# Exhibit B

The District identifies the Positive Behavioral Interventions and Supports ("PBIS")/Multi-Tiered System of Supports ("MTSS") framework as the structure to organize and operationalize evidence-based practices that serve to reduce rates of suspensions and expulsions for students of color, American Indian students, and students with disabilities.  Social Emotional Learning ("SEL") programs, Restorative Practices, and Trauma Informed practices are included in the District-wide multi-tiered framework of support.

District-wide implementation of a comprehensive, systematic, integrated, and culturally relevant framework is paramount to (1) ensure student success, (2) examine adult practices, and (3) reduce rates of suspensions and expulsions for students of color, American Indian students, and students with disabilities.

District-wide implementation includes the following:

| Action Step | Party Responsible |
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| Form a PBIS Implementation Team (focused on Tier 1 implementation) | Building Principal |
| Identify a PBIS representative | Building Principal |
| Develop/Revise School Wide Positive Behavior Expectations (Matrix) | PBIS Implementation Team and Building Principal, with feedback from school staff; with support from the Office of School Support, if necessary |
| Follow the *SPPS PBIS Year Long Expectations Teaching Schedule* for teaching school-wide behavior expectations | PBIS Implementation Team and Building Principal, with assistance of the Office of School Support, if necessary |
| Create/Revise a School Wide Discipline Plan (using District template) | PBIS Implementation Team and Building Principal, with assistance of the Office of School Support, if necessary |
| Provide information and training to school staff regarding School Wide Discipline plan, Positive Behavior Expectations Matrix, and schedule of teaching and re-teaching | PBIS Implementation Team and Building Principal |
| Complete Tiered Fidelity Inventory twice each academic year | PBIS Implementation Team and Building Principal, with assistance of the Office of School Support, if necessary |
| Student support staff team meets at least monthly | Student Support Staff (e.g., counselors, social workers, etc) |

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| Use District standardized Office Discipline Referral ("ODR") Form | All building staff |
| Identify and train staff to enter ODR data into Campus | Building Principal |
| Enter ODR data for all office-managed behaviors into Campus | Building Principal or designee |
| PBIS Implementation Team (Tier 1) should review School Wide SWIS reports at least once each month (including race reports) | PBIS Implementation Team |
| Analyze building level data regarding office managed behaviors | Building Principal |
| Analyze quarterly reports regarding office-managed behaviors | Senior Leadership Team |
| Second Step Bullying Prevention curriculum | Elementary School Counselors |
| Core Counseling Curriculum | School Counselors |
| School Social Workers develop awareness among Staff that Trauma Informed schools create safety, trust, collaboration, empowerment, and choice for all | School Social Workers |
| Develop Resource Map of Site-Specific Supports (Tiers 1, 2, & 3) | PBIS Implementation Team and Building Principal, with assistance of the Office of School Support, if necessary |
| Develop a school-specific menu of Tier 2 interventions | PBIS Implementation Team and Building Principal, with assistance of the Office of School Support, if necessary |
| Use Tier 2 TFI to develop Tier 2 systems and practices | PBIS Implementation Team and Building Principal |
| Match students in need of Tier 2 supports to interventions based on data and progress monitor. | PBIS Implementation Team and Building Principal |
| Create Student Assistance Team ("SAT") (focused on Tier 3 interventions) | Building Principal |
| Document Tier 3 Referrals to the SAT Team and Tier 3 interventions in Campus | Building Principal or designee and/or SAT Team |

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| Progress monitor individual Tier 3 interventions | SAT Team and Building Principal |
| Partner with families, community, and students to develop Tier 3 individual interventions | SAT Team and Building Principal |
| Identify goals regarding implementation of PBIS based on results of TFI in School Climate Improvement Plan | Building Principal |

Other supports and interventions that may be implemented at the building level, in conjunction with PBIS and depending on building need and capacity include, but are not limited to, the following:

- Site-specific social-emotional learning program(s), including, but not limited to, Mind Up, Zones of Regulation, Innocent Classroom, Yoga Calm, Strong Kids Series by Merrell, and Amaze
- School-wide Restorative Practices
- Check and Connect
- American Indian Education Program
- Small skills groups
- Cognitive Behavioral Intervention for Trauma in Schools
- Student Success Skills
- Me Moves
- True Goals
- Helping Students Overcome Social Anxiety
- Behavior Contracting
- Self-monitoring
- Family Group Conferencing facilitated by Legal Rights Center
- Repair Harm Circle
- School-Based Mental Health supports
- Coping Cat/CAT Project

**Training and Professional Development**

Saint Paul Public Schools offers/will offer extensive training and professional development and/or supports its staff participation in training on topics such as:

- Racial equity
- Positive Behavioral Interventions and Supports
- Restorative Practices
- Culturally responsive schools
- Adaptive schools
- Positive classroom environment
- Zones of Regulation
- Innocent Classroom

- Positive school climate
- Nonviolent Crisis Intervention
- Culturally relevant pedagogy and best practices specific to English Learner students
- Authentic Partnerships with Families
- Investigations
- Student discipline
- Behavioral data entry

**Engagement Efforts**

The District will engage its community through structures such as the Student Engagement and Advancement Board ("SEAB") and public comment at Board of Education meetings.

During the 2018-19 academic year, the District will develop a seminar as part of its Parent Academy series. The purpose of this seminar will be to inform families about what PBIS is, why the District uses PBIS, and to partner with families in implementing PBIS for the benefit of all students.

During the 2018-19 academic year, the District will create a one-page resource of research regarding the PBIS for distribution to staff.

Beginning in the 2018-19 academic year, the District will introduce all staff to PBIS as part of the onboarding process into the District.

**School Resource Officers**

School Resource Officers are not involved in recommending or determining student discipline in Saint Paul Public Schools or in investigating incidents of student discipline that do not involve a possible crime.

**Applicable Policies and Procedures**

The Board of Education is responsible for adopting, revising, and rescinding its policies. Minn. Stat. §§ 123B.02, 123B.09. When applicable, the Superintendent is responsible for creating and implementing procedures. Minn. Stat. § 123B.143.

Review of policies and procedures is ongoing, but happens at least once every five (5) years. Policies and procedures are subject to change. *See* 209.00.1: Procedure: New Policy Development for information on how Board members, District administration, employees, students, parents/guardians, or a resident of the District may identify the need for a new policy or for substantial revisions to an existing policy. In addition, the District regularly solicits feedback regarding new or revised policies from interested stakeholders, including parents, students, and staff. The District publicizes significant policy changes through regular policy updates to the Board during public meetings and by placing notice of policy revisions in the Agenda for the relevant Board meetings. Finally, members of the public are invited to comment at Board of

Education meetings on topics, including policy changes. *See also* Policy 206.01 Public Participation and Guidelines for Public Comment.

Relevant policies and procedures are:

102.00: Equal Opportunity/Non-Discrimination
206.01: Public Participation
206.01: Guidelines for Public Comment
209.00: Development, Adoption, Implementation and Monitoring of Policies
209.00.1: Procedure: New Policy Development
209.00.2: Procedure: Board Monitoring of Existing Policy
209.002.F1: Procedure: Assessment of Existing Policy and Procedures
211.02: Board of Education Committees
211.03: Student Voice in District Decisions
413.01: Chemical Use and Abuse
414.00: Tobacco-Free Environment
415.00: Harassment, Violence and Other Offensive Behavior
415.00.1: Procedure: Harassment, Violence and Other Offensive Behavior
415.00.1.F1: Report of Discrimination, Harassment, Violence, Bullying and Other Offensive Behavior
421.00: Staff Development
903.00: Dangerous Weapons, Firearms
501.00: Hazing Prohibition
501.02: Student Vehicle Use: Parking on School Premises
501.03: Student Dress Code
501.04: Student Dress: Uniforms
503.00: Attendance: Absences & Excuses for Religious Holidays & Observances
503.01: Attendance: Homeless Children & Youth
504.00: Drug-Free Schools
505.00: Bullying Prohibition
505.00.1: Procedure: Bullying Prohibition Reporting Procedures
505.00.02: Procedure: Bullying Prohibition Professional Development Requirements
506.00: Student Discipline
506.02: Student Discipline: Expulsion & Exclusion
506.03: Student Discipline: Suspension
506.05: Law Enforcement Interrogations and Investigations
508.00: Students with Individualized Education Programs
520.00: Technology Usage and Safety
602.01: Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender & Disability Fair Education
615.00: Family Involvement
707.02: Transportation: Student Conduct