# **Conduct Referral Process Reflection Tool**

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| **Data-Based Decision Making** | **In Place** | **Partially-in-Place** | **Not-in-Place** |
| *Does your school / district have a routine process for recruiting stakeholder (parents, students, and staff) input into the design and evaluation of the conduct referral procedures and data?* |  |  |  |
| *Do you implement a routine integrity check of submitted referrals to determine that they are being filled out correctly and for qualified reasons?* |  |  |  |
| *Does the administrative team implement a monthly review of office referral and suspension data in graphed form, using metrics that stabilize the data and illuminate patterns?* |  |  |  |
| *Do the data drive changes to practices, procedures, and professional development?* |  |  |  |
| *Do parents and staff receive routine updates on school and district data trends that describes conduct referral patterns?* |  |  |  |

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| **Capacity Building Reflection Items** | **In Place** | **Partially-in-Place** | **Not-in-Place** |
| *Do 80% or more of your teachers and staff use evidence-based practices to create prevention oriented routines and environments including, but not limited to:*   * *Defining and teaching expected area level skills, habits, and actions* * *Using precorrection, and a review of expectations at the start of routines* * *Using a 4:1 messaging ratio equitably with all students* * *Using core instructional practices to engage students in routine* |  |  |  |
| *Is your school’s process for responding to conduct, conflict, and behavior issues framed to have a restorative as opposed to punitive intended outcome?* |  |  |  |
| *Do your teachers and staff receive annual professional development on effective practices to use when responding to conduct, conflict, and behavior issues, including practices to preserve student dignity?* |  |  |  |
| *Are practices and strategies to neutralize bias and protect equitable decision-making included in professional development about implementing area and office managed procedures?* |  |  |  |
| *Does your school have a routine procedure for staff to reflect on the conduct and referral patterns?*   * *Follow-up reflection prompts* * *Follow-up conversations* * *Problem-solving PLCs* |  |  |  |
| *Do staff and administrators receive guidance about how to how to neutralize bias/ protect equitable decision making in behavior and conduct related decision-making?* |  |  |  |

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| **Office Managed Decision-Making Reflection Items** | **In Place** | **Partially-in-Place** | **Not-in-Place** |
| *Do you have a flow chart or procedure list that illustrates the procedures for office managed conduct?* |  |  |  |
| *Is there a routine process for reflecting on the implementation of procedures, including the effectiveness of strategies and procedures to neutralize bias/ protect equitable decision making in conduct related decision-making?* |  |  |  |
| *Does your school have stakeholder definition / criteria that guides decisions about what is office managed conduct?* |  |  |  |
| *Are teachers and staff provided with response protocols for responding to dress code, electronics, and late to class?* |  |  |  |
| *Does your school have a method (e.g., form or electronic system) for documenting referrals to the office for conduct issues, regardless of disciplinary decision made?* |  |  |  |
| *Does your school provide teachers and staff with written procedures, examples, and strategies of things to try for commonly occurring conduct infractions (e.g., dress code, coming to class late, cell phone use) to enhance school-wide consistency in response?* |  |  |  |
| *Is there a consistent procedure for managing time out of class when students are sent to the office?* |  |  |  |

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| **Area Managed Decision-Making Reflection Items** | **In Place** | **Partially-in-Place** | **Not-in-Place** |
| *Do you have a flow chart or procedure list that conveys the specific procedures staff are to implement for area managed conduct?* |  |  |  |
| *Is there a routine process for reflecting on the implementation of procedures, including the effectiveness of strategies and procedures to neutralize bias/ protect equitable decision making in conduct related decision-making?* |  |  |  |
| *Does your school have stakeholder informed definition or criteria that guides decision making about what is area managed conduct?* |  |  |  |
| *Does your school have a form and procedures for documenting teacher/staff-managed infractions?* |  |  |  |
| *Does your school provide teachers/staff with written procedures, recommendations, or strategies (e.g., Teacher Try First strategies, P3 & E) for how they should respond to conduct, conflict, and behavior at the area-level?* |  |  |  |
| *Do staff have options (either referral to the office, referral to I&RS, problem solving support, etc.) for requesting assistance when a student is not responding to area level intervention so that teachers do not need to rely on office managed responses?* |  |  |  |