

District or School Readiness Indicator Checklist

Solutions Not Suspension: A Call for a Moratorium on Out-of-School Suspensions

We are calling on states, districts, schools and law enforcement to place a moratorium on the practice of out-of-school suspensions and invest in support and resources for administrators, teachers and other educational staff to implement positive approaches to discipline.

This checklist is to help you evaluate what kind of policies, trainings, staffing and resources your school or district has or does not have in place that are needed to implement the moratorium.

1. Does your district or school have a **policy to implement school-wide positive approaches** to discipline (such as school-wide positive behavior interventions and supports (SWPBIS) or restorative practices)?
 - a. Is it being implemented? In how many schools or classrooms?
 - b. Is it being implemented to address discrimination in discipline?
 - c. Are parents and students a part of the implementation process?
 - d. Do all schools in the district (or your individual school) have implementation teams that include representatives of students, parents, teachers and administration?

2. Does your district or school provide **training for teachers, administrators and other staff** to address discipline challenges in a positive way?
 - a. Is training a mandatory part of professional development for all staff or is it offered as an optional training?
 - b. Is training ongoing throughout the year and does it include mentoring and coaching by more experienced teachers or administrators?
 - c. Is everyone in the school building a part of the trainings, including principals, administrative staff, teachers, guidance counselors, social workers, psychologists, school aides, cafeteria workers, janitors, security guards, school resources officers and others?
 - d. Are district officials and school board members also trained in positive discipline approaches?

3. Does your district or school have processes or structures for providing **alternative education services** during any type of disciplinary removal (e.g. in-school suspensions, alternative schools, etc.)?
 - a. Do these structures provide quality educational services equivalent to what a student would receive in their regular classroom?
 - b. Does your district or school support students' effective transition back to their regular classrooms?

4. Does your district or school **collect data on school discipline** that could be used to monitor and evaluate the moratorium?
 - a. Is data collected on key indicators, including office disciplinary referrals, in-school and out-of-school suspension, expulsion and school-based arrest (all broken down by offense); attendance and chronic absenteeism; voluntary and involuntary transfer; and grade retention, graduation and dropout?
 - b. Is data broken down by demographic sub-groups, including by age, race and ethnicity, gender, income level, disability, English Language Learners, court involved youth, homeless youth and youth in foster care?
 - c. Is data made available to the public in a way that is accessible for students, parents, teachers and communities?