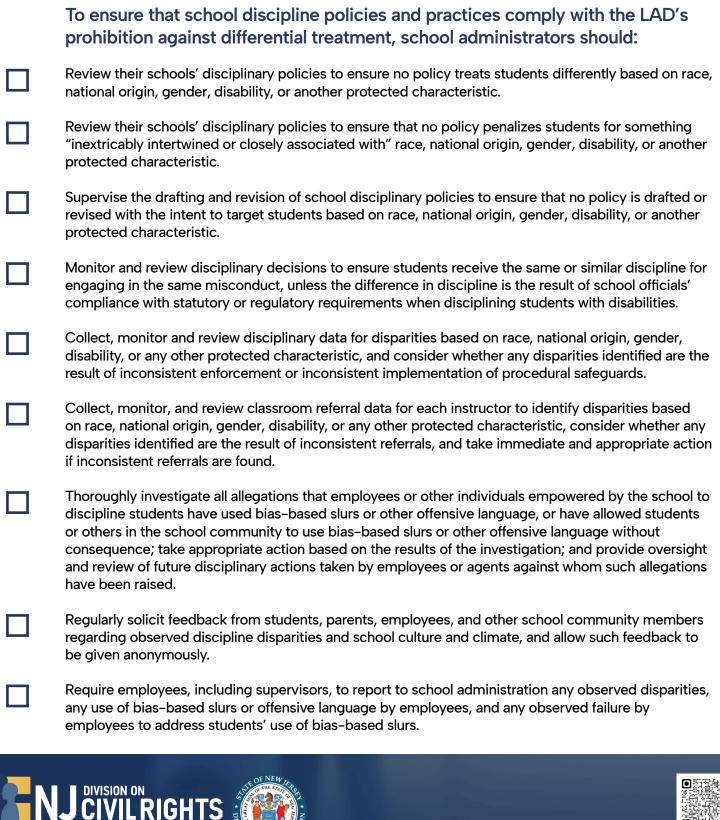
## **Guidance on Discrimination in School Discipline Compliance** Checklist





For More Information Read DCR's new Guidance on Discrimination in School Discipline or access our series of one-pagers. Require supervisors conducting staff assessments and evaluations to identify whether staff members have engaged in differential treatment or conduct that results in disparate impact, and consider these actions, omissions, and patterns in the overall assessment of the staff member.



Ensure that all employees responsible for disciplining students, all supervisors of those employees, all HIB coordinators, and all employees who participate in drafting or revising disciplinary policies receive regular training on the non-discriminatory enforcement of school disciplinary policies, processes, and practices, including a discussion of the possible role of implicit or unconscious bias.



Ensure that supervising administrators receive regular training on how to identify and address discriminatory enforcement of school disciplinary policies and differential treatment in school settings.

Provide professional development opportunities for employees to further develop the skills to appropriately manage the use of bias-based slurs or other offensive language by students.

## To ensure that their discipline policies and practices comply with the LAD's prohibition against disparate impact discrimination, school administrators should:

Ensure that all employees responsible for disciplining students receive regular, interactive training on the non-discriminatory enforcement of school disciplinary policies, processes, and practices, including a discussion of the possible role of implicit or unconscious bias.

Research new discipline policies or practices before adopting them to determine whether research indicates they are likely to impact Black students, other students of color, students with disabilities, LGBTQ+ students, or students from any other protected class more severely than other students.

Regularly monitor their school's disciplinary data for disparities based on race, ethnicity, gender, disability, or any other protected category, and disaggregate the data to identify intersectional disparities, such as disparities impacting Black girls or Black students with disabilities.

Identify any formal or informal policies or practices in use by the school that may be contributing to those disparities, and discontinue use of those practices unless empirical evidence demonstrates that they are necessary to achieve a substantial, legitimate, nondiscriminatory interest and there is no less discriminatory, equally effective alternative that would achieve the same interest.



Proactively explore adoption of evidence–based alternatives to discipline policies that may be contributing to disparities, including trauma–informed and restorative justice practices.



For More Information





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