

Policy

1. Consider revising targeted policy language within the response grid:

Inappropriate Physical Contact (non-sexual):

-Combine fighting and physical attacks into "Excessive Physical aggression"

Inappropriate Touching, Exposure, and/or Sexual Contact:

-Further define inappropriate touching and sexual assault for a progression from Level 2 through 5

Alcohol, Drugs, and Tobacco:

-Combine "electronic cigarette" and "vape pen" with tobacco and nicotine offenses

-Separate marijuana from other drugs and reconsider the 1 gram threshold

Recordings/images of another person:

-Adjusting language and levels to reflect what was recorded and whether or not it was shared

Inappropriate Clothing:

-Update the dress code to reflect current practices in schools and other guidance and policy

Disruptive and Uncooperative Behaviors:

-Remove "Refusal to Cooperate" as a code given overlap with other more definitive codes

Inappropriate Language and/or Expression:

-Separate the use of inappropriate language towards staff, including profanity, racial slurs, and protected class references to begin with response level 3

2. Completely **rewrite and redesign** the initial sections, making it more staff and family friendly, actionable, and systems-oriented with clear universal systems guidance
3. Create Middle and High School BEP versions with **leveled interventions and systems**
4. More clear guidance and **calibration around documentation** and progression of levels
5. Provide detailed guidance for implementation with regard to **students with disabilities**

Resources

1. Explore expansion of tiered, school-based **mental health supports** for high schools
2. Expand the **Behavioral Health in Schools** program for elementary and middle schools
3. Pilot a **1.0 Feeder Pattern Social Worker**, with a focus on supporting families with students across schools, including partnerships with neighborhood centers
4. Continued work through the Office of Youth Re-Engagement to provide additional supports for **students with intensive needs**, expanding our internal capacity and systems, partnerships in support of opportunity youth, and innovative alternatives.
5. Implement **resource allocation** recommendations related to Special Education and Student Services as outlined by the ERS study
6. Additional **funding to expand training on foundational universal practices**, to **deepen our collective mindset** and values related to the philosophy of the BEP

Implementation

1. Provide a **Social-Emotional Learning Institute** in June 2019 to launch the new version of the Plan to school teams with a focus on mindsets, disproportionality, and systems
2. Convene behavior teams every year in late summer to calibrate in ensuring **strong proactive and reactive systems**, and a clear process for progression of discipline
3. Recommitment to developing **strong proactive PBIS systems** in every school as a core foundational practice, through targeted professional learning for school teams
4. Expand our **Restorative Justice cohort**, including progressive development of both proactive and reactive components, through continued expansion of our YWCA partnership in collaboration with our own Restorative Practices Team
5. Encourage **school-based decision-making**, through designing innovative interventions and systems, including systems for alternatives to suspension
6. Enhance use of **data systems** to more consistently document incidents, including use of eduClimber to document interventions