

TIC Value	Discipline Practice	Is this practice in place? (Circle One)	Frequency Rating If YES, to what extent? Please circle a number to indicate. 1: I have seen this practice used in my school and/or I have used this practice in my classroom, but very rarely or inconsistently. 3: This practice is used in my school and/or I use this practice in my classroom about half of the time. 5: This is a practice embedded in my school's policies and is used very consistently in the school and/or in my classroom.
Safety	Disciplinary infractions are handled in a timely manner that is consistent with the standards outlined by the school.	Yes No	Extent: 1 2 3 4 5 Notes:
	Discipline is hands off, including no restraint.	Yes No	Extent: 1 2 3 4 5 Notes:
	Positive behavior is reinforced in a manner consistent with the standards outlined by the school.	Yes No	Extent: 1 2 3 4 5 Notes:
	Restorative solutions (e.g., restorative circles) are employed to foster a positive and communicative school environment.	Yes No	Extent: 1 2 3 4 5 Notes:
	Ally (teens) OR Check and Connect mentor (elementary) is used so all students have an adult at school with whom they feel safe.	Yes No	Extent: 1 2 3 4 5 Notes:
	Signs outlining school rules or expectations are posted throughout the school to consistently remind students to be safe, respectful, and responsible.	Yes No	Extent: 1 2 3 4 5 Notes:
	There is a designated room or space where students can voluntarily go when feeling overwhelmed to clear their heads and use calming strategies.	Yes No	Extent: 1 2 3 4 5 Notes:
	There is a designated room or space where students are sent to after disruptive outbursts to clear their heads and reflect on their recent behavior ("Reflection room").	Yes No	Extent: 1 2 3 4 5 Notes:

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Safety	Teachers and staff are educated on the various responses to trauma and their potential impacts on school behavior.	Yes No	Extent: 1 2 3 4 5 Notes:
	Teachers and staff are educated on mandated reporting requirements.	Yes No	Extent: 1 2 3 4 5 Notes:
	Teachers and staff have received training and coaching on de-escalation techniques.	Yes No	Extent: 1 2 3 4 5 Notes:
	Teachers and other faculty model appropriate behavior and positive relationships for students.	Yes No	Extent: 1 2 3 4 5 Notes:
		Yes No	Extent: 1 2 3 4 5 Notes:
		Yes No	Extent: 1 2 3 4 5 Notes:
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Trustworthiness & Transparency	The student disciplinary code is written in a clear and developmentally appropriate language.	Yes No	Extent: 1 2 3 4 5 Notes:
	Behaviors that are associated with consequences and rewards are operationally defined.	Yes No	Extent: 1 2 3 4 5 Notes:
	Students know the consequences and rewards for behavior.	Yes No	Extent: 1 2 3 4 5 Notes:
	Discipline data is tracked quarterly.	Yes No	Extent: 1 2 3 4 5 Notes:
	PBIS data is tracked quarterly.	Yes No	Extent: 1 2 3 4 5 Notes:
	Data on restorative practices is monitored quarterly.	Yes No	Extent: 1 2 3 4 5 Notes:
	Aggregate disciplinary data is accessible to all parents, teachers, staff, and stakeholders.	Yes No	Extent: 1 2 3 4 5 Notes:

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Trustworthiness & Transparency	There is clear, written documentation of the school's expectations for the role of school-based law enforcement (i.e. resource officers, security officers).	Yes No	Extent: 1 2 3 4 5 Notes:
	Parents are made aware of student behavioral expectations.	Yes No	Extent: 1 2 3 4 5 Notes:
	Parents are made aware of school discipline practices.	Yes No	Extent: 1 2 3 4 5 Notes:
	Signs of problem behaviors detected by teachers are communicated to parents promptly and consistently.	Yes No	Extent: 1 2 3 4 5 Notes:
	Positive behavior and student accomplishments recognized by teachers are communicated to parents promptly and consistently.	Yes No	Extent: 1 2 3 4 5 Notes:
	Disciplinary actions are applied consistently to all students for the same behavior.	Yes No	Extent: 1 2 3 4 5 Notes:
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Collaboration	Families, students, and school personnel contribute to the development of a positive behavior management system.	Yes No	Extent: 1 2 3 4 5 Notes:
	Families, students, and school personnel contribute to the development of discipline policies or codes of conduct.	Yes No	Extent: 1 2 3 4 5 Notes:
	Discipline policies are created with input from community stakeholders.	Yes No	Extent: 1 2 3 4 5 Notes:
	Behavior management plans are created with input from community stakeholders.	Yes No	Extent: 1 2 3 4 5 Notes:
	Discipline problems at school are handled by all staff members, not just administration.	Yes No	Extent: 1 2 3 4 5 Notes:
	All staff provide targeted instruction regarding expectations for behavior.	Yes No	Extent: 1 2 3 4 5 Notes:
	Positive discipline tools and strategies are shared with all school staff.	Yes No	Extent: 1 2 3 4 5 Notes:

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Collaboration	Discipline decisions are made collaboratively, not independently, to eliminate bias.	Yes No	Extent: 1 2 3 4 5 Notes:
	Disproportionality is addressed by engaging relevant stakeholders and experts in the community.	Yes No	Extent: 1 2 3 4 5 Notes:
		Yes No	Extent: 1 2 3 4 5 Notes:
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Peer Support	Disciplinary practices involve more than simply isolating students from peers.	Yes No	Extent: 1 2 3 4 5 Notes:
	Teachers identify peer influencers, those students who most often are turned to for help or advice, to serve as student leaders or role models.	Yes No	Extent: 1 2 3 4 5 Notes:
	Students are grouped in ways that are both diverse and inclusive (e.g. high-achieving kids, behaviorally disruptive kids, shy kids, boys and girls, etc.).	Yes No	Extent: 1 2 3 4 5 Notes:
	Classroom exercises incorporate opportunities for peer learning (partner work, group activities, student led projects, etc.).	Yes No	Extent: 1 2 3 4 5 Notes:
	School staff actively support the repair of relationships damaged during school incidents (i.e. fighting, bullying).	Yes No	Extent: 1 2 3 4 5 Notes:
	Teaching strategies for peer support include classroom curricula and practices that offer opportunities for students to practice social skills (active listening, problem solving, etc.).	Yes No	Extent: 1 2 3 4 5 Notes:
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Empowerment	Discipline policies involve using behavioral issues as "teachable moments."	Yes No	Extent: 1 2 3 4 5 Notes:
	Teachers and administrators have an open-door policy for students to voice their problems or concerns.	Yes No	Extent: 1 2 3 4 5 Notes:
	There is a system in place that allows students to anonymously report concerns or problems.	Yes No	Extent: 1 2 3 4 5 Notes:
	Students are able to call restorative circles when they feel they have a problem, even prior to an outright disciplinary infraction.	Yes No	Extent: 1 2 3 4 5 Notes:
	Students collaborate with teachers to develop classroom values.	Yes No	Extent: 1 2 3 4 5 Notes:
	The use of affective statements, or emotion-descriptive language, is encouraged for both teachers and students to foster positive relationships, either verbally or in writing.	Yes No	Extent: 1 2 3 4 5 Notes:
	Teachers and faculty maintain a standard list of questions to ask in response to a student's disciplinary infraction.	Yes No	Extent: 1 2 3 4 5 Notes:
	Students participate in non-judgmental, discussion-based groups to learn about trauma reactions.	Yes No	Extent: 1 2 3 4 5 Notes:
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Culture	School staff are trained to apply discipline in a fair and equitable manner that does not disproportionality impact students of color, students with disabilities, at-risk students, or gender non-conforming or LGBTQ students.	Yes No	Extent: 1 2 3 4 5 Notes:
	School norms, behavioral management techniques, and discipline policies are sensitive to student colloquialisms, language, and dialect.	Yes No	Extent: 1 2 3 4 5 Notes:
	Discipline policies are clear and easily understood by all students, parents, and staff.	Yes No	Extent: 1 2 3 4 5 Notes:
	Discipline practices are sensitive to behaviors that may be deemed appropriate at home despite being discouraged at school.	Yes No	Extent: 1 2 3 4 5 Notes:
	Discipline practices do not impose values that may be inconsistent with the culture or religion of some students.	Yes No	Extent: 1 2 3 4 5 Notes:
	Staff have received training in privilege and bias.	Yes No	Extent: 1 2 3 4 5 Notes:
	Staff have received training in racial and ethnic disparities in special education and disciplinary practices.	Yes No	Extent: 1 2 3 4 5 Notes:
	Staff acknowledge their own privilege and bias before disciplining a student.	Yes No	Extent: 1 2 3 4 5 Notes:

References

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- Evers, T. *Using positive behavioral interventions & supports (PBIS) to help schools become more trauma-sensitive*. Madison: Wisconsin Department of Public Instruction.
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- Substance Abuse and Mental Health Services Administration (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. HHS Publication No. (SMA) xx-xxxx. Rockville, MD: Substance Abuse and Mental Health Services Administration.
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