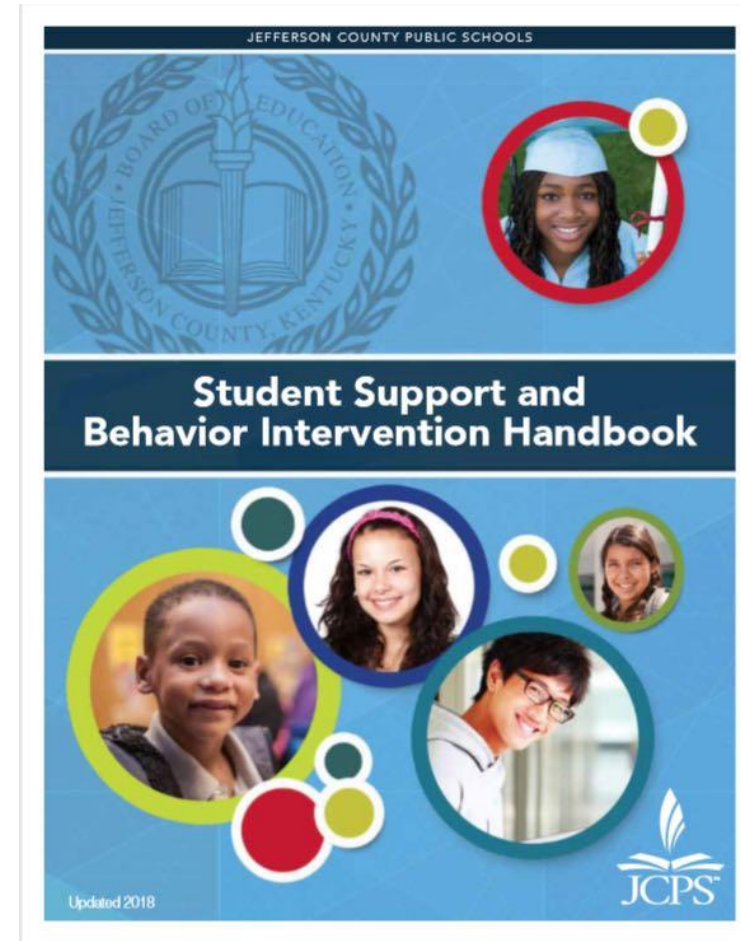


# SSBIH Revision Committee Meeting February 25<sup>th</sup>, 2019

Thank you Principal Fulk  
for allowing us to use your  
space!

Thanks to all of you for being with  
us this evening!



What are we doing now?

What is coming for the 19-20 school year?



# Elementary Behavior Responders

4 Board Certified Behavior Analysts

7 Psychologists



# New *Innovations* for Increased Support

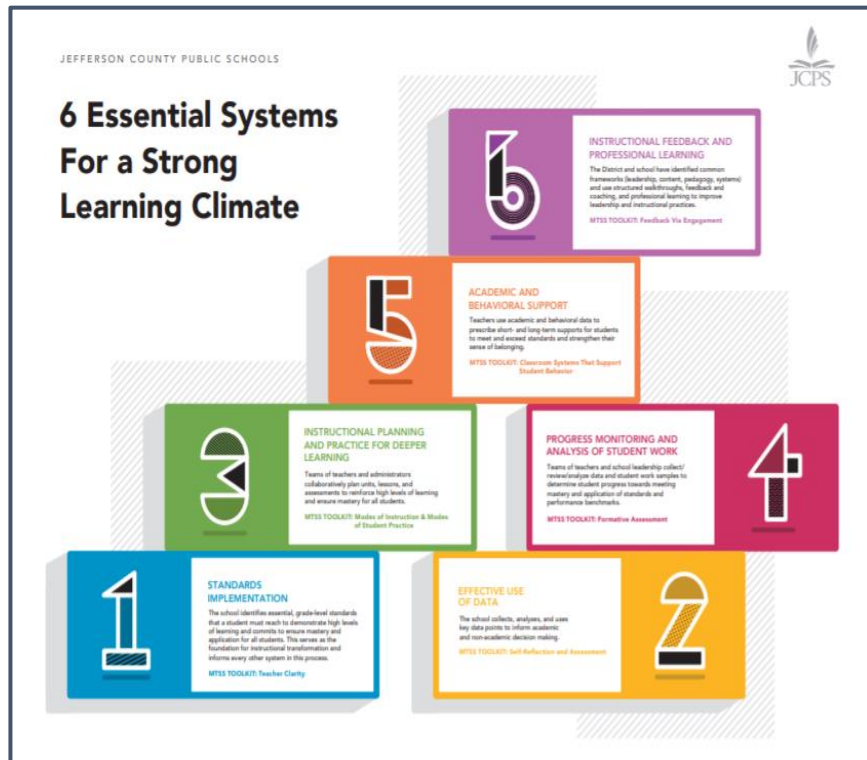
**4 MHP** –  
Cure Violence Partnership

**4 MHP** –  
Student  
Re-engagement



OFFICE FOR  
SAFE AND HEALTHY  
NEIGHBORHOODS

# System 5 – Behavior Interventions



- Supporting schools with...
  - Creating and implementing a multi-tiered plan of interventions and supports for behavior
  - Designing effective systems that set clear expectations for positive behavior
  - Training administrators in the application of progressive discipline measures
  - Scaling our implementation of PBIS to all schools
  - Resourcing wall-to-wall Restorative Practices in over 30 schools
  - Increasing resources to scale Trauma Informed Care training

# System 5 – Behavior Support

1. A school-wide behavior plan is communicated to all stakeholders.
2. School-wide behavior expectations are in place and clearly taught, modeled, practiced, and re-taught throughout the year.
3. Each teacher has a classroom management plan, including plans for ALL students in the classroom.
4. A school-based team, consisting of teachers and administrators, collects, reviews, and analyzes data for decision-making and plan modification.
5. The school has three (3) clear tiers of interventions for all students, and the team meets to monitor student behavior data to appropriately move students into and out of the tiers.
6. There is a professional development plan in place to teach:
  - a. Tier 1 classroom interventions to teachers, supporting them in addressing classroom-managed behaviors.
  - b. A plan to complete the six (6) Trauma-Informed Care Modules with certified and classified staff
7. There is a system of progressive discipline in place that:
  - a. Focuses on proactive interventions.
  - b. Includes a non-exclusionary emphasis for discipline and suspension.
  - c. Effectively transitions students returning from discipline and suspension.
8. Behavior plans and systems are analyzed for alignment with ECE Regulations.
9. A school-level team meets regularly to review and analyze data and uses that data to inform the effectiveness of selected practices and interventions. Data is communicated to stakeholders to foster transparency, continued improvement, and equity of practices.

# System 5 – Behavior Support

## **Family Engagement:**

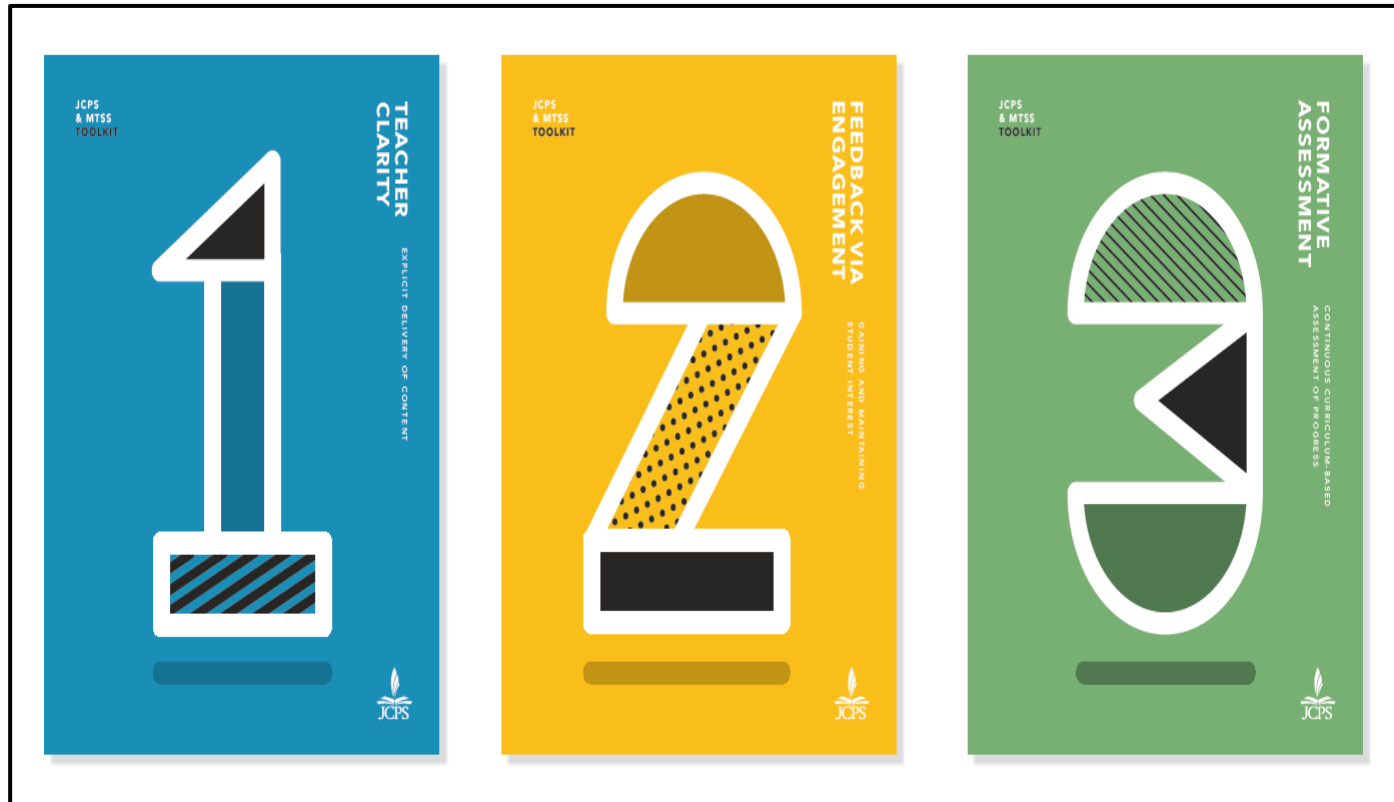
1. The school has a community outreach plan that communicates opportunities for stakeholders/families to engage with staff around student progress, learning opportunities, and community building.
2. The school has a clear and functioning system to communicate and engage with families after a behavior event or when a crisis with a student occurs.

## **Ensuring Equity:**

1. Students have been taught a small set of positive school-wide expected behaviors.
2. Staff recognizes and rewards appropriate student behaviors
3. School behavior data is reviewed by race, ethnicity, and disability
4. Racial Equity Improvement Plans include components, activities, and benchmarks regarding disproportionality in behavior.
5. The school uses the REAP to neutralize implicit bias and re- traumatization in policies and discipline decisions.
6. Staff members receive feedback and coaching regarding interactions with students and responses to behavior.

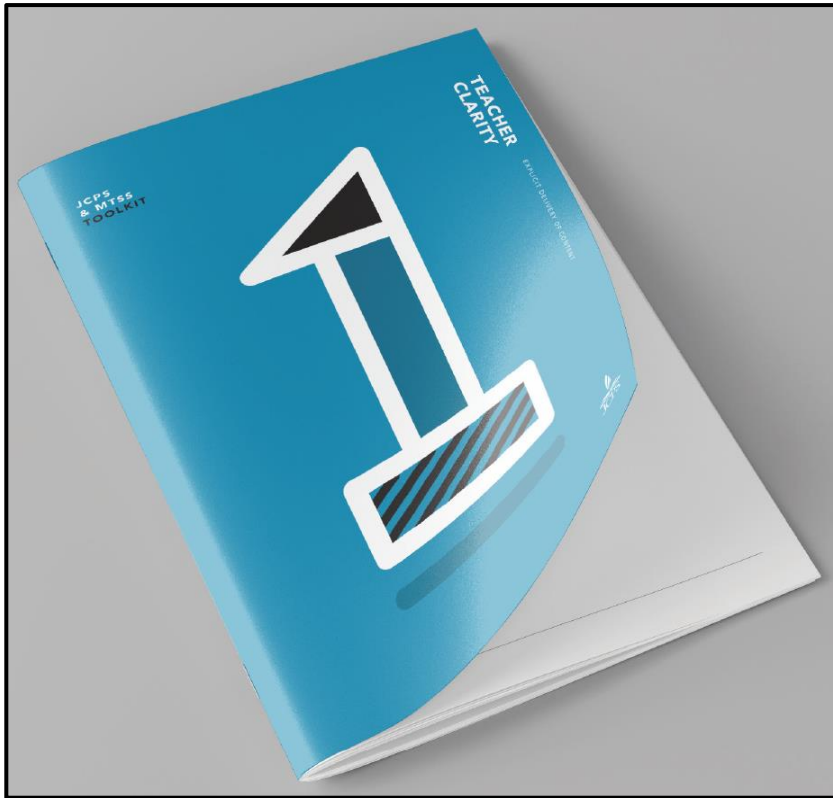
# Building Coherence - MTSS Toolkits

Increased Engagement Through High-Yield Pedagogy



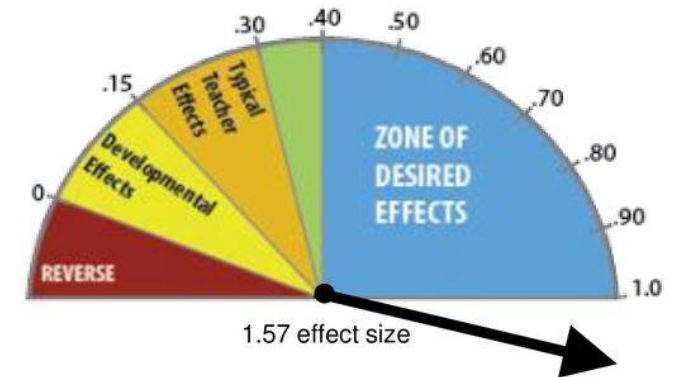


# Offering our teachers tools and coaching



## Research-Based Best Practice - Dr. John Hattie

Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.



**Collective Teacher Efficacy**

What is the work of our  
committee?

# Our Work

## IS:

- To Perform the required review of the district Code of Conduct/Student Behavior and Intervention Handbook
  - Products can include no change, additions, deletions, and adjustments to the current document
- To Represent your role group
- To Think in terms of districtwide impacts, implementation, operations, etc.
- To Remain objective and professional

## is NOT:

- Derived from personal motivations or individual experiences
- Outside the parameters of the SSBIH
- A stand alone effort, but one part of a larger system of interventions and supports

# We must maintain perspective and focus

Remain student centered

Listen to understand

Respect all opinions

Agree to disagree, we will disagree 😊

# How do we make decisions?

## **We will:**

- Consider research
  - Peer-reviewed, current
- Refer to exemplars
- Talk with practitioners
- Listen to experts
- Review data
- Examine context
- Compromise

## **We will NOT:**

- Use personal opinion
- Suggest solutions that are not supported by data or research
- Fail to consider impact
- Share the views or work of members outside of the committee
- Forget that the Board has the power to accept or reject our changes

# What is my role?

Facilitator, mediator, conduit, barometer, historian, practitioner, communicator, and general support

# What is Kevin's role?

An advocate, legal consultant, practitioner of education law, researcher

# **Your Google Input**

## **\* THEMES \***



- Progressive Discipline
- Equity
- In-school consequences
- Alternatives to suspension
- Students with disabilities
- Elementary suspensions
- Adding restorative resolutions
- Bus behaviors, Bus safety



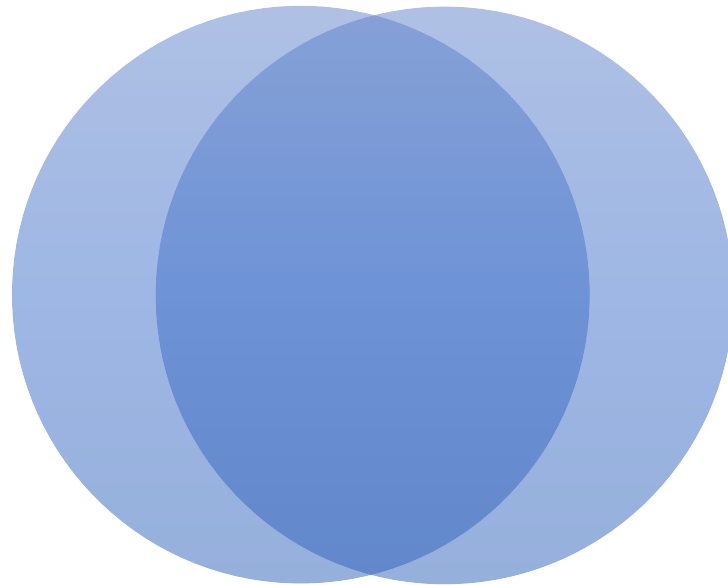
Topics that need your consideration:



- Elementary suspensions, are we in line with legal requirements?
- Elimination of highly subjective codes, specifically *Refusal to follow staff instructions*.
- Increase options for restorative resolutions.
- Consider IDEA CAP needs and requirements
- Cell phones, policies, violations
- Bus behavior, resolutions, & consistency

## GOOD NEWS:

All things considered, there is significant overlap!



# Major sections of the SSBIH

- Introduction & District support overview
- Rights and Responsibilities
- Best practices and levels
- Code and resolution pages
- Narrative pages and glossary

# Looking ahead: March 11, 2019 @ Male HS

## **Agenda:**

- \*Familiarize yourself with the SSBIH.
- \*Gather any specific feedback or interests of your role group.
- \*Depending on the feedback, consider research or data that would support your claim.
- \*If there are items you need help with, please notify Kevin or I by Monday the 4<sup>th</sup>.
- \*The rest of our meetings will be work sessions to begin discussing and drafting any proposed changes.
- \*Our final meeting will involve using the REAP protocol to evaluate all proposed changes, prior to Board review and approval.

# Questions

- If you have questions about anything not covered this evening, about the process, or something unique to you or your role group, please write it on a post it note and add to the follow-up parking lot.
- Please include your name and email if you want an individual response. If it is something for the whole group, I will include it in the follow-up Q and A email to all members.