

DISCIPLINE SELF-ASSESSMENT QUESTIONS

INSTRUCTIONS: within the IMACS 2.0 system, the district will choose school buildings to answer the following questions.

Effective Educational Practices

- Policy: Does the district have a system to support students who experience behavioral challenges?
 1. A system of support has been adopted district-wide and is guided by a district leadership team. Building implementation is guided by a building leadership team and evidenced by the use of consistent evidence-based practices, tools, and resources for behavioral supports by all educators.
 2. The district leadership team has determined the types of data related to behavior (office referrals, detention, in and out of school suspensions, etc.) collected regularly and analyzes, and supplies building level behavioral data to the district leadership team.
- Procedures: Does the district ensure common professional development for all staff on evidence-based behavioral supports?
 1. Using data analysis, the district leadership team has determined a multi-year plan for professional development and implementation. This plan is guided and carried out by building leadership teams.
 2. Using the implementation plan, educators district-wide receive professional development on evidence-based practices that offer increasing levels of behavioral support, beginning with the universal level. Each building ensures all educators are trained.
 3. Behavioral data regarding student performance at all levels (classroom, building, district) are collected and analyzed regularly in order to make ongoing adjustments (training, coaching, and/or technical assistance). Building-level feedback regarding this data is provided to the district leadership team.
- Practices: Does the district implement and monitor practices learned from professional development on evidence-based behavioral supports?
 1. Educators implement evidence-based behavioral supports on which they have been trained with regular monitoring to ensure staff demonstrate proficiency using these practices beginning with universal level supports. District and building leadership teams ensure implementation and monitoring occur regularly.
 2. Decision-making rules are in place district-wide and followed to determine provisions of behavioral support (re-teaching at the universal level, when to begin more targeted support, duration, frequency, movement to a different level or type of support, integration back into classroom work with no support, movement to referral, etc.). Building leadership teams ensure consistent implementation of these rules at individual building levels.

INSTRUCTIONS:

- **District Summary Analysis:** after all selected buildings address the above questions and performance attributes, the district leadership team will provide an analysis from the district perspective about current policies, practices, and procedures related to the academic and/or behavioral system of support. In the answer, the district leadership team will be asked to identify areas of strength and weakness, including district and building level data.
- **Goals and Activities:** Following the District Summary Analysis, District Leadership Teams will be asked to create at least one SMART goal that addresses the weaknesses identified by the district. Each goal must have at least one activity and an evaluation plan.

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Compliance

- Policy: Does the district have and adhere to a code of conduct?
 1. District has developed a code of conduct comprised of clear guidelines and criteria for disciplining students and is publicized to students and patrons of the district. Building leadership implement this code of conduct.
 2. All district and building level staff have been trained on the implementation of the code of conduct.
 3. District has established a policy on the use of seclusion and restraint. All district and building level staff have been trained on this policy.
- Procedures: Does the district follow discipline guidelines established under IDEA using the Missouri Special Education Compliance Program Review Standards and Indicators (Standards and Indicators) Manual?
 1. The district provides training annually, for each building within the district, on the discipline guidelines established under IDEA using the Standards and Indicators Manual.
 2. District and building administrators, when disciplining children with IEPs, follow the discipline procedures established under IDEA using the Standards and Indicators Manual and document those decisions.
 3. The district uses the model discipline documentation form provided by DESE or a documentation form from another source that contains the same information to document school personnel followed the discipline guidelines established under IDEA using the Standards and Indicators Manual.
- Practices: Does the district collect/analyze discipline data to inform future decision making?
 1. All buildings regularly collect discipline data (office referrals, detention, in and out of school suspensions, etc.) and report to building staff and district leadership.
 2. Using discipline data analysis, building leadership teams work with district leadership to make necessary changes to code of conduct and/or building level practices.

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