



# DECISION-MAKING PROTOCOL

## Prek-2 Out of School Suspensions

### PER HB 6

Out of school suspension below 3rd grade is now allowable if the student engages in behavior that causes immediate health and safety concerns for others (weapons, drugs...) or participates in conduct that results in a *repeated significant disruption*. **MTSS BEHAVIOR PROCEDURES MUST BE FOLLOWED AND DOCUMENTED.**

This document provides guidelines and best practices for reducing the use of out-of-school suspension (OSS) as a disciplinary measure. The goal is to keep students engaged in the educational process while addressing behavioral issues through equitable, restorative, and supportive strategies. Reducing OSS requires a school-wide commitment to supportive discipline, proactive prevention, and inclusive practices. Through consistent implementation of MTSS, restorative methods, and data-driven decision-making, schools can promote a positive climate and improve outcomes for all students.

### BEFORE issuing an OSS, administrators must:

- 1. Assess Severity:** Is the behavior posing a threat to the safety of others?
  - Number of days, not to exceed 3, should be assigned with the developmentally appropriate age considered. *Campus principals shall approve all OSS for grades PreK-2 and maintain the required documentation for future review.*
- 2. Review Past Interventions:** Have Tier 1 and 2 interventions been exhausted?
  - Include copies of any behavior support/intervention plans in the student's discipline folder.
- 3. Consult With Others:** *Review the situation with a behavior specialist, counselor, or MTSS team.*
- 4. Use a Decision Matrix:** *A discipline matrix that aligns consequences with behavior severity and history.*
- 5. Consider Student History:** Including trauma, disability status (IEP/504), and prior interventions.
- 6. Document Decision-Making Process:** Keep a clear record for accountability and legal compliance.

### For students returning from OSS, administrators must:

- **Hold a Re-entry Conference:** With student, parent/guardian, teacher, administrator, and/or counselor. Keep record of meeting in the student's discipline folder
- **Review/Create a Plan of Action/Behavior Plan:** Adjust supports as needed.
- **Restore Relationships:** Use a restorative conversation with affected individuals.
- **Monitor Progress:** Follow up regularly to ensure reintegration success.

### CAMPUSES SHALL:

- **Track Suspension Data Weekly (recommended adding as an agenda item during weekly leadership team meetings):** Disaggregate by grade, race/ethnicity, disability, gender, and incident type.
  - This information will be required as a part of the campus SIFA meetings.
- **Conduct Quarterly Reviews (recommend utilizing the campus PBIS team):** Analyze data trends and adjust practices as needed.
- **Train Staff Annually:** Discretionary based on the needs of the campus.
- **Involve Stakeholders:** Include parents, students, and community in policy review and feedback when and where possible. Recommend this to be included and/or discussed with campus advisory committee quarterly.

