

Summary for Board Members

Board Members, there are three items for you to review in preparation for the Second Read of the Student Support and Behavior Intervention Handbook (SSBIH) on May 25th, 2021.

As a reminder, recommendations reflected come from the following sources:

- The SSBIH District Review Committee
- Statutory/Policy related changes at the district, state, and or federal level
- Departmental procedural changes (i.e. org chart changes, updates to links, program adoption, resource additions/changes, etc.)
- REAP recommendations
- General Counsel
- You, the Board

The first document, entitled SSBIH Itemized Recommendations, reflects a list of the changes NOT embedded in the actual text SSBIH document. It is an opportunity for you to see the changes as some are in multiple places in the marked up draft, making them harder to recognize.

You will note that in number 12 of the SSBIH Itemized Recommendations, the lists of words that were replaced are identified for you along with the word intended to replace them. Please keep in mind that this change was recommended to make the document more accessible for students and families. We were asked to be more consistent with the words/titles of things while also choosing the wording that is most commonly used. Suggestions for this recommendation came from our in-district staff with expertise in those areas. Additionally, we wanted to match the words used in existing laws, procedures, and policies that we cannot change.

The second document, entitled Draft Student Support and Behavior Intervention Handbook V5 21, is the actual word version of the SSBIH with all changes reflected. Anything red with a strikethrough is something that will be removed. Anything green is newly added. All removals and additions should be highlighted in yellow so they are easy to view. Please note that the formatting is not finalized and will be “cleaned up” before publication. Materials Production staff will address all grammar, spelling, formatting, Table of Contents, and Index to match the changes once you approve the recommendations.

The narrative regarding P-3 suspensions is outlined below. Additionally, the “dot” for suspension will be removed for all events, other than law violations, in the Behavior Code charts. We added a “dot chart” for P-3 which is in green text since it is new language.

“As a district, we remain focused on research based practices that support the social emotional and mental health development of all students. We strive to mitigate racially disproportionate outcomes for our students while also using age-appropriate, early intervention, to design wrap-around supports that foster behavioral change over time. Research tells us that exclusionary

discipline, like out of school suspensions, has multiple negative effects on our youngest students, specifically primary (Preschool-3rd grade).

In an effort to adhere to best practice, unless required to do so under state law, we do not suspend students in Preschool through third grade (P-3). If a P-3 incident involves a law violation (law violations are identified with a star “” on the Behavior Code charts), the school will perform a Threat Assessment to determine needed supports to ensure the safety of the child and others who may be impacted. Depending on the outcome of the Threat Assessment, schools may need to briefly suspend to ensure safety and develop a support plan. In the event a suspension is warranted, the principal will request approval from their Zone Assistant Superintendent.”*

The third document is the SSBIH Racial Equity Analysis Protocol (REAP). The REAP was conducted on May 6, 2021 with members from each of our stakeholder groups. The REAP was led by the Diversity, Equity, and Poverty (DEP) Division team.