPS or during the planning of next steps.	Handout 2: *School discipline policy revision checklist* (planning sheet) Slides 33–34

10	• Debrief and plan next steps
	• Ask teams to do the following:
	    • Name one benefit of conducting this review
	    • Name one challenge you encountered and how you might solve it
	    • Name one next step you can take to begin revising your policies
	• Participant evaluations
		Participant evaluation
		Slide 35

Discipline Policy and Procedures Summary

Discipline Policies and Procedures Summary

District policies and procedures play an important role in communicating the underlying values and guidelines of a district's approach to school discipline. The Discipline Policy and Procedures Summary (DPPS) is a self-study resource designed to help districts summarize the information contained in their discipline policies and procedures. It is not intended to rate the effectiveness of current discipline policies or practices. Instead, teams should use the summary in conjunction with other sources of information to refine the district's discipline policies and practices. We hope completing this summary will stimulate meaningful discussions among district personnel and key stakeholders on the policies that guide discipline decisions.

How the DPPS is organized

The DPPS has three sections. The first section summarizes the presence or absence of information about the following nine elements associated with low suspension rates, especially for students of color. These elements are based on a framework developed by the Advancement Project (2009), and the indicators are derived from research and recommendations from experts in the field (H.R. 2192, Or. 2013; Nishioka, 2012).

1. Eliminating disproportionate use of exclusionary discipline is a district priority
2. Prevention is a primary focus of the district's discipline approach
3. Parents have meaningful involvement in the development and implementation of the district's discipline policies
4. Policies and procedures reference use of disaggregated discipline data to monitor exclusionary discipline procedures
5. Academic penalties for disciplinary concerns are minimized
6. Policies apply only to misconduct at school activities or events that directly influence school functioning
7. District procedures outline a graduated set of discipline responses that focuses on early intervention and student support
8. Discipline approach limits use of exclusionary discipline and includes alternatives to suspension
9. Procedures address behaviors that pose a serious and credible threat to the safety of students and staff

The second section is a planning sheet for district teams to identify alternatives to out-of-school suspension and to determine whether discipline documents provide a clear definition and implementation guidelines for each strategy.

The third section records behaviors that warrant a discipline action in district policies or code of conduct and identifies whether administrators may impose suspensions or expulsions.

Please email Vicki Nishioka at Vicki.Nishioka@educationnorthwest.org or call 503.275.9498 if you have any questions or would like more information about our work on school discipline, building school climate, and equity.

Brief descriptions of the Discipline Policy and Procedures Summary elements

Element	Description
1 **Eliminating disproportionate use of exclusionary discipline is a district priority**	Although equity may be part of your district's mission statement, this does not mean that others will understand that this policy applies to school discipline. Consider clearly stating that creating equity in school discipline practices for every student is a priority. It is also helpful to explain how the district will use data and evidence to increase equity in discipline practices.
2 **Prevention is a primary focus of the district's discipline approach**	Student and parent handbooks provide an important opportunity to welcome families and to share information about the values and priorities of your school. Given this, it is important that the handbooks clearly state that prevention is the focus of the district's discipline approach. It is also helpful to include guidelines for teaching students about their behavior expectations and rights in a positive way. Finally, handbooks present an opportunity to share a variety of ways that students can earn recognition.
3 **Parents have meaningful involvement in the development and implementation of the district's discipline policies**	Parents can provide important perspectives and valuable insights about the situations that lead to suspensions and ways to create a welcoming school for all students. One way of involving parents in district policy decisions is by asking them to serve on your district discipline policy team. Other ways of involving parents include gathering information through personal conversations or "reflection" groups, asking families to make recommendations to school climate or discipline committees, and ensuring that families have defined roles in the process to refine school discipline policies and practices. District policies can be a helpful way to communicate the importance of parent engagement and provide a variety of opportunities for parents to share their perspectives on practices that promote a welcoming school climate.

4	**Policies and procedures reference the use of disaggregated discipline data to monitor exclusionary discipline**	The elimination of disproportionality in school discipline requires analyzing and reviewing school discipline data for different student groups regularly throughout the school year. Federal legislation encourages districts to implement school discipline policies that focus on keeping students in school and requires equity in application of exclusionary practices based on race, national origin, gender, disability, sexual orientation, and religion.
5	**Academic penalties for disciplinary concerns are minimized**	Care must be taken to ensure that students who are excluded from classroom instruction are not unduly penalized. For example, marking down students' grades for behavioral issues, refusing to allow students to complete tests or projects that are assigned during the suspension period, or delays in allowing students to access assigned work contribute to instructional barriers and academic penalties for students. Policies that provide students with opportunities to earn academic credit for work assigned during their suspension days minimize these types of academic penalties.
6	**Policies only apply to misconduct at school activities or events that directly influence school functioning**	School policies should prohibit assigning discipline consequences for misconduct that does not occur on school grounds or is not part of an official school activity. The exception to this may be electronic aggression or social media issues that originate during non-school hours but contribute to discipline situations at school.
7	**District procedures outline a graduated set of discipline responses that focuses on early intervention and student support**	Districts should encourage the use of a graduated or progressive discipline response system to help safeguard against punitive consequences that are unduly harsh and/or fail to consider the specific circumstances of the discipline incident. In addition to using a graduated set of discipline responses, it is helpful to outline guidance that considers the student's age, developmental level, social or communication skill needs, and behavioral history, as well as the circumstances of the discipline incident.
8	**The discipline approach limits the use of exclusionary discipline and includes alternatives to suspension**	Federal policies limit the number of suspension days for students who receive special education services. Increasingly, state and district policies are applying the same time limits to students in general education. They also describe discipline actions that are more likely to prevent the future occurrences of the discipline issue. These procedures include using functional behavioral assessment to identify positive behavioral support and nonexclusionary discipline actions that address the personalized needs of the students involved and contextual factors that influence the occurrence of the discipline problem.
9	**Procedures address behaviors that pose a serious and credible threat to the safety of students and staff members**	Districts should have crisis-management procedures that clearly define behaviors that constitute a serious and credible threat and describe how school personnel should respond to ensure that all students receive any necessary supervision and support.

DIRECTIONS: *Review the indicators for each element. Indicate the degree to which your district's policies, code of conduct, student/parent handbook, or other documents describe the indicator and implementation guidelines. Record the documents used in your review, as well as key discussion points including strengths, areas of concern, and recommendations to improve the current policies and procedures.*

ELEMENT 1 **Eliminating disproportionate use of exclusionary discipline is a district priority**	Few or no statements support the element	Some statements support the element and the district provides resource information, but its use is optional	Statements describe the element as part of the discipline approach, but guidelines for implementation are unclear	Statements describe the element as part of the district's discipline approach and provide clear guidelines for implementation
a. Equity is identified as a district priority in the mission statement and/or school improvement plan				
b. Elimination of discipline disparities is identified as a district priority in the mission statement and/or school improvement plan				
c. District mandates that discipline actions are imposed without bias for students who have been historically underserved				
d. District uses disaggregated data to monitor exclusionary discipline among different student groups				

Comments and information sources:

ELEMENT 2 **Prevention is a primary focus of the district's discipline approach**	Few or no statements support the element	Some statements support the element and the district provides resource information, but its use is optional	Statements describe the element as part of the discipline approach, but guidelines for implementation are unclear	Statements describe the element as part of the district's discipline approach and provide clear guidelines for implementation
a. Expectations of students are stated in a positive way				
b. Rights of students are stated in a positive way				
c. Privileges and/or positive acknowledgment systems that recognize respectful and/or responsible behavior are in place				
d. Social and emotional learning skills to promote positive interactions and prevent interpersonal conflict are taught (e.g., culturally responsive ways to talk with others, problem solving, and conflict resolution)				
e. Discipline approach includes prevention and early intervention strategies				
f. Discipline approach includes research-based practices to promote student attendance and engagement in school				

Comments and information sources:

ELEMENT 3 **Parents have meaningful involvement in the development and implementation of the district's discipline policies**	Few or no statements support the element	Some statements support the element and the district provides resource information, but its use is optional	Statements describe the element as part of the discipline approach, but guidelines for implementation are unclear	Statements describe the element as part of the district's discipline approach and provide clear guidelines for implementation
a. Parents may participate in the development of discipline procedures in multiple ways				
b. Parents receive early notification about behavior concerns before the student is suspended/expelled				
c. Parents have opportunities to be involved during all stages of the discipline process				
d. Grievance procedures and due-process protections are available to students and parents				

Comments and information sources:

ELEMENT 4 **Policies and procedures reference use of disaggregated discipline data to monitor exclusionary discipline practices**	Few or no statements support the element	Some statements support the element and the district provides resource information, but its use is optional	Statements describe the element as part of the discipline approach, but guidelines for implementation are unclear	Statements describe the element as part of the district's discipline approach and provide clear guidelines for implementation
a. Districts use disaggregated data to monitor exclusionary discipline and inform district improvement decisions				
b. Schools use disaggregated data to monitor exclusionary discipline and inform school improvement decisions				

Comments and information sources:

ELEMENT 5 **Academic penalties for disciplinary concerns are minimized**	Few or no statements support the element	Some statements support the element and the district provides resource information, but its use is optional	Statements describe the element as part of the discipline approach, but guidelines for implementation are unclear	Statements describe the element as part of the district's discipline approach and provide clear guidelines for implementation
a. Policy prohibits issuing academic penalties for disciplinary concerns				
b. Students can earn academic credit for assignments missed during exclusion from school				

Comments and information sources:

ELEMENT 6 **Policies apply only to misconduct at school activities or events that directly influence school functioning**	Few or no statements support the element	Some statements support the element and the district provides resource information, but its use is optional	Statements describe the element as part of the discipline approach, but guidelines for implementation are unclear	Statements describe the element as part of the district's discipline approach and provide clear guidelines for implementation
a. Policies apply to school activities that are off school grounds				
b. Policies prohibit assigning discipline consequences for incidents that do not directly influence school functioning				

Comments and information sources:

ELEMENT 7 **District procedures outline a graduated set of discipline responses that focus on early intervention and student support**	Few or no statements support the element	Some statements support the element and the district provides resource information, but its use is optional	Statements describe the element as part of the discipline approach, but guidelines for implementation are unclear	Statements describe the element as part of the district's discipline approach and provide clear guidelines for implementation
a. Procedures outline progressive levels of punitive discipline action				
b. Procedures outline levels of support and interventions based on the student's individual needs				
c. The response to specific discipline incidents takes into consideration the student's age, individual needs, and discipline history, as well as the circumstances of the discipline incident				
d. Data are used to track progress and adjust interventions, as needed, to ensure individual student success				

Comments and information sources:

ELEMENT 8 **Discipline approach limits use of exclusionary discipline and includes alternatives to suspension**	Few or no statements support the element	Some statements support the element and the district provides resource information, but its use is optional	Statements describe the element as part of the discipline approach, but guidelines for implementation are unclear	Statements describe the element as part of the district's discipline approach and provide clear guidelines for implementation
a. Suspension or expulsion are limited to behaviors that pose a serious and credible threat to the safety of students and staff				
b. Suspensions are limited to not more than 10 days				
c. Expulsions are limited to not more than one academic year				
d. Procedures include descriptions of alternatives to suspension				
e. Procedures include guidelines for using alternatives to suspension				

Comments and information sources:

ELEMENT 9 **Procedures address behaviors that pose a serious and credible threat to the safety of students and staff**	Few or no statements support the element	Some statements support the element and the district provides resource information, but its use is optional	Statements describe the element as part of the discipline approach, but guidelines for implementation are unclear	Statements describe the element as part of the district's discipline approach and provide clear guidelines for implementation
a. Procedures call for immediate action to ensure the safety of the student and others				
b. Procedures ensure the student has immediate and adequate supervision and support				
c. Parent/guardian is notified, in writing, of the student's behavior and the school's response				
d. Discipline incident is reviewed by a multidisciplinary team and student receives appropriate assessments (e.g., functional behavioral assessment, mental health assessment)				
e. A behavioral support plan is developed and implemented and includes prevention, early intervention, and crisis-response strategies				

Comments and information sources:

Alternatives to out-of-school suspension strategies

DIRECTIONS: *Review the following list of alternatives to out-of-school suspension. For each strategy, write "yes" if your district's policies, code of conduct, student/parent handbook, or other documents define the strategy or provide implementation guidelines. Write "no" if the documents do not provide this information. If no, consider adding the strategy as a possible discipline-incident response.*

Strategy	Definition	Implementation guidelines	Comments and information sources
Conference with parent/guardian and/or student			
Additional social skills instruction			
Problem solving (e.g., restorative chat, circle)			
Behavior support plan			
Restriction from extracurricular activities			
Connection to mentor			
Restitution			
Break or reflection room			
In-school suspension			
Lunch or afterschool detention			
Athletics restrictions			
Community service			
Alcohol/drug assessment			
Other:			

District guidelines for discipline actions by type of behavior or offense

DIRECTIONS: *Record the behaviors that your district's discipline policy, student/parent handbook, or discipline documents list as misconduct, misbehavior, or infractions. If suspension or expulsion is an allowable discipline action for the first incident or repeated incidents, indicate whether the decision is discretionary (the decision of the school administrator) or mandatory (required by policy).*

Behaviors	First infraction		Second infraction	
	Suspension	**Expulsion**	**Suspension**	**Expulsion**
Example: Disorderly conduct, including disruption of the school environment	*Discretionary*	*N/A*	*Mandatory*	*Discretionary*

School Discipline Policy Revision Checklist
Planning Sheet

Following completion of the DPPS, the next step is to revise the district's discipline policy and procedures. This process will include revising the district's student and parent handbook and may also require changes in school board policy. The length of the revision process depends on the extent of revisions required and whether some revisions need board approval. The steps for completing the revision process and a checklist designed to organize your revision plan follow.

1. Convene a policy revision team

In many cases, the district team that completed the DPPS will also revise the school discipline policies. However, it is helpful to review the roster of team members to ensure the multiple positions and perspectives are considered during revision of the district's school discipline policies and procedures. The team should represent the many views of your school community—educators, teachers, families, and students. Educators should span school and district personnel, including administrators, teachers, instructional assistants, bus drivers, and others who are directly involved with students. The team should also include members that can speak for families, students, school volunteers, and community members. It should also include members who represent the racial and ethnic diversity of your school community. Considering the many cultures of your school community is challenging. Conducting reflection groups is one way to engage teachers, families, students, and community members in this important conversation. Refer to work session, *Using reflection groups to learn how families and educators view their school or district,* for information on conducting reflection groups.

2. Gather planning information and organize resources

The DPPS findings should help you identify the elements that are the highest priority for revision, provide detailed information about passages that need revision, and offer resources to use in the revision process. Your team will also need information on the administrative, legal, school board, and public comment processes and timelines required to obtain final approval.

3. Develop a plan

Revising your school discipline documents is often a multistep process that can take two or more years. In addition to the writing process, some policies and procedures changes may require approval by district administrative and legal departments. Some may also need school board approval. Writing

a comprehensive plan that includes tasks, staff responsible for completing the tasks, and timelines will help ensure the revised school discipline documents are completed on-time and with the necessary approvals. The School Discipline Policy Revision Checklist lists steps to consider during planning and monitoring progress of the revision process.

4. Revise your school discipline policies and procedures

Careful preparation of the workspace and materials can increase the efficiency of the revision team. Each member should have a copy of the completed DPPS. Organizing the discipline documents—your current policies and procedures and examples from other districts—so team members have easy access to them during the work session is also helpful. Providing members with copies of current discipline documents and resource materials in the format (electronic, paper, or both) that team members prefer can also contribute to efficient team work. You can also find examples of policies and handbooks on most school and district websites. Although these documents are generally in the public domain, please be mindful of any copyright protections and seek permission to reproduce and/or cite any reference material accordingly.

5. Get necessary approvals for final documents

Finalizing discipline policies and, in some cases, procedures will require approval from district administrators, legal departments, and/or the school board. Final approval may also require input from key stakeholders, including professional educational organizations, families, and community partners.

School discipline policy revision checklist

District:			Date:	
Team lead:			Committee members:	

Planning, summarizing, and revising discipline policies and procedures

Activities	Staff and timeline		Comments
	Staff/team responsible	Date of completion	
1. Convene a policy revision team			
2. Gather planning information and organize resources			
a. Review Discipline Policy and Procedures Summary (DPPS) findings			
b. Determine the approvals needed for policy and procedure revisions			
c. Identify strategies for gathering stakeholder input			
d. Organize resources and examples			
3. Develop a plan			
a. Create shared vision and expectations of the discipline policy revision			

Activities	Staff and timeline		Comments
	Staff/team responsible	Date of completion	
b. Identify and organize benchmarks for completing the revision process			
c. Agree on staff member(s) and timelines to complete benchmarks			
d. Determine necessary approvals required for final document sections			
4. Revise your school discipline policies and procedures			
a. Create and organize a repository to store revision documents			
b. Schedule team check-in meetings to review and discuss progress			
c. Outline a process for managing disagreements and for making final approval decisions			
5. Get necessary approvals for final documents			
a. District administrators, legal counsel, and school board			
b. Public comment from stakeholder groups (e.g., professional education organizations, community, family/parent)			
c. Other			

About the *Training Guide for Using Data to Promote Equity in School Discipline* Series

REL Northwest developed this series of training and work session materials to help schools and districts improve their school discipline policies and practices. Specifically, the series provides guidance on using data to identify areas of concern related to the overuse of exclusionary discipline or disproportionality in assigning discipline to student groups, such as students of color or students with disabilities. The series also helps teams use evidence to identify interventions, develop an action plan, track their effectiveness, and inform improvement decisions.

There are five parts in this series: a planning guide and facilitation materials for four work sessions, each of which is described below. The work session materials are designed to be flexible and modular. Schools or districts that are in the beginning stages of improving their school discipline may find all the work sessions useful. Other schools or districts that are already using evidence-based school discipline systems and/or regularly using data to guide school discipline improvement may only need selected work sessions—or even parts of a session—to address specific needs. The materials available in this series include:

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