

Working Group on Reducing Exclusionary Discipline for Early Learners (K-2) Preliminary Recommended Supports, October 16, 2017 (Updated October 26, 2017)

The following is a list of recommended supports raised by members of the committee:

PRELIMINARY RECOMMENDED SUPPORTS

1. All staff need to be trained in effective mediation, anger management and de-escalation strategies (*before* they are on the job).
2. Minimum of two general education paraprofessionals/classroom assistants in every building.
3. Two teachers in a class based on need.
 - General education teacher and special education teacher for each grade/classroom
4. One counselor and one social worker for every school according national standard of 1:250 student to staff ratio outlined by the American School Counseling Association (ASCA) and National Association of School Social Workers (NASW).
5. One Restorative Practices Coordinator/staff member in every building according to Oakland Unified and Houston school districts.
6. New or improved mental health support (internal and external providers) - alternative plan for students whose insurance doesn't qualify them for services.
7. Wide range of training for staff, modeled after the Oakland Unified and Houston school districts.
8. Enhanced Student Information System that is user-friendly and allows for fuller PBIS features, such as ABE or SWIS
 - The functionality of the new Teacher Access Center Discipline module should be re-assessed by the end of the year.
9. Special education training for teachers - shared accountability for special education students: Follow students' IEP's—i.e., provide appropriate accommodations and modifications.
 - IEP's need revisited, reviewed, etc. and behavior plans need revisited if not working.
10. Ongoing District-wide training for parents on understanding IEPs (e.g. what it is, what to expect, and what services are available to them and their child).
 - Integration of PSE Advocates (i.e. Local Task Force (LTF), PEAL Center, Achieva) as additional supports to families.
- ~~11. For every 30+ students w/IEPs in a building, provide a .5 social worker.~~
12. Policy change to review the Functional Behavioral Assessment within a student's IEP after first suspension.
13. A cool-down room in every building with a full-time practitioner that uses restorative practices strategies (i.e., designated intervention classroom led by a certified regular education and special education teacher.)
14. Increase training regarding implicit biases that lead to disproportionate referrals; increase training for cultural relevance.
15. Report out all suspensions to Board (not just 4-10).
16. Protect the outlined responsibilities of social workers; do not repurpose them for non-Social Work responsibilities.
17. Community schools for all Title I schools.
- ~~18. Various recommendations shared from principals as presented by Assistant Superintendent Bivins as a member of the committee.~~
19. Social emotional skills curriculum (culturally relevant/mindfulness training for staff and students)
20. Specialized training for teachers and schools that disproportionately refer African American students (and those expressing an interest)
21. Certified therapist (on-site) that is a PPS employee and who can recommend in and out of school services and would serve all students as a mental health provider
22. Utilize contracts with community mental health organization to support all schools (not just community schools)
23. Attendance Clerk for every school
24. Mandatory student mentioning for chronic disruptors
25. Mandatory mentoring for teachers who have referrals that lead to high suspensions
26. "Cool down" room for escalated staff
27. Enhanced efforts at engaging all parents in daily student life/school life - proactively (i.e. Restorative Practices)
28. Parent Engagement Specialist

**Red strikethroughs were removed on Oct. 26*

***Blue items were added on Oct. 26*