

Recommendations Based on Root Causes

PROPOSED ROOT CAUSES

- 1a. Lack of universal supports within general education
- 1b. Lack of resources and support for general education staff
- 1c. Lack of professional capacity
- 1d. Implicit Bias; need for multi-cultural awareness
- 1e. Lack of a robust Section 504 system

- 2a. Need for updated Code of Conduct
- 2b. Lack of professional capacity to use alternative responses to diffuse potentially volatile situations

3. Insufficient use of assessments and support plans for students who receive special education services

- 4a. Insufficient access to complete/accurate data
- 4b. Insufficient review/use of available data, particularly racially disaggregated data

5. Insufficient parent outreach and engagement

RECOMMENDED INTERVENTIONS

- 1a. Implement a multi-tiered system (MTSS) of positive behavior interventions and supports within general education setting (PBIS)
- 1b. Provide training and coaching to staff in PBIS (Behavior Rtl; RP)
- 1c. Include components of multicultural awareness in PBIS trainings
- 1d. Provide positive behavior 'coaches' to sites for consultation/training
- 1e. Create systems to strengthen the Section 504 framework

- 2a. Review and amend Code of Conduct
- 2b. Train staff (including principals and security staff) in alternative responses to student behavior; (e.g., de-escalation techniques, positive school cultures)

3. Train school psychologists and central office special education staff in formulating and implementing effective Behavior Support Plans (BSPs)

- 4a. Adopt new data system(s) or upgrade current system(s) district-wide
- 4b. Collect/analyze data disaggregated by race at least twice a year

5. Educate parents on site-based parent engagement opportunities as well as initiatives and interventions that support student success

Services/Supports to Address Disproportionality

RECOMMENDED INTERVENTIONS/ DESIRED OUTCOMES	ACTION ITEMS
<p>1a. MTSS/PBIS</p> <p>1b. Training/coaching in PBIS</p> <p>1c. Multicultural awareness in PBIS trainings</p> <p>1d. Positive behavior 'coaches' for sites</p> <p>1e. Robust Section 504 framework</p>	<ul style="list-style-type: none"> • Behavior Rtl Initiative K-8 level; RP Initiative at 3 demonstration high schools; both to incorporate multicultural sensitivity training • Social-emotional curriculum will be made available to sites to implement at K-8 level <p>1d. Positive behavior coaches, Behavior Rtl coaches and RP coaches for all District cohorts.</p> <p>1e. District will review current Section 504 structure, and implement changes to make it more robust</p>
<p>2a. Updated Code of Conduct</p> <p>2b. Professional Development in alternative responses</p>	<p>2a. District will review the Code of Conduct; District will develop Education Code 48900K for guidelines for alternatives to suspensions during 2013-14</p> <p>2b. District will continue to provide Crisis Prevention Intervention Training (CPI)</p>
<p>3. Training in effective BSPs</p>	<p>3. BSP training during the 2012-13 school year; ongoing training of new staff</p>
<p>4a. District-wide data system(s)</p> <p>4b. Frequent data collection</p>	<p>4a. Purchase a Student Success Team (SST module), and use Synergy to document and monitor multi-tiered interventions prior to referral for special education and/or disciplinary action.</p> <p>4b. Disaggregate data by race/ethnicity and analyze on a continuous basis (please see section on tools/measures).</p>
<p>5. Parent education to promote advocacy</p>	<p>5. Provide information, gather input and understand parent perspective at central/site level parent meetings</p>