

**Petersburg School District**  
**Stedman Eaglet and Eagles**  
**Suspension and Expulsion Procedures**

## **Purpose**

The Petersburg School District (PSD) is committed to ensuring that all students have equitable access to early learning in a supportive, inclusive, and developmentally appropriate environment. Stedman Eaglet and Eagle staff and leadership collaborate to promote positive behaviors and to address challenging behaviors through individualized support, family partnerships, and restorative practices consistent with district policy and state law. This procedure aligns with Petersburg School District's BP 5030: School Discipline and Safety and AR 5030: School Discipline and Safety, which emphasize trauma-informed, culturally responsive, and equitable practices designed to maintain student safety and belonging (Petersburg City School District, 2022; 2005).

## **Behavioral Supports and Response**

When a child exhibits challenging behaviors, the Stedman Eaglet and Eagles team works collaboratively with families to identify the underlying causes and develop supportive strategies. Educators and support staff use social-emotional learning (SEL) resources and proactive interventions to help students build self-regulation, empathy, and problem-solving skills.

Staff respond to behaviors by:

- Utilizing trauma-informed and restorative practices;
- Implementing individualized interventions to close skill gaps;
- Adjusting classroom environments and routines to reduce behavioral triggers;
- Collaborating with the school counselor to support behavioral and emotional needs;
- Maintaining communication with families throughout the process.

Staff document all behavioral incidents, family contacts, and interventions in accordance with Program Standards. The documentation process ensures transparency, consistency, and alignment with PSD's district-wide discipline and safety reporting requirements.

## **Collaboration and Support**

PSD leadership collaborates directly with building principals to ensure that all children remain engaged in learning and are not suspended or removed from the program except in exceptional circumstances. Principals and staff have access to SEL tools, guidance, and strategies outlined in the Handbook.

PSD outlines classroom and school-wide structures that promote a supportive environment for all learners. Each fall, the preschool team will complete a Beginning-of-Year Family Connection Visit for every enrolled child to build relationships, understand home environments, and strengthen communication. Additional home visits or parent-teacher conferences may occur throughout the year based on family or student needs. These interactions will be guided by culturally responsive and trauma-informed engagement practices. In addition, each fall and winter, the K-5 team will host Parent/Teacher Conferences for every enrolled student.

## **Suspension**

The Petersburg School District strongly discourages the suspension of students due to behavioral challenges. When suspension is considered, it must meet the following conditions:

- Suspension is used only as a safety response and/or last resort and for the shortest time possible.
- Time away from the classroom is used to plan for the child's/students successful return, identify supports, and adjust instructional or behavioral strategies.
- The school counselor collaborates with staff and families to identify community and school-based supports.
- Upon return, a written plan may be put in place document agreed-upon support and next steps. See Behavioral Flow Chart and Discipline Grid in the appendix of the [handbook](#) for more detailed information.
- Regular check-ins between staff and family are scheduled to ensure the plan remains effective and responsive.

A Same-Day Family Meeting of Phone Call protocol may be initiated for any significant behavioral incident involving physical support, restraint, or a safety concern. The meeting may include the family, staff, and/or the school counselor to review the incident, identify root causes, co-develop a safety plan, and outline follow-up support before the student's return to class.

If at all possible prior or immediately following any suspension, staff may collaborate with the family, the school counselor, and itinerant specialists (e.g., speech-language therapist, occupational therapist, physical therapist, psychologist) to explore every

possible 1:1 intervention, accommodation, or modification to avoid removal from instruction.

## Expulsion

The Stedman Eaglet Preschool does not expel students. The Stedman Eagles K-5 Programs will follow district BP and AR policies as written. PSD leadership and building administrators will exhaust all other options and available resources to support the student's success before considering removal from any K-5 program. This includes, but is not limited to:

- Developing individualized support and regulation plans in partnership with families and staff;
- Referring to district or community-based intervention services for further support; Engaging the school counselor for case consultation and coordination of services;
- Convening a multidisciplinary meeting when data indicates significant or ongoing behavioral needs; and
- Initiating a referral to the special education team for evaluation when appropriate.

If the special education team determines that the student requires intensive or tiered supports, a Behavior Intervention Plan (BIP) will be developed or updated to guide re-entry, ensure continuity, and promote long-term success.

## Tiered System of Social-Emotional and Behavioral Supports

The Stedman Eaglets and Eagles utilizes a tiered framework to proactively teach, reinforce, and support positive social-emotional development.

### Tier I – Universal Supports:

- Implement daily Second Step (Preschool) or WayFinder (K-5) curriculum lessons led by the teachers and/or school counselor.
- Reinforce emotional regulation, friendship skills, and problem-solving through classroom routines and visuals.
- Conduct universal social-emotional screenings (e.g., ASQ:SE-2) to identify early support needs.

### Tier II – Targeted Interventions:

- Provide small-group or 1:1 reteaching of SEL lessons.
- Schedule weekly/daily check-ins or counseling support for students showing emerging behavioral concerns.
- Track progress through individualized observation notes and family communication logs.

#### Tier III – Intensive Supports:

- When safety or severe behavior concerns arise, provide individualized instruction in a separate, supportive environment or offer temporarily adjusted schedules for regulation, not as punishment.
- Convene the multidisciplinary team to assess needs, review data, and create or update a Behavior Intervention Plan (BIP).

Trimester data reviews will be conducted with the leadership team, counselor, and principal to evaluate progress, update interventions, and ensure continued alignment with PSD's discipline and safety policies.

## Legal and Policy Alignment

These procedures are grounded in the Petersburg School District's BP 5030: School Discipline and Safety and AR 5030: School Discipline and Safety. These policies emphasize culturally responsive, trauma-informed practices, collaboration with families, and equitable access to education. Documentation, monitoring, and review processes will occur annually as part of PSD's district-wide safety and discipline reporting cycle in compliance with Alaska Administrative Code 4 AAC 06.172 and Alaska Statute 14.33.120.

[BP-5030](#)

[AR-5030](#)

## References

Petersburg City School District. (2022). *BP 5030: School Discipline and Safety* [Policy document]. Revised April 2022.

Petersburg City School District. (2005). *AR 5030: School Discipline and Safety* [Administrative regulation]. Adopted June 21, 2005.