

# Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)

*Adapted from Fenning and Bohanon, 2006; Green et al., 2015; Longstreth et al., 2013*

**Note:** This policy tool is based on 7 Elements found in the [PBIS Disproportionality Guidebook](#).

**Directions:** Obtain the most current version of the district’s discipline policy and procedures (e.g., code of conduct). Read each question below to determine whether the policies and procedures of the district includes the feature. If evidence of a policy or procedure for the feature described in the question is **present**, then place a ✓ in the box next to the question. If there is no evidence of a policy or procedure for the feature described in the question, then leave the box next to the question blank.

## District Information

**Name of State:** \_\_\_\_\_

**Name of District:** \_\_\_\_\_

**Total District Enrollment:** \_\_\_\_\_

This discipline policy/procedure includes:

- Early Childhood
- Elementary separately
- Middle School separately
- High School separately
- Primary (general K-5th policy)
- Secondary (general 6-12th policy)
- Primary and Secondary Combined

## SECTION ONE

Element 1: Specific Commitment to Equity		Present
1.	Does the <b>discipline policy/ procedure</b> contain a mission/ goal statement? <i>(If the answer is no, skip to question #6.)</i>	
2.	Does the mission statement have specific language that expresses a commitment to equity or equitable outcomes (e.g., racial, cultural, ability, decrease suspension for a certain group)?	
3.	Does the policy/ procedure/ procedure have explicit language related to the improvement or maintenance of equity in key documents (e.g., a plan to publicize in newsletters, proposals, school improvement plans)?	
4.	Is the long-term objective of the <b>discipline policy/ procedure</b> clearly articulated?	

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<b>Element 2: Family/ Community Partnerships in Policy and Procedure Development and Practice</b>			<b>Present</b>
5.	2a (Development)	Does the policy/ procedure communicate a commitment to regularly seeking and using input from a range of families, specifically seeking input from those families whose students are underserved by the district or school (e.g., community member name on the policy, families on the committee)?	
6.		Does the policy/ procedure include written plans of providing information on school and district policies and procedures to families (e.g., families receive policy at the beginning of the school year)?	
7.		Does the policy/ procedure include regular evaluation of effectiveness of family involvement programs?	
8.	2b (Practice)	Are families given an opportunity to develop, implement, review, and revise interventions?	
9.		Does the policy/ procedure promote <u>proactive</u> collaborative relationships with families as a means of promoting prosocial behaviors in students (e.g., developing school-wide expectations and acknowledgement/ reinforcement/ recognition system)?	
10.		Does the policy/ procedure promote <u>reactive</u> collaborative relationships with families as a means of promoting prosocial behaviors in students (e.g., parents are notified after the occurrence of problem behavior, inviting parents to attend disciplinary hearings)?	
11.		Does the policy/ procedure describe the need for obtaining contextually and culturally relevant information (e.g., at-home sleeping and eating habits, family events, favorite reinforcers/ objects, and activities) from families in order to understand problem behavior?	
12.		Does the policy/ procedure promote embedding individual behavior support plan goals and objectives into family/home routines and activities?	

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<b>Element 3: Focus on Implementing Positive, Proactive Behavior Support Practices</b>		<b>Present</b>
13.		Are behavioral expectations provided? <i>(If the answer is no, skip to question #18.)</i>
14.	3a (Positive)	Are the behavioral expectations defined positively, clearly identifying what successful demonstration of skills looks like in context, versus identifying what not to do?
15.		Are there a clearly defined set of behavioral expectations which vary across different school locations/settings?
16.		Are prosocial behaviors operationally defined?
17.		Are procsocial behaviors reflective of students' culture, communication styles, and/or gender preference?
18.	3b (Proactive)	Are behavior prevention models with instructional foci adopted (e.g., model plans to teach appropriate behaviors, PBIS)?
19.		Is there a focus on creating support structures for effective implementation (e.g., faculty receive trainings related to teaching prosocial behaviors)?
20.	3c (Practices)	Does the policy/ procedure provide practices for reinforcing prosocial and expected behaviors?

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<b>Element 4: Clear, Objective Discipline Procedures</b>		<b>Present</b>
21.	Does the policy/ procedure provide clear delineations between major and minor behavior incidents?	
22.	Are problem behaviors operationally defined?	
23.	Are rights and responsibilities for adults and students defined?	

<b>Element 5: Absence, Removal, or Reduction of Exclusionary Practices</b>		<b>Present</b>
24.	Is “zero tolerance” (i.e., other automatic suspension procedures for certain behaviors) mentioned as a practice/strategy in the district policy/ procedure?	
25.	Does the policy/ procedure restrict the use of exclusionary discipline (i.e., ISS, OSS, or Expulsion) for non-violent behavior incidents (e.g., suspensions for disrespect)?	
26.	Is there clear communication that suspension or expulsion is limited to behavior incidents that pose a serious and credible threat to the safety of students and staff?	
27.	Does the policy/ procedure include descriptions of and guidelines for using alternatives to suspension?	

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<b>Element 6: Graduated Discipline Systems with Instructional Alternatives to Exclusion</b>		<b>Present</b>
28.	Does the policy/ procedure provide lists of possible instructional responses in place of punitive responses? <i>(If the answer is no, skip to question #31.)</i>	
29.	Does the list include one or more evidence-based strategies (e.g., behavior specific praise, opportunities to respond, precorrection)?	
30.	Does the policy/ procedure provide <b>universal</b> (or general) strategies for students exhibiting problem behaviors?	
31.	Does the policy/ procedure provide <b>secondary</b> strategies for students at-risk for problem behaviors?	
32.	Does the policy/ procedure provide <b>tertiary</b> strategies for children who exhibit chronic and intense problem behavior?	
33.	Is there a process for assessing academic support needs as part of determining responses to behavior incidents (e.g., student support teams assess academic risk as a potential reason for problem behavior)?	

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<b>Element 7: Procedures with Accountability for Equitable Student Outcomes</b>			<b>Present</b>
34.	7a: Personnel	Does the poicy communicate the processes for ensuring the preparation and training of staff in understanding the district discipline policy/ procedure?	
35.	7b: Data	Does the policy/ procedure communicate a plan for data analysis? <i>(If the answer is no, skip to Section Two.)</i>	
36.		Does the policy/ procedure communicate the need for ongoing collection of disaggregated data (either district or school-wide)?	
37.		Does the policy/ procedure communicate the need for data analysis through regular team meetings (either district or school-wide)?	
38.		Does the policy/ procedure communicate the need for decision making based on data (either district or school-wide)?	
39.		Does the policy/ procedure include a plan for regular data sharing with stakeholders?	
40.		Does the policy/ procedure describe how the success of the policy/ procedure is measured?	
41.		Does the policy/ procedure provide for both formative (i.e., policy/ procedure integrity research) and summative (i.e., impact of the policies on children, staff, etc.) evaluations?	

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## SECTION TWO

Element 8: Equity in Early Childhood Settings		Present
42.	Does the district have policies specifically for early childhood educators ( <i>If the answer is no, the analysis is now complete.</i> )	
43.	Does the policy/ procedure/ procedure include developmentally appropriate guidance strategies for promoting prosocial behavior and reducing challenging behavior (e.g. behaviors are stated positively, evidence of teaching specific social skills)?	
44.	Does the policy/ procedure/ procedure reflect family-centered practices (e.g. regular home visits, staff family-collaboration is emphasized in procedures)?	
45.	Does the policy/ procedure/ procedure includes evidence that staff members have access to training and technical assistance specifically related to social competence of young children?	

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