**California’s Model Alternative Discipline Policy or Implementation Plan**

We created a model alternative discipline policy/plan to incorporate the best elements from policies and plans in California and across the country. You can use this framework and the elements to help you create a policy in your school district.

Statement of Intent: Every student has a right to be educated in a safe and welcoming environment and to be treated in a manner that respects their human dignity and to be free from disparate or discriminatory discipline. Every educator has a right to be provided with the support and tools to meet the needs of students struggling with social and emotional challenges and to teach in a school environment that provides a structure for teaching and supporting positive behaviors.

The District’s adoption of this policy sets forth a framework for implementing alternatives to the current discipline system, which has focused on out-of-school removals as a means to address student behavior and resulted in negative outcomes for students and schools. Consistent with California law, for most conduct before in-school or out-of-school suspension is utilized, other means of correction must be put in place and be shown to have failed. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. Consistent and clear guidelines for addressing student behavior must be implemented to avoid disparate application and treatment and ensure that all students receive a similar response for similar conduct.

A Discipline Matrix shall be used to guide the actions of all school site leaders with regards to when out-of-school suspension or an expulsion referral can be utilized for certain offenses recognized in the California Education Code. As discussed below, school sites can further refine this matrix to explicitly discuss particular school needs or address problem school areas (such as the playground) or times of day (such as after lunch), but the elements in this matrix shall be applied equally to all students and data shall be entered and analyzed monthly by all school sites to ensure equal and objective application. The Superintendent shall review the data entered to ensure that the Matrix is being followed and take appropriate action if discrepancies are found.

In keeping with this policy, every school in the District shall implement:

1. IDENTIFY THE SCHOOL-WIDE ALTERNATIVE OR ALTERNATIVES THAT SHALL BE UTILIZED (SWPBIS, RJ, SEL, ETC.) AND USE THE DESCRIPTION OF THE ALTERNATIVES IN THE TOOLKIT TO FURTHER DEFINE THE ALTERNATIVE STRATEGY.

**SUPERINTENDENT RESPONSIBILITIES**

1. The Superintendent shall:
   1. Establish a Task Force with equal representation from teachers, parents, community, and school-site leadership (including school security/police, if applicable) to develop an implementation plan with timelines to meet all of the requirements of the policy and the Discipline Matrix for approval by the Board within 3 months of the date of resolution passage;
   2. Hire an Independent Expert for the first three years of implementation who will contract with the District and have full access to school records and school-sites in order to: 1) develop with the Task Force a tool or set of tools to measure and monitor implementation; 2) to conduct on-site visits to assess implementation; 3) to provide additional technical assistance and support; and 4) to provide a yearly report on the status of implementation to the Board and community;
   3. Ensure that a data system with the capability to track office discipline referrals, in-school and out-of-school suspensions, involuntary transfers, and expulsions, and the interventions or “other means of correction” is utilized prior to suspension is available for use by individual school-sites and the school district;
   4. Set outcome goals for reductions in office discipline referrals, in-school and out-of-school suspensions, involuntary transfers, and expulsions and for particular subgroups of students for the district and for each school-site at the beginning of each year and share such goals with the Board and broader school community;
   5. Review on a monthly basis with district and school-site leadership the data on office discipline referrals, in-school and out-of-school suspensions, involuntary transfers, and expulsions disaggregated by all subgroups and take appropriate actions to address issues apparent in the data received;
   6. Provide a report three times per year to the school community and the School Board about the status of implementation of this policy. Such report shall include but not be limited to:
      1. Aggregate discipline data on the district and school-site level disaggregated by all relevant subgroups and offenses
      2. The status of meeting the actions set forth in the Implementation Plan
      3. Any challenges to successful implementation;
   7. Allocate sufficient funding in the District’s budget to support the training and technical assistance needs of staff implementing this policy;
   8. Ensure that whether school-site leaders are properly and fully implementing this policy is included in the evaluation process and any merit increases and promotions tied to full implementation.

**SCHOOL DISTRICT LEADERSHIP RESPONSIBILITIES**

1. An Assistant Superintendent who shall be an expert in positive behavior supports and have experience in implementing alternatives to discipline [INCLUDE THE ALTERNATIVES – SEL, RJ, etc.] with objective success as a school-site leader shall be designated to oversee and ensure the implementation of this policy and shall:
   1. Provide a minimum of 3 days of training to School Leadership Teams from each school site in the District during years one through three of implementation
   2. In year four and subsequent years, based on the level of implementation as measured by the outcome and input tools developed in coordination with the Independent Expert in year one, establish an ongoing training plan that takes into account staff turnover and the need to provide the most up to date information and research;
   3. Review and approve or modify the School-Site implementation Plans developed to implement this Policy and ensure all such plans have been developed by the end of the first semester of the first school year of Implementation;
   4. Meet monthly with school-site principals to review school-site data and discuss any additional training and support needs and provide on-site technical assistance;
   5. Meet quarterly with School Leadership Teams at their school-sites to conduct a walk-through visit to assess implementation levels and to discuss successes, challenges, and any additional training and support needs. At such quarterly meetings, which shall be announced publicly to the school community at least three weeks prior to the meeting and walk-through:
      1. Disaggregated discipline data shall be reviewed;
      2. Policy implementation school-site plans will be discussed and assessed for implementation; and
      3. Parents and community members shall be invited to attend the walk through and discuss implementation.

**SCHOOL PRINCIPAL RESPONSIBILITIES**

1. Each school principal shall:
   1. Put together a School Leadership Team that will be committed to leading the effort to implement this policy at the school-site and that includes at least one special education teacher, one general education teacher, one classified staff member, one school, mental health, or pupil services counselor, one vice principal, two strong and involved parents, a school security/police leader and a student, as appropriate;
   2. Attend with the School Leadership Team all trainings required by this policy;
   3. Ensure that all school staff receive training on this policy after the district required trainings and that teachers have the instructional tools that they need to provide instruction [or conduct restorative justice circles] that explicitly teach positive behavior in their classrooms;
   4. Ensure data on office discipline referrals, in- and out-of-school suspensions, involuntary transfers and interventions used prior to suspension and expulsions is regularly and accurately entered into the required database;
   5. Review the data and discuss its implications and make data-based decisions during monthly or bi-weekly School Leadership Team meetings;
   6. Work with the School Leadership Team to develop a School-Site Implementation Plan and more detailed Discipline Matrix that is aligned with this policy and that ensures that appropriate interventions are available for students with higher level needs;
   7. Ensure that the goals of this policy are communicated regularly to all school staff, parents, and students;
   8. Reinforce this policy in school assemblies, daily bulletins and announcements, in materials that regularly go home to families, in school conferences, and in staff meetings;
   9. Provide quarterly training to the entire parent community regarding this policy and how parents can help implement it in school and at home and in the community;
   10. Be evaluated in part based on the ability to reduce suspensions and expulsions and disproportionality.

**SCHOOL LEADERSHIP TEAMS**

1. Team members shall:
   1. Lead the school-site’s efforts to implement this policy, including by recommending how to implement it effectively, to ensure all staff members and the entire school community have the tools needed to implement, and what additional training or resources are need for full implementation;
   2. Attend and actively participate in required trainings;
   3. Attend and actively participate in School-Site Leadership Team meetings.

**TEACHERS**

1. Teachers shall:
   1. Incorporate instructional elements and lessons related to social-emotional skills and other positive behavior strategies;
   2. Regularly implement alternatives to out-of-class suspensions and seek out further assistance and support for students who have higher level needs;
   3. Participate in training provided to help with classroom management and to support student needs;
   4. Develop a positive behavior support incentive system for their classroom or implement the one created for the school-site;
   5. Be active leaders in teaching and re-teaching positive behavior and offering corrective feedback;
   6. Be evaluated in part based on their ability to maintain a positive classroom climate and culture, to contribute to an overall positive school climate and reduction in suspensions and expulsions, and to address behavioral issues using the training and tools provided by this policy.

**PARENTS**

1. Parents shall:
   1. Participate in training offered by the school-site and District regarding this policy and how to implement it in school and at home;
   2. Participate in School Leadership Team meetings and school observation walk-through and provide guidance about how to implement this policy;
   3. Partner with the school to address behavioral issues and seek out assistance and support as needed.

**STUDENTS**

1. Students shall:
   1. Be familiar with and follow the positive school rules;
   2. Participate in daily and weekly lessons regarding positive behavior and restorative justice circles;
   3. Seek out assistance from school staff if they need additional help or support to meet their personal and learning goals.