# E8 - Aligning & Integrating PBIS & Restorative Practices in a Large, Urban School District

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Exemplar Presenters: Saundra Hensel, Sarah Hitchings, Chris Kolb
Jefferson County Public Schools, KY

Key Words: Alignment, Evaluation, Restorative Practices, Systems Alignment, Urban Implementation
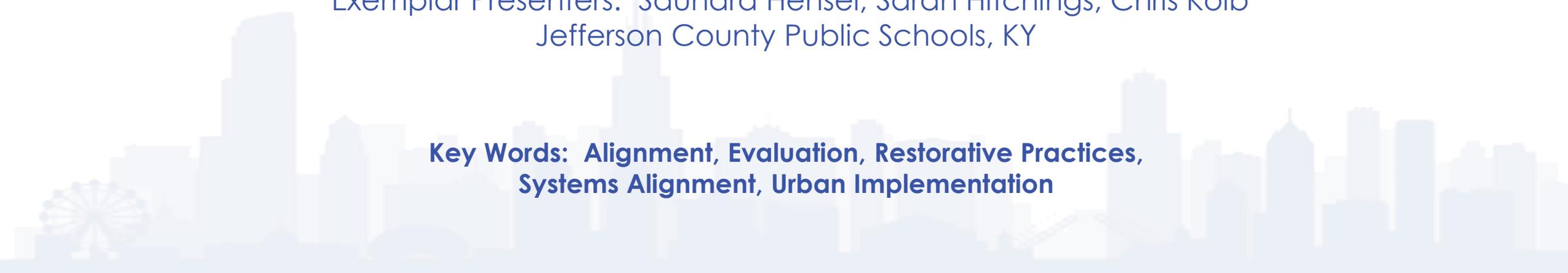
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?

– What do I hope to learn?

– What did I learn?

– What will I do with what I learned?

Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)

Leadership Team Action Planning Worksheets: Steps

Self-Assessment: *Accomplishments & Priorities*

> Leadership Team Action Planning Worksheet

Session Assignments & Notes: *High Priorities*

> Team Member Note-Taking Worksheet

Action Planning: *Enhancements & Improvements*

> Leadership Team Action Planning Worksheet

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OBJECTIVES

- Describe the need for alignment of initiatives and cautions for implementing without alignment
- Identify critical stakeholders in alignment process
- Identify contraindicated practices and systems that interfere with alignment
- Describe one district (Jefferson County Public Schools, Louisville, KY) and school example Waggener High of aligning multiple initiatives

INTEGRATION/ ALIGNMENT PARTNERS

Jefferson County Public Schools
Board of Education

↓

Dr. Marty Pollio, Superintendent

↓

Dr. Carmen Coleman, Chief Academic Officer

↓

Dr. Katy Deferrari, Assistant Superintendent
School Culture And Climate

Organizational Structure

Organizational Structure

Dr. Katy Deferrari, Assistant Superintendent
School Culture And Climate

Dr. Naomi Brahim
Multi-Tiered Systems of Support Director

Saundra Hensel
Behavior Support Systems Coordinator

10 MTSS Behavior Resource Teachers   12 MTSS Academic Resource Teachers

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RESTORATIVE PRACTICES

GOALS OF RESTORATIVE JUSTICE IN SCHOOLS

(GONSOULIN, SCHIFF, AND HATHEWAY 2013)

- Create a restorative and inclusive school climate rather than a punitive one
- Decrease suspensions, expulsions, and disciplinary referrals by holding youth accountable for their actions through repairing harm and making amends
- Create opportunities for learning
- Understanding about the impact of behavior on others

(Costello, Wachtel, and Wachtel 2009)

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FUNDAMENTAL HYPOTHESIS

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them.

Ted and Susan Wachtel

Aim of Restorative Practices

To develop community and to manage conflict and tensions by repairing harm and restoring relationships.

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SOCIAL DISCIPLINE WINDOW

HIGH

CONTROL
(limit-setting,
discipline)

TO
Punitive

WITH
Restorative

NOT
Neglectful

FOR
Permissive

LOW ⟶ **SUPPORT** ⟶ HIGH
(encouragement, nurture)
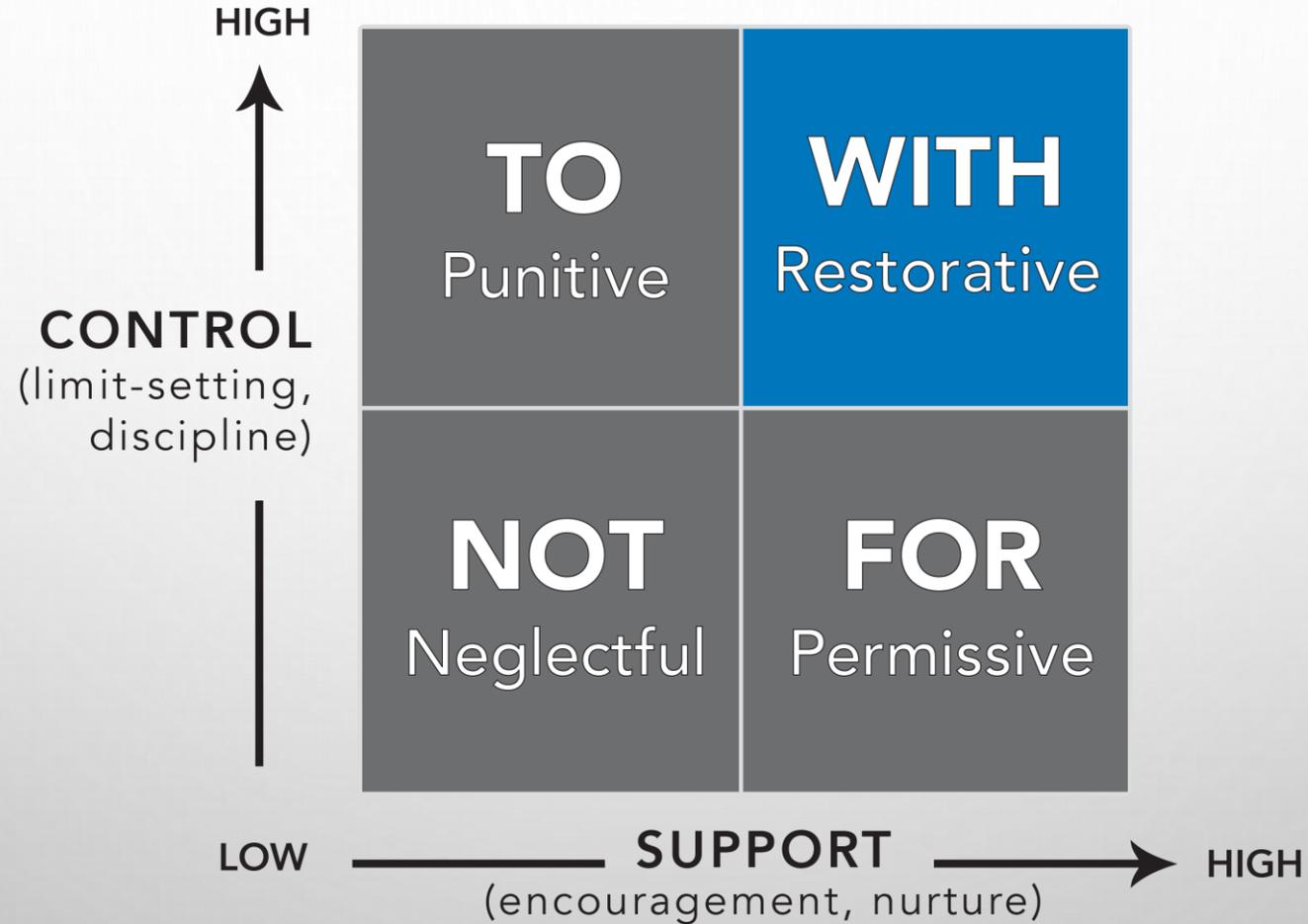
Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

Intensive Intervention

Return from suspension
Administrative transfer or
school crime diversion:
• Victim offender meetings
• Family/community group
conferences
• Restitution

Early Intervention
Restorative Conferencing to
develop alternatives to
suspension:
• Youth/peer court
• Peer mediation
• Conflict resolution training
• Restitution

Prevention & Skill Building

PROACTIVE circles for:
• Morning meetings
• Social/emotional instruction
• Staff meetings

ive Intervention

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ection and use of data

~80% of

If we are adding
additional strategies to
our continuum, we need
to:
- Expand Systems
- Expand Data
- Look out for
contraindicated
practices
- Be worried about
fidelity

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CONTRAINDICATED STRATEGIES

- In our classrooms and schools, we routinely use exclusion and shame as "discipline"
- Effective classrooms and schools:
  - Have a range of "high probability" strategies in place in the classroom
  - Teachers can increase the dosage as needed to build student fluency social skills
 - Eliminate contraindicated strategies
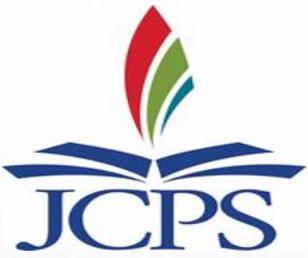
HIGHLIGHTS:

- 28th largest school district in U.S.
- 172 school sites
- 6 high schools on *US News and World Report's* list of "Best U.S. High Schools"
- 41 National Merit semifinalists in 2018
- 415 National Board Certified Teachers
- According to a 2018 survey, **91%** of **parents** report that they are **satisfied** with their child's school
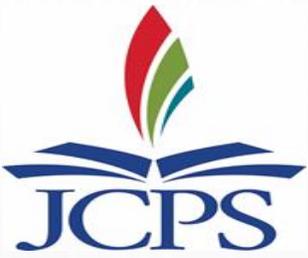
JEFFERSON COUNTY PUBLIC SCHOOLS

99,910 students
(2017-18)
(~81% of market share)
- 1/7 of all students in KY
- 47% White
- 37% African American
- 16% Other

- DIVERSE COMMUNITY WITH DIVERSE CHALLENGES
  - 6% of JCPS students receive ELL services
  - 120 different languages spoken
  - Approximately 12% of JCPS students receive Special Education services
  - 6% of JCPS students are homeless
  - 62% of students receive free/reduced lunch

- BUS RIDERSHIP
  - 65,000 students (nearly 75%) ride the bus every day

- MEALS
  - JCPS provides 109,000 meals, including breakfast and lunch, every day

ALIGNMENT

UPDATES TO THE DISTRICT LEADERSHIP

- New Superintendent along with multiple rounds of re-organization
- Renamed/branded the department
  - Now under umbrella of MTSS with 2 areas of focus: MTSS Academic, MTSS Behavior
- Full support of the superintendent - opened the community event held in August 2017, and Spalding RP Education Summit in March 2018
- Board member support with just under $3,000,000 invested solely in Restorative Practices

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UPDATED STUDENT HANDBOOK

Student Support and Intervention Handbook
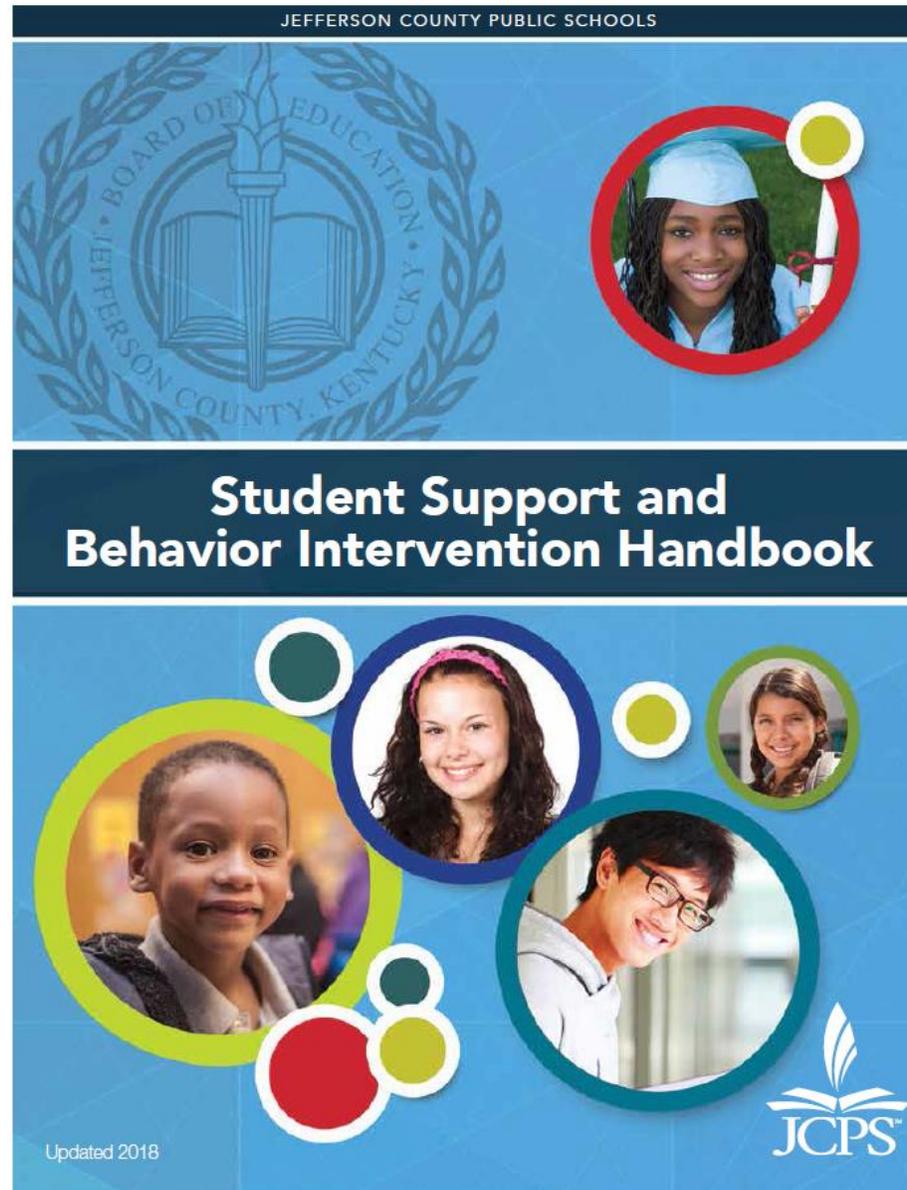
Office of Climate and Culture: Supporting Our Students and Building Community

Focus Area 1: Improving School Culture

School culture is the "story" of the school—the beliefs, norms, attitudes, and behaviors that play a key role in how the school operates on a daily basis. Research says that school culture is a driving force behind student achievement. School culture can be described on a continuum from positive to toxic. The interconnectedness of adults—and the relationships that are fostered from these dynamics—contribute to a positive or toxic school culture.

JCPS staff training and learning opportunities around Social-Emotional Learning and Trauma-Informed Care assist in establishing a healthy and positive school culture. We are committed to providing a safe, stable, and understanding environment that builds on the strengths of students and families who have been impacted by trauma. Additionally, children and families are provided information about treatment resources across various child-serving systems.

The *Student Support and Behavior Intervention Handbook* moves away from using solely punitive practices and toward using restorative approaches that build healthy communities, increase social capital, decrease antisocial behavior, repair harm, and restore relationships. The handbook moves from the singular focus on student safety to an integrated focus on creating a positive school culture that fosters student success.

Positive School Culture	Toxic School Culture
• Relationship Building	• Withdrawal/Isolation
• Behavioral Recognitions and Rewards	• Focus on Negative Behavior
• Social-Emotional Skill Building	• Hostile Relationships
• Restorative Practices	• Focus on Misbehaviors
• Compassion for Students	• Punitive Policies and Practices
• Building Community	• Indifference to Needs of Students
	• Individualistic Perspective

Focus Area 2: Increasing Engagement

Increasing student engagement means personalizing learning (Deeper Learning, *Vision 2020* strategy 1.1.2). To personalize learning, teachers use many research-based practices that increase engagement. These strategies include frequent opportunities to respond, modeling, guided and authentic practice, consistent routines, teacher-facilitated instruction, and positive feedback. Teachers also use culturally responsive teaching and differentiated instruction to increase student engagement. Teachers work in Professional Learning Communities (PLCs) to analyze data, which aids them in designing their instruction. Research shows that students who are more engaged in their learning are more likely to demonstrate positive behaviors. Knowing that behavior and academics go hand in hand, JCPS provides teachers with opportunities throughout the year to improve their understanding of these practices.

Focus Area 3: Fostering Relationships

Research shows that positive relationships help students learn. Students are more likely to succeed when they feel connected to others in their school and classroom community and are less likely to behave in ways that disrupt the school environment.

As a result of JCPS's commitment to building and sustaining relationships, there is a renewed focus on celebrating and recognizing positive student behaviors through cultural competence, age-/developmentally appropriate supports, and communication.

Jefferson County Public Schools Multi-Tier Systems of Support (MTSS)
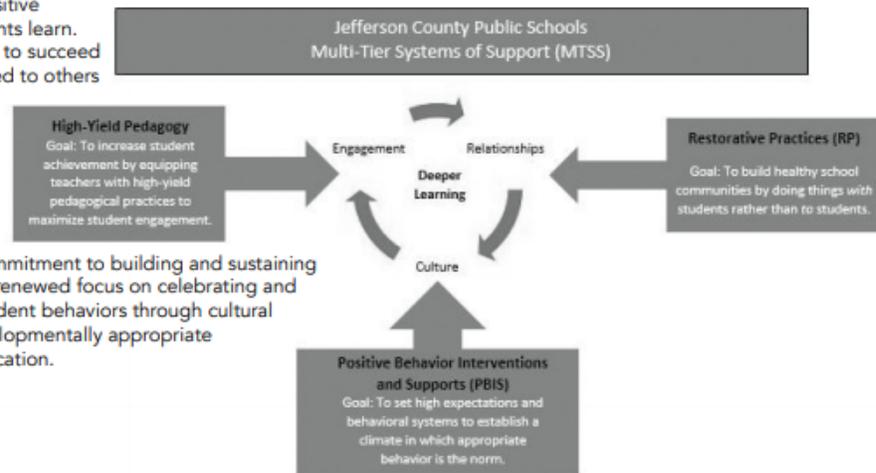
Instructional and Behavioral Supports

A Multi-Tiered System of Support (MTSS) is an integrated, comprehensive framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. In his meta-analysis, John Hattie (2009) assigns effect sizes and identifies those high-yield pedagogical practices that support student engagement and lead to each student's success. Involved students learn more efficiently and are more successful at remembering what they learned. In addition, students who are engaged in learning are more likely to become passionate about learning in general. The more time students spend engaged during instruction, the more they learn.

Restorative Practices (RP) and Positive Behavior Interventions and Supports (PBIS) are the two best-practice frameworks being implemented with our students and staff to develop proactive and positive ways to improve culture, increase engagement, and foster relationships. JCPS is in the process of expanding training and implementation of RP and PBIS to assist staff members with addressing antecedent behaviors, restoring potentially damaged relationships, and assisting students in finding replacement behaviors while also taking accountability for their actions.

High-Yield Pedagogy

Effective teaching is the most powerful tool for engaging and motivating students to reach their potential. The use of high-yield pedagogy creates an opportunity for all students to receive an education that gives them what they need to thrive through differentiated supports focused on removing social factors as a predictor of success. Collaboration through relationship building; cooperation; and partnerships among students, staff, families, and community are fundamental to the success of all students.

The enhancement of teacher efficacy will have a positive impact on student learning and motivation through the use of effective, high-leverage instructional practices that encourage equitable educational opportunities for all students. When teachers increase the use of research-based pedagogical strategies and practices, it can result in increased engagement, more effective tier-one instruction, and—ultimately—increased student achievement.

Positive Behavior Interventions and Supports

PBIS is a way to promote good behavior. In the past, school discipline has often focused on reacting to misbehavior by using punishment, loss of privileges, sending students to the office, suspensions, and alternative placements. Research has shown that these approaches by themselves are not effective in creating a school environment in which appropriate behavior is the norm. PBIS creates this positive environment through a behavior framework that is used by every student and staff member.

There are four integrated elements: data for decision making, measurable outcomes, practices that outline appropriate behavior and support students who need interventions, and systems that hold staff accountable for implementing the practices. Instead of a reactive and punitive response to behavior, PBIS stresses a proactive and positive one, which can help boost student achievement and play a role in overall school improvement. Schools that use the PBIS framework are expected to incorporate schoolwide expectations, procedures and routines, and acknowledgment/reward systems.

Restorative Practices

The aim of RP is to develop the school community and to manage conflict and tensions by repairing harm and restoring relationships. There are several components that are used when implementing RP: Social Discipline Window, Fair Process, Behavior Practices Continuum (use of Restorative Circles), and Psychological Affect. By integrating these components, schools are able to operate as a restorative school, which builds and restores positive relationships.

The underlying premise of RP is that people will make positive changes when those in positions of authority do things with them rather than to them or for them. According to the Social Discipline Window, a restorative approach requires a balance of high levels of control/limit setting with high levels of support, encouragement, and nurturing.

Social Discipline Window

- High Control and Low Support = Punitive/Authoritarian
- Low Control and Low Support = Neglectful High Support
- High Support and Low Control = Permissive High Support
- High Control and High Support = Restorative
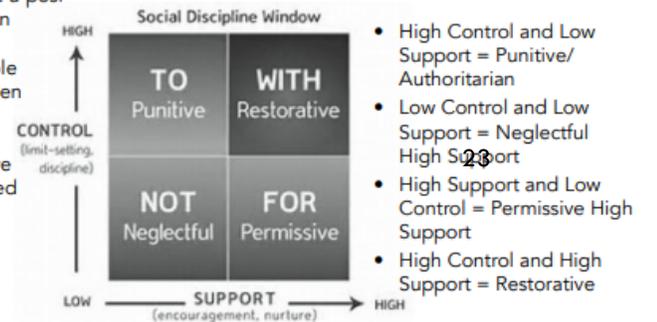
DISTRICT LEADERSHIP TEAM

COMPOSED OF:

- Asst. Superintendent
- Executive Administrator
- MTSS Behavior Department (Coordinator + 10 Resource Teachers)
- Principals (1 Elementary, 1 Middle, 1 High)
- State PBIS Director
- Special Education
- Student Relations

YEAR 1-2 TRAININGS:

- Introduction to Restorative Practice (and TOT)
- Introduction to Circles (and TOT)
- Facilitating Restorative Conferences (and TOT)
- Restorative Responses to Adversity and Trauma
- Basic School Climate (and TOT)

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SELECTION PROCESS

COHORT 1

- Initial application process – March 2017
- Selected 18 schools for implementation - April 2017
  - 9 Elementary Schools
  - 9 Middle/High Schools (includes alternative and state agency schools)

COHORT 2

- Revised application process – March 2018
- Selected 12 schools for implementation - May 2018
  - Includes youth detention facility, State Agency School, ESL Newcomer Academy

TRAINING PLAN

- Whole school trainings include **all** staff members

- Held on dates without student attendance

- Staff paid their daily rate/PD credit

- Total cost for training, consultation, and supports from national partner and to pay daily rate = approx. $3,000,000

RP + PBIS + CLASSROOM MANAGEMENT ALIGNMENT

The expansion of "PBIS" lens to a full behavioral frame and what that means: alignment of the classroom, RP, and SWPBIS

Alignment to Danielson Framework/Evaluation System

RP/PBIS Alignment Trainings

Danielson	PBIS	RP
1B. Demo. Knowledge of Students		• Community Circles, • Welcoming Circles, • Students "keeping" the circle
1E. Designing Coherent Instruction	• Matching practice opportunities to student needs • Ensuring re-teaching is part of classroom routines • *Professional development and coaching*	
2A. Creating an Environment of Respect & Rapport	• *School and Classroom Expectations* • Calm re-teaching • Behavior problems treated like learning errors • *Professional development and coaching*	• Community Circles, • Welcoming Circles, • Students "keeping" the circle

Danielson	PBIS	RP
2D. Managing Student Behaviors	• Re-teaching, • Reinforcing, • *Behavioral Team-based problem solving* • *Data to guide interventions* *Professional development and coaching*	• Developing relationships • Using informal and formal restorative questions
3C. Engaging Students in Learning	• High rates of opportunities to practice • High rates of reinforcement to encourage participation • *Professional development and coaching*	• Developing relationships • Creating a safe, welcoming climate
3D. Using Assessment in Instruction	• Using data on outcomes to drive how we teach • *Team based decision making* • *Professional development and coaching*	

RP AND PBIS INFORMAL TO FORMAL PRACTICES

informal				formal
affective statements	affective questions	small impromptu conversation	circle	formal conference

Tier 1: Proactive Classroom Strategies	Tier 1: **Re-teach** & Increase Classroom Strategies	Tier 2: Referral Process	Tier 3: Team Problem Solving
Classroom based, Explicit Instruction, Calm Corrections, Praise (4:1)	Classroom based, Explicit Instruction, Calm Corrections, Praise (4:1)	**More** Specific, Intense Instruction and Practice through T2 supports AND Classroom Support	Function-based, Person-Centered, Tier 3 plans AND Classroom Support

PBIS IMPLEMENTATION SUPPORT

Link to Documents: JCPS PBIS Implmentation Guide JCPS PBIS Year-at-a-Glance

BEHAVIOR SUPPORT SYSTEMS MODEL IMPLEMENTATION SUPPORT

BEHAVIOR SUPPORT SYSTEMS MODEL
Restorative Practices Implementation Guide

Link to Documents: JCPS RP Implementation Guide JCPS RP Year-at-a-Glance
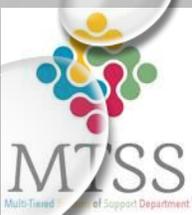
COACHING PLAN

District Resource Teachers (Coaches) have gone through trainings as RP coaches and are receiving on-site supports from IIRP: epitomize the behavior framework in place.

Extensive training from IIRP
- District team went through a series of trainings before school teams
- Trainer of Trainers for Intro to RP and Using Circles Effectively

Partnerships
- University - Partner with Dr. Terry Scott (University of Louisville CIBRS) to provide training for district resource teachers
- National – IIRP with Director of Continuing Education and Midwest PBIS Network

Coaching, Consultation, and Support for Schools
- Monthly On-Site Consultation for trained schools with national consultant
- Pre-call with national consultant, principal (designee), and district support
- Coaching plan customized for each school with a different focus each month
- District support for schools – weekly onsite coaching and support from district team

Large Scale Community Event – August 2017

COMMUNITY EVENTS

- Invited prominent community leaders – Court System and DJJ, Faith Based Organizations, Teachers Union, Helping Professions, PTA
- Three of seven board members attended
- Reviewed the Theory of Aligned Contribution
- Taught limited components of RP (Social Discipline Window and Fair Process)
- Community building elements – model proactive and reactive circles
- Data Walk – with data analysis of district specific data

Spalding University RP Education Summit

- Invited all JCPS schools for 1 day summit
- 3 schools showcased their implementation
- 2-day School Resource Officer training in RP

Smaller Scale School-Based Community Events

- One event per trained school
- Invite parents, students, and community leaders for each school
- Teach limited components of RP (Social Discipline Window)
- Community building elements – model proactive and reactive circles

EVALUATION PLAN

Formative and summative data collection includes a Classroom Observation Tool and Circles Observation Tool

Monthly implementation meetings between district support team and RP evaluator; additional meetings between national consultants, school and district staff

![JCPS logo]
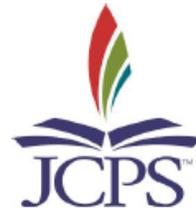
Marty Pollio, Ed.D. Interim Superintendent

Restorative Practices

Working Draft Evaluation Plan

Beverly J. Winsch, Ph.D.
Evaluation Specialist

August 2, 2017

Department of Data Management, Planning, & Program Evaluation
Dr. Dena Dossett, Chief

Major Outcome Variables
- Climate
- Student Behavior
- Staff RP Skills and Engagement
- Academics

Quarterly Reports to schools and district staff that include data on trainings, coaching and support

Link to Documents: JCPS RP Program Evaluation JCPS RP 2017-18 Program Evaluation Report

DATA INTEGRATION

CLIMATE	
IMPACT	**MEASURES**
Relationship Skills, Self-awareness, Social Awareness, School Engagement, School Belonging, School Discussion Climate, Caring Environment, Personal Safety, Overall Satisfaction, Personalization, Collaboration, Voice, Perseverance, Compassion, Teaching, And Site Safety	Comprehensive School Survey ▪ Students ▪ Parents ▪ Teachers ▪ Staff Teacher TELL Survey Teacher Pre/Post Survey Teacher Retention School Observations Student Voice Survey Student Focus Groups

DATA INTEGRATION

BEHAVIOR	
IMPACT	**MEASURES**
Suspensions, Discipline Disproportionality, Absences	Suspension Events Suspension Duration Group Suspension Gaps Absences

ACADEMICS	
IMPACT	**MEASURES**
Deeper Learning Opportunities (Caring, Thinking, Communicating Skills), Gap, Growth, Novice Reduction, Proficiency Rates	Comprehensive School Survey Student Focus Groups State Assessment Results Student Retention Rates

HIGH SCHOOL EXEMPLAR: WAGGENER

Welcome to Waggener High School
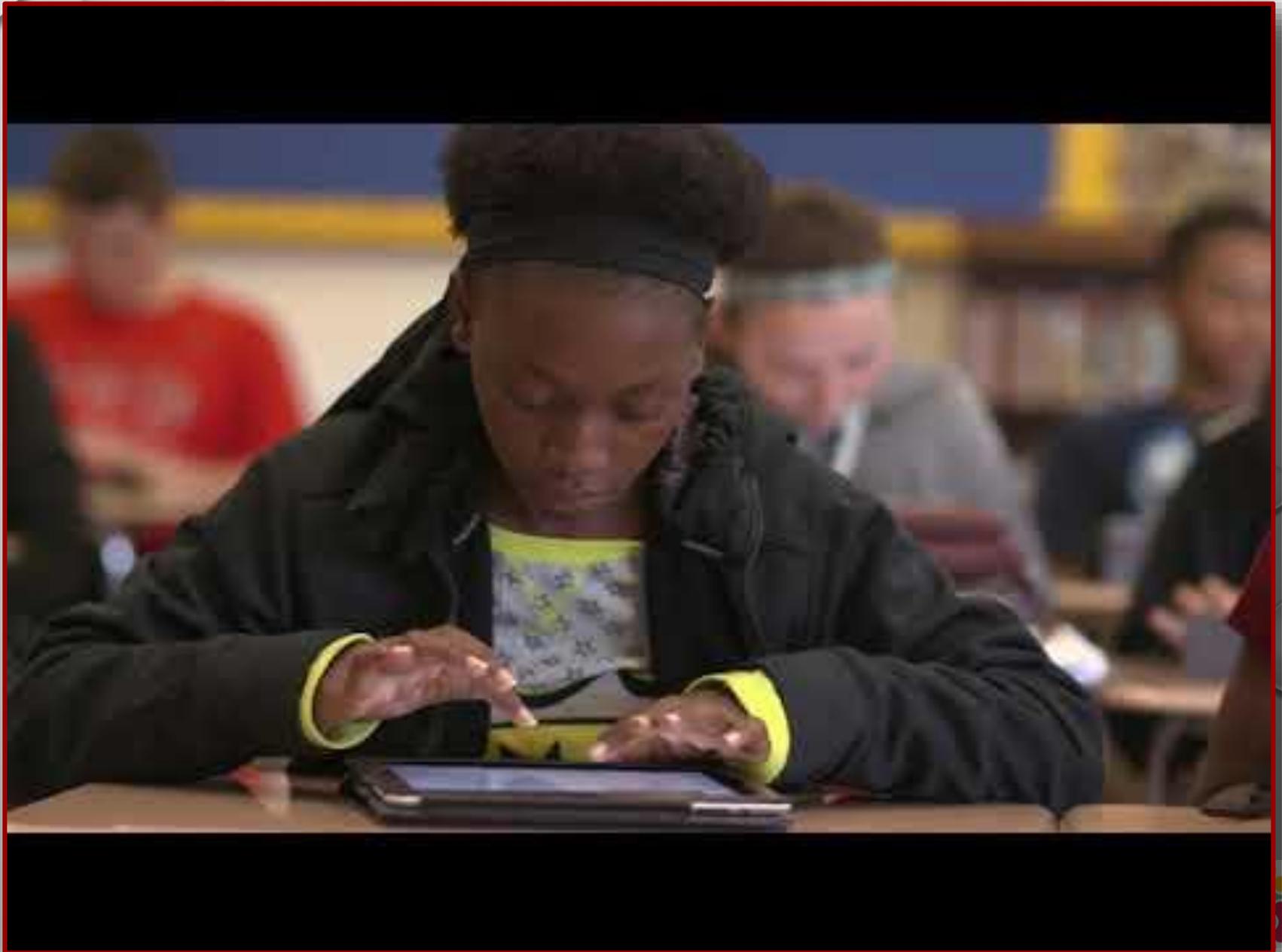
Waggener Enrollment	912
Freshman Academy Enrollment	220

Demographics

Other
4.5%

Latino/Latina
16.0%

White
29.4%

African American
50.1%
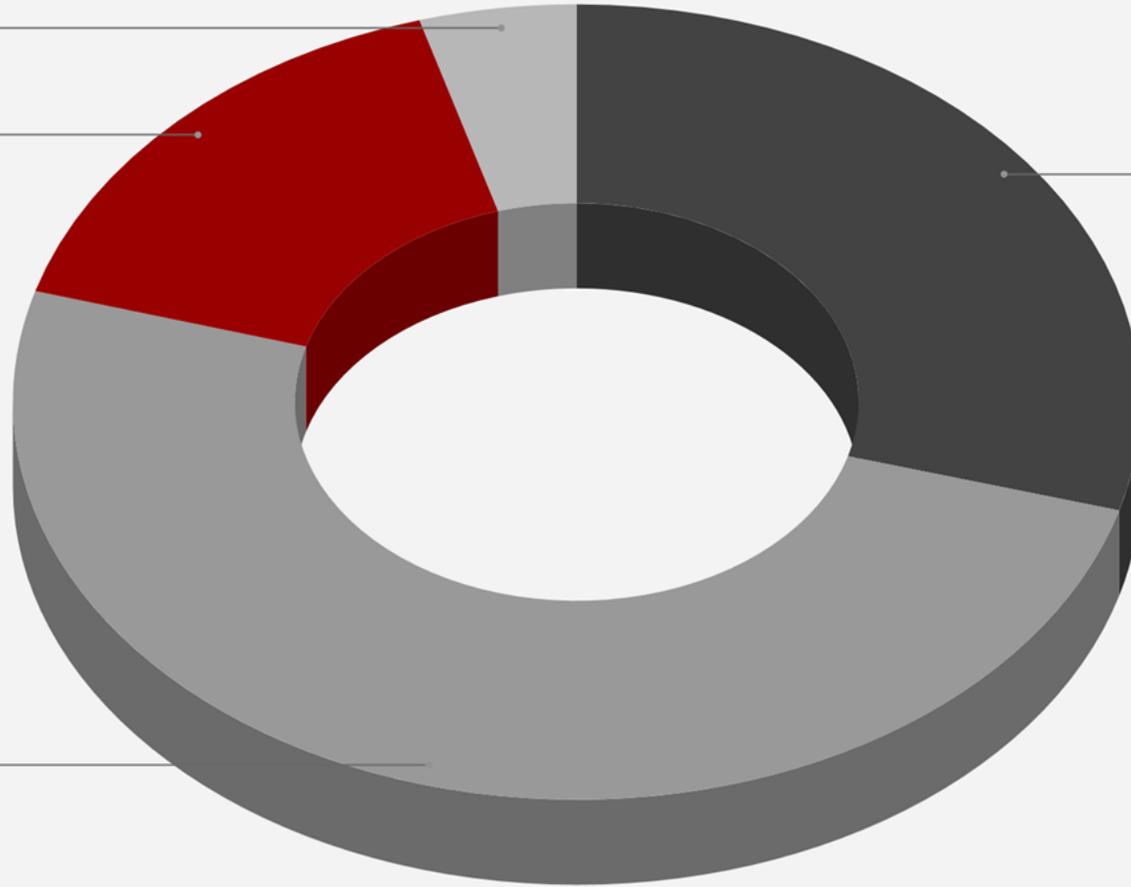
Free/Reduced Lunch	76%
Attendance Rate	88.3%
Retention Rate	08.4%
Drop Out Rate	02.4%

Waggener: A model school for Career Academy Design and Student Support Systems

Instruction	Intervention	Transition

Teacher Support and Feedback
➢ Targeted Walkthrough data
➢ Teacher Induction Plan
  ✓ Acclimation Support
  ✓ Instructional Coaching
  ✓ KTIP Mentoring
 	
Monthly VITALS meetings to analyze:
➢ CSIP strategies and actions
➢ Individual course data
➢ Literacy data
➢ Project implementation
➢ Quality and variety of assessments
➢ Results of efforts on new assessment landscape
 	
Establishment of a school-wide PLC
➢ Teacher-led, Admin-supported
➢ Dept., Content, & Grade Level
➢ Student engagement focus (PBL)
 	
Critical Committee Work
➢ Behavior Support (PBIS)
➢ Community Involvement
➢ Scheduling (Time)
➢ Assessment (SBG)
➢ Technology (Media Policy)
➢ Peer Visitation Team
 	
What? How?
	Behavior Support Systems Model
	➢ Staff use of affective statements and questioning
	➢ Staff use of Tiered Behavior Matrix
	➢ Administrator facilitation of formal conferencing
	➢ Student daily opportunity to engage in circles
	➢ Student ownership in repairing harm
	➢ HERO utilization & incentive structure
	
	Embedded Intervention Model
	➢ Mid-day CAT Time
	➢ Underclassmen Guided Study
	➢ 12th grade flex time
	➢ Integration of clubs, activities
	➢ Standards remediation
	➢ CCR prep for ACT, KYOTE, KOSSA, & Industry Certifications
	
	Targeted ESS
	➢ Selective invitation based on student need and desire
	➢ Schedule aligned with grading cycles
	➢ Literacy focus
	➢ Utilization of athletic ESS
	
	If Not?
		Academy Model Design
		➢ Formation of 3 distinct Academies:
		  ✓ Freshman Academy
		  ✓ Health Science Academy
		  ✓ IT & Law Academy
		➢ Dedicated Leadership (Counselor, AP, & Teacher Lead)
		➢ Cohort Scheduling
		➢ Proximity of MESS teachers
		➢ 100% student Academy affiliation
		➢ Experiential learning opportunities
		➢ Emphasis on pathway completion, industry certifications
		
		English as a Second Language (ESL)
		➢ Support for growing population
		➢ Reading Specialist focus
		
		Creating Self-Advocates
		➢ Student Leadership Committee
		➢ Student Advisory Council
		➢ Bi-weekly CAT time meetings
		➢ Defined responsibilities for class officers, student council
		➢ Student Mentoring Programs
		  * Alumni/Freshmen
		  * Staff/Student (10th – 12th)
		
		If So?

Behavior Support Systems

- Daily opportunity to participate in **Circles**

- Student & Staff use of affective statements and questioning

- **HERO** positive behavior management system

WE ARE SEEING DISCIPLINE DATA RESULTS . . .

Number of Behavior Events by Student Month - 17-18 Data Reported (16-17 Data)			
Month 1:	Total = 155 (362) 57% ↓	Suspensions = 7 (34)	79% ↓
Month 2:	Total = 474 (506) 6% ↓	Suspensions = 61 (58)	5% ↑
Month 3:	Total = 434 (551) 21% ↓	Suspensions = 50 (64)	22% ↓
Month 4:	Total = 412 (514) 20% ↓	Suspensions = 53 (78)	32% ↓
Month 5:	Total = 247 (492) 51% ↓	Suspensions = 27 (55)	51% ↓
Month 6:	Total = 404 (610) 34% ↓	Suspensions = 49 (65)	25% ↓
Month 7:	Total = 425 (515) 17% ↓	Suspensions = 61 (64)	5% ↓
Month 8:	Total = 391 (435) 10% ↓	Suspensions = 46 (73)	37% ↓
Month 9:	Total = 282 (381) 26% ↓	Suspensions = 49 (53)	8% ↓
Month 10:	Total = 10 (96) 90% ↓	Suspensions = 5 (23)	78% ↓
TOTAL:	Total = 3233 (4462) 28% ↓	Suspensions = 408 (567)	28% ↓

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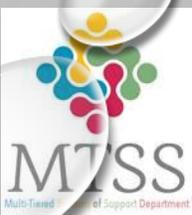
BEHAVIOR DATA: *TOTALS*

Number of Behavior Events

16-17 4,462 total events

17-18 3,233 total events

1,229 FEWER events

28% overall reduction

Number of Suspensions

16-17 567 total suspensions

17-18 408 total suspensions

159 FEWER suspensions

28% overall reduction

Savings:

2000 instructional hours

$6092 in state funding

307 instructional days

9 administrator days ($3,600)

INSTRUCTIONAL CODING

- District contracted with University of Louisville (Dr. Terry Scott, CIBRS)

- 3 times during the year

- Coders went in every classroom for 15 minutes

- Coded teacher and student behavior

STUDENT/TEACHER INTERACTIONS

Teacher Behaviors	Student behaviors
• Teaching • Opportunities to respond • Directions • Feedback • Instructional Grouping • Student Acknowledgement	• Engagement • Disruption • Attention Seeking

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QUESTIONS/RESPONSES

% Response

Bar chart. Y-axis: Percent (0 to 100). X-axis: Observation Date.

- 9/21/17: 64 (66:42)
- 1/29/18: 70 (34:24)
- 4/19/18: 88 (42:37)

OBSERVED DISRUPTIONS

Bar chart — Number of Disruptions:

- **9/21/17** (blue): 16 disruptions — .03 per minute / 1 per 33.33 mins
- **1/29/18** (teal): 7 disruptions — .01 per minute / 1 per 100 mins
- **4/19/18** (green): 7 disruptions — .01 per minute / 1 per 100 minutes

Y-axis: Number of Disruptions (0–18)

Legend: ■ 9/21/17 ■ 1/29/18 ■ 4/19/18
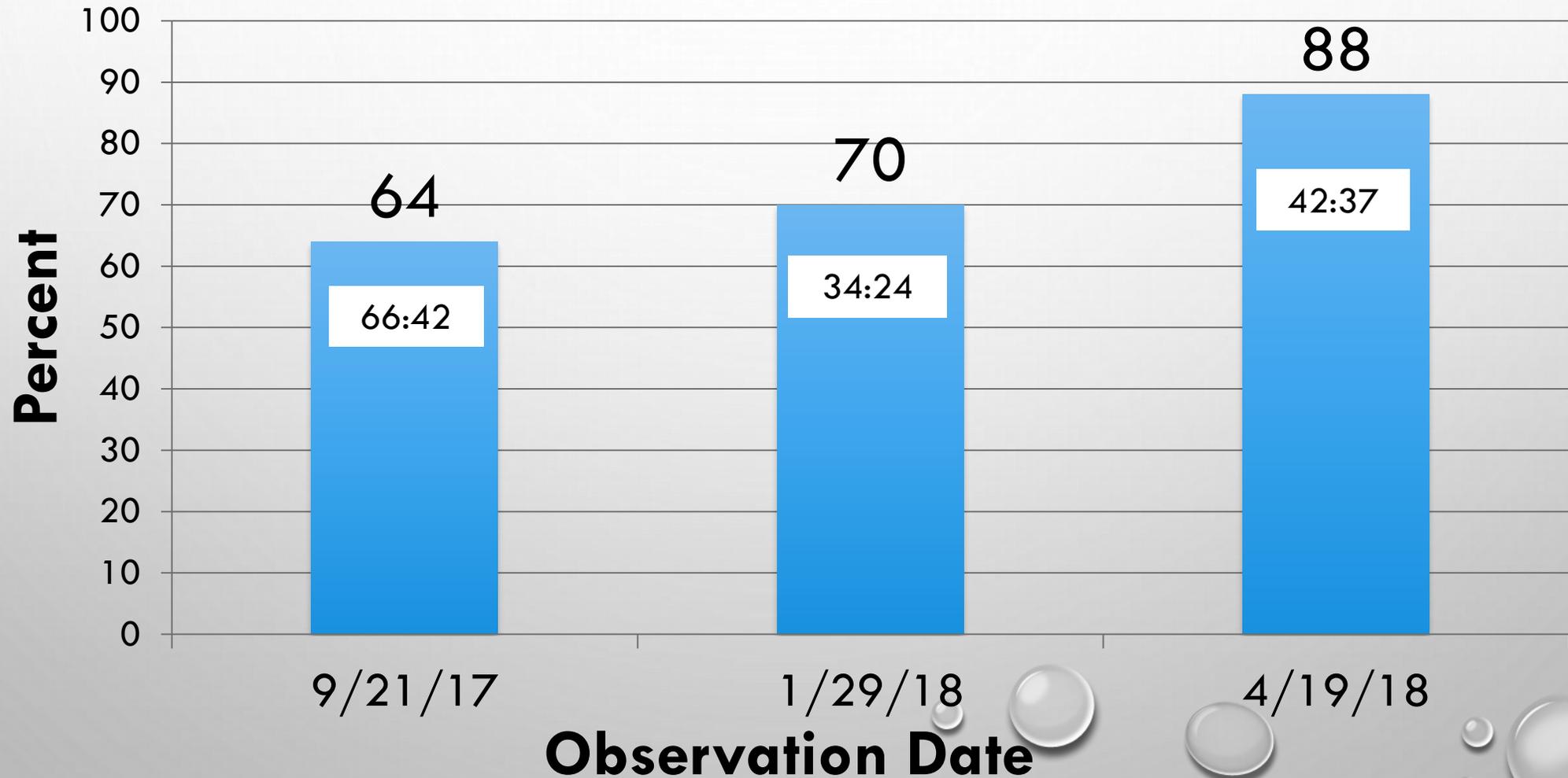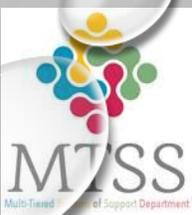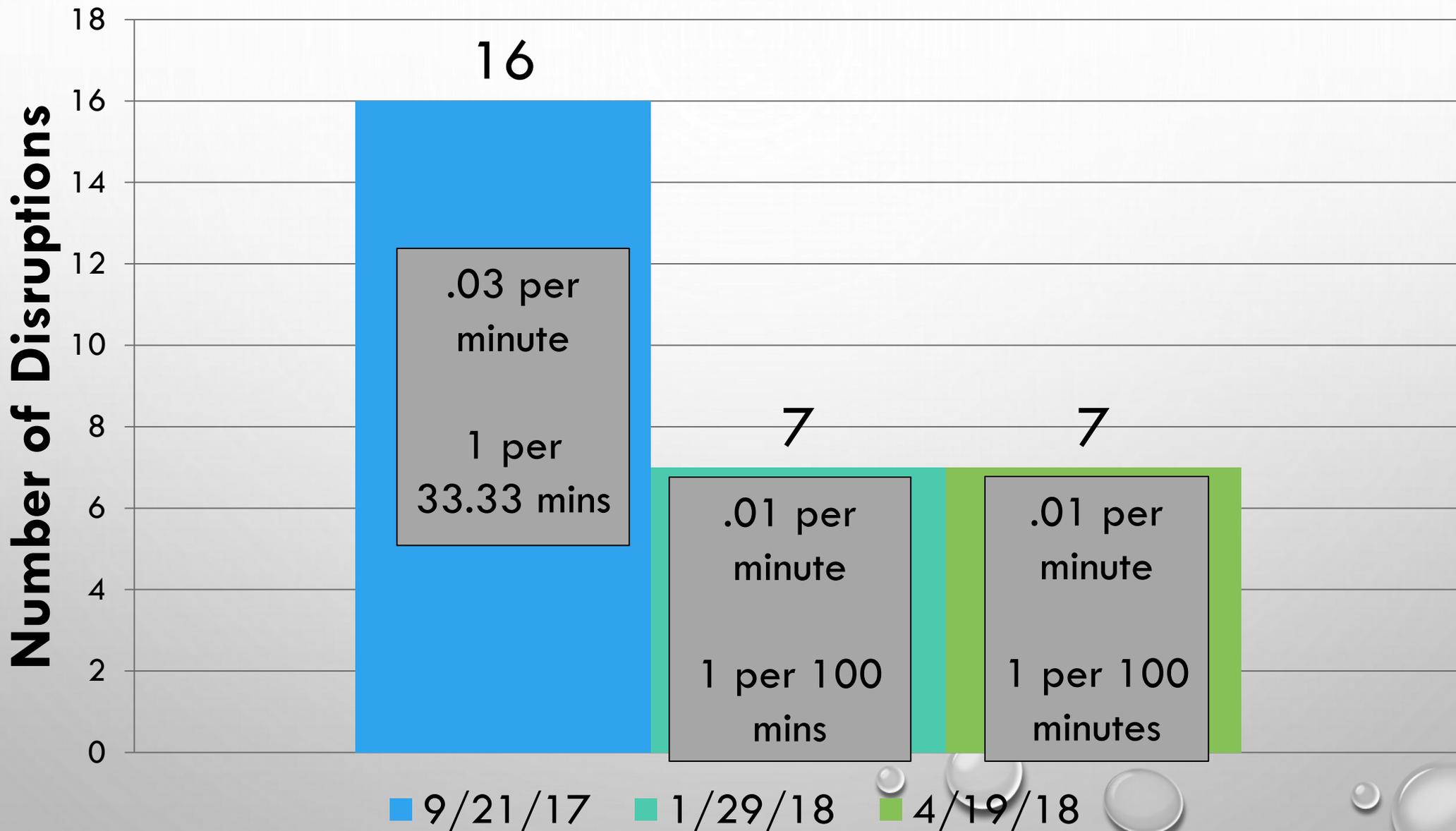
STUDENTS ARE ENGAGED IN THE CLASSROOM

Percent of Time Observed

Type of Student Engagement

- Down Time in the Classroom: 8, 2, 3
- Target Student Off-Task: 8, 8, 4
- Target Student Passively Engaged: 43, 46, 50
- Target Student Actively Engaged: 41, 44, 43

■ 9/21/17 ■ 1/29/18 ■ 4/19/18

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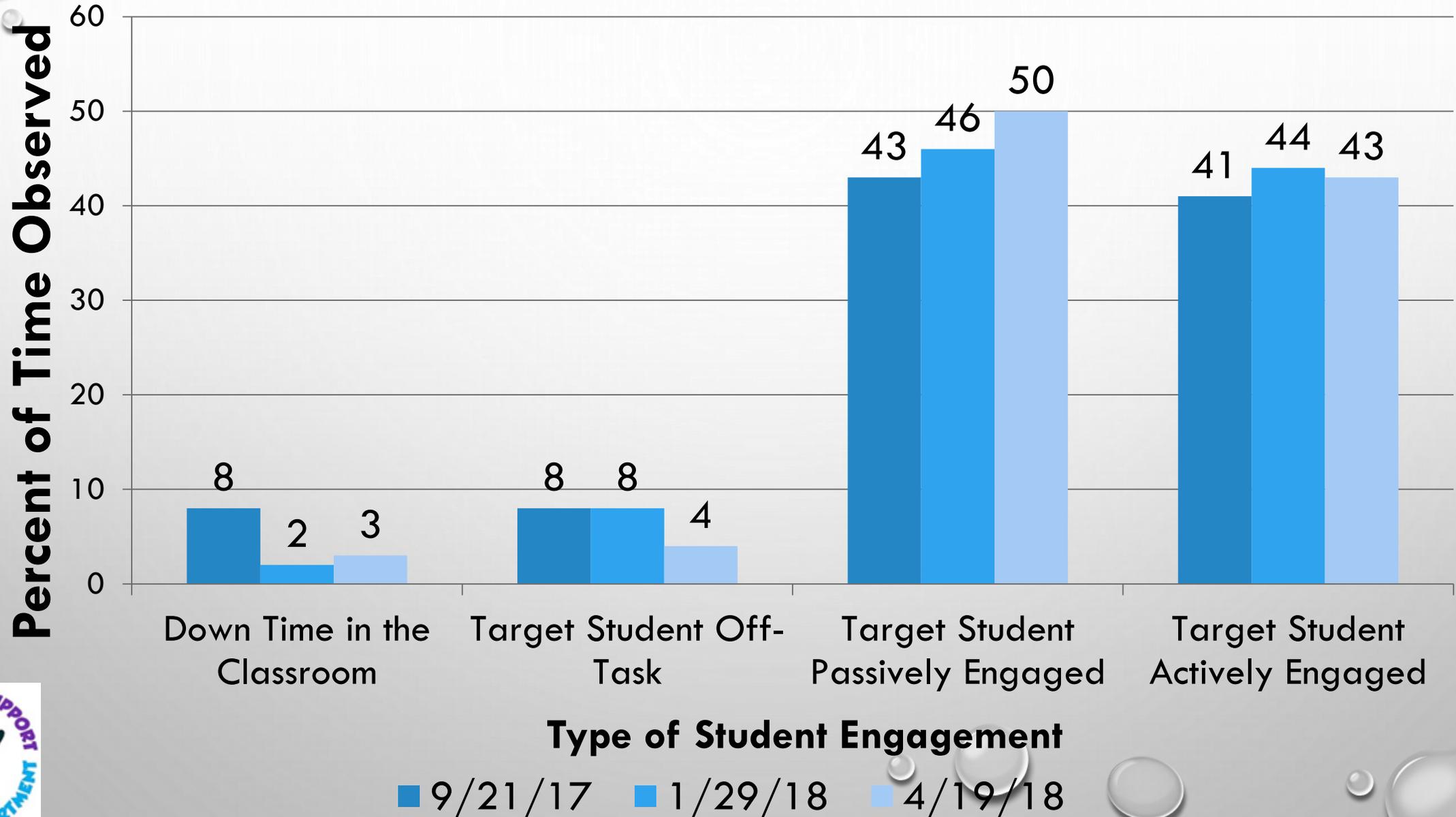
CAREER ACCESS TIME (CAT)

Students Earn
½ Credit Per Semester
"Leadership Dynamics"

Targeted Interventions/Supports

ACT, College & Career Ready (CCR), End of Course exams (EOC), KOSSA, Industry Certifications

Content Area Intervention/Enrichment

- Built into school day
- Increasing student autonomy

"CAT" TIME

WHOLE-SCHOOL

- Restorative Practices lessons on Mondays and Fridays

9th, 10th, 11th Grade

- Guided Study
- Teachers Request Students

12th Grade

- Open CAT Time (Students' choice) Tuesday-Thursday
- Teachers offer different intervention/enrichment options

LESSON STRUCTURE

- Agenda
- School-wide Structure for Circles
- Check-in Question
- Lesson Content
  - Discussion based with supplementary content presented in PowerPoint

Monday: **Cover new content**

Friday: **Review and dig deeper on Friday**

ADDITIONAL SUPPORTS

Restorative Practices Coach
District Behavior Support Systems Lead

Waggener's "Four Pillars of Success"
Be Prepared, Respectful, Responsible, and Safe

PAC "Positive Action Center" Room
Reflection sheet using Restorative Questions

Circle Schedule
Content Circles

ADDITIONAL SUPPORTS

PBIS CLIMATE WALKTHROUGHS

CLIMATE: *The School Projects a Positive Climate for All*

Climate C.1 School has safe and secure practices in effect	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Evidence: Visitor entrance is regulated so that all visitors must adhere to entry procedures		3.0	3.0	1.0	3.0	3.0	3.0	3.0	3.0	
a) Front entrance is actively monitored (e.g., intercom system and/or greeter		3	3	3	3	3	3	3	3	
b) Visitors directed to main office, required to state purpose of visit, and directed to sign in		3	3	0	3	3	3	3	3	
c) Visitor directed to wear visitor sticker		3	3	0	3	3	3	3	3	

Climate C.2 School has a welcoming environment	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Evidence: Visitor entrance is regulated so that all visitors must adhere to entry procedures		2.3	2.7	2.7	2.3	2.7	3.0	3.0	3.0	
a) Welcome sign is visible upon entry		3	3	3	3	3	3	3	3	
b) Front entrance and main office are free of clutter, trash, broken items, and graffiti		1	2	2	1	2	3	3	3	
c) Visitor is greeted by a staff member within 10 seconds of entering the office		3	3	3	3	3	3	3	3	

Climate C.3 School establishes the expectation of a positive climate	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Evidence: Behavioral expectations and student accomplishments are prominently displayed		0.0	0.3	1.3	1.3	1.3	1.3	1.7	1.3	
a) Hallways, lobby, and common areas are decorated with up-to-date student accomplishments		0	1	1	1	1	1	2	1	
b) PBIS expectations or school motto is posted in the entry or lobby		0	0	3	3	3	3	3	3	
c) Schoolwide expectations are posted and visible in common areas throughout the school		0	0	0	0	0	0	0	0	

Climate C.4 Students are supervised and supported by staff	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Evidence: Student success is celebrated publicly while infractions are addressed privately		1.5	1.0	1.3	1.7	2.3	1.7	2.7	2.3	
a) Students are actively supervised by staff in all public settings		0	0	0	1	1	0	3	1	
b) Positive to negative feedback statements observed by visitors is greater than or equal to 3:1	n/a		0	1	1	3	2	2	3	
c) Students receiving discipline are not on display in the main office		3	3	3	3	3	3	3	3	

Climate C.5 Students can state the schoolwide expectations	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Evidence: 85% or more of students can state the schoolwide expectations		0.0	0.0	2.0	1.0	2.0	2.0	3.0	3.0	

Climate C.6 Staff can state the schoolwide expectations	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Evidence: 85% or more of staff can state the schoolwide expectations		0.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	

ADDITIONAL SUPPORTS

RESTORATIVE QUESTIONS

WHEN CHALLENGING BEHAVIOR:
- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

WHEN SOMEONE HAS BEEN HARMED:
- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

- **"PAC" aka the Positive Action Center**
- **In the words of one of our students…**
  - *"It's a place we can go to cool off and be more mindful of our actions."*
- **Reflection sheets in Google Drive**
  - Shared with teacher when complete

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Circle Schedule

Restorative Practices

Monday	Tuesday	Wednesday	Thursday	Friday
CAT	English	Social Studies Related Arts Related Arts Wednesday O	Science Related Arts will choose R Thursday	Math

2017-2018

RE-INTEGRATION MODEL

- Re-integration circle facilitated by counselors for every student returning from a long-term suspension or placement at an alternative school

- Eventually plan to scale to all suspensions and chronic absences

- Collaboration with Student Relations at district

- Designed to reinforce that the student is part of the Waggener community and foster a sense of belonging

SAFE SCHOOL AMBASSADORS

- Trained 37 students & 10 adults
- Deployed students into various CAT Time groups
- Facilitate circles, help teach RP lessons
- Follow-up through family group meetings

- Change is HARD!
- To get different results everything has to be done differently (systems, resource allocation, personnel)
- Trust the process!

- Frame the data around the ultimate goal – increased student achievement
- Communication is vital!
- Celebrate early & often, big & small

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MOVING FORWARD - SCHOOL

- Get the work to the student level
  - CAT time lessons
  - Safe School Ambassador Program
- Continual training
- Intentional data tracking
  - Discipline data
    - Pull out disruptive vs. non-attendance
    - Address non-attendance with RP
    - Repeat offenders
  - Classroom observational data
    - Student voice
    - Engagement
    - Teacher responsiveness
- Culture & Climate (TELL & CSS survey data)
- Academic data
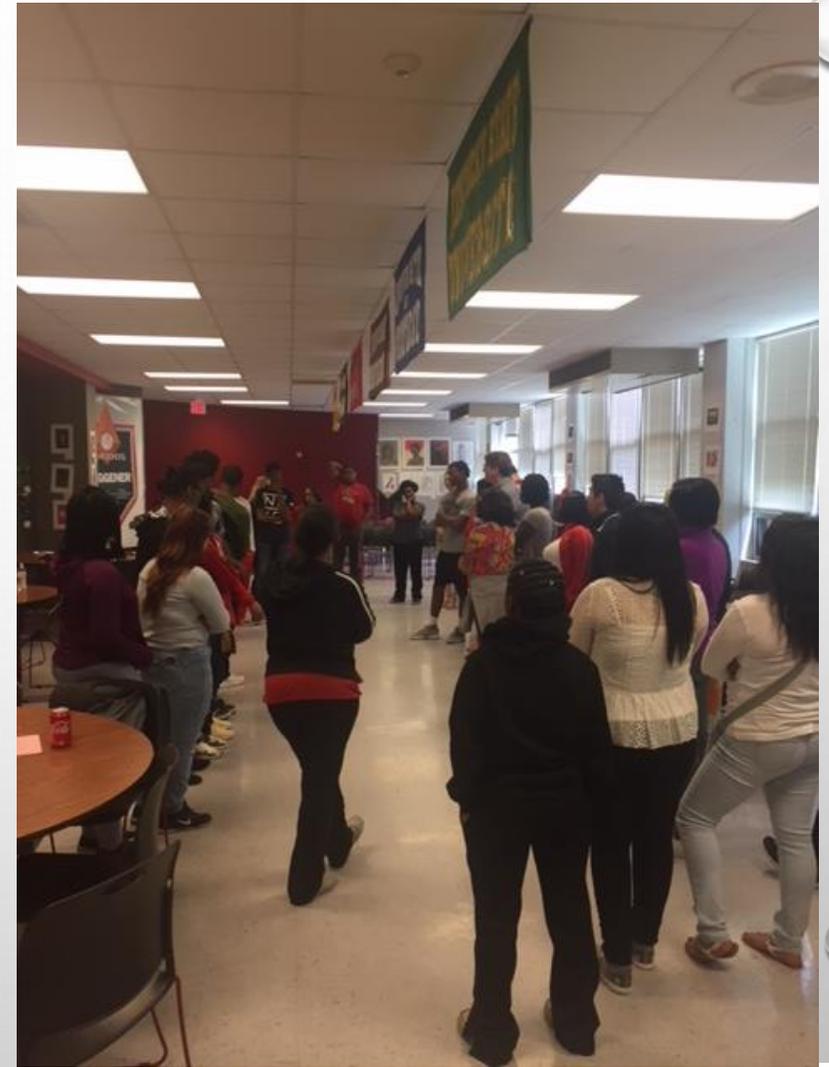
DISTRICT LESSONS LEARNED

OBSTACLES

- Administrator and Teacher Support
- District Support Personnel (Adequate FTE)
- Funding = Daily Rate X Two Days X Total Staff X 18 Selected Schools
- Scheduling Whole School Training Sessions
- Integration of RP, PBIS, and Classroom Management

OPPORTUNITIES

- Committed Board Members
- District Reorganization
- Application Process versus Voluntold Schools
- Coaching/Consultation Planning
- Implementation Planning
- Culture and Climate Integration (SEL/Trauma Informed Care)

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Jefferson County Board of Education Member

RP PBIS BRIEF – IMPLEMENTATION OF COMPREHENSIVE BEHAVIOR SUPPORT SYSTEMS MODEL

Implementation of a Comprehensive Behavior Support Systems Model

in Jefferson County Public Schools

Dr. Naomi Brahim & Saundra Hensel, Jefferson County Public Schools, and

Dr. Jessica Swain-Bradway, Northwest PBIS Network

Brief created in collaboration between Dr. Naomi Brahim and Saundra Hensel of JCPS, and Dr. Jessica Swain-Bradway of Northwest PBIS Network

https://www.pbis.org/school/exemplar-from-the-field

Background

Jefferson County Public Schools (JCPS) is a large, urban school district in Louisville, KY, serving over 101,000 students at 175 schools. The student population is very diverse, with 55% students of color, 5.3% receiving ESL services, 66.3% receiving free/reduced lunch, and 6.1% homeless. The district began implementation of a comprehensive Behavior Support Systems Model in 2016 to explicitly address increasing rates of in-school and out-of-school suspensions, as well as ethnic disproportionality in behavior referrals.

The JCPS Behavior Support Systems Model was developed by the district leadership team, with support from national and regional experts. This model is an integration of Positive Behavior Interventions and Supports (PBIS), including evidence-based positive behavior classroom strategies, and Restorative Practices (RP). The goal was to use PBIS as a framework to implement a full range of evidence-based, and promising practices in behavior supports, to the meet the specific behavioral, and relationship needs for students, staff, families, and leadership in Jefferson County.

The range of evidence-based practices included in the Behavior Support Systems Model fall into three categories, reflected in the JCPS Student Support and Behavior Intervention Handbook: Environment, Instruction, and Relationships. The following sections describe the installation, and adaptation of the components of the Behavior Support Systems Model, as the district built capacity and scaled the model from 2013-2018.

Behavior Support Systems Model – Positive Behavioral Interventions and Supports

The district began systematic implementation of PBIS in 2013 with a long term-goal, and strategic plan for district-wide capacity. During the 2013-14 school year, the district trained 50 school teams to implement Tier 1 positive behavior support strategies. Each year following the initial roll out, the JCPS team trained an additional 10-20 additional schools using a cohort training model. By 2018, the JCPS Behavior Team had trained 68% (107 of out of 156) of the schools in PBIS. School sent teams of at least one administrator and representative content area and/or grade level teachers, to attend a series of trainings on a) the use of data analysis for decision-making, b) implementing practices to support student success, and c) installing and strengthening systems to support adult behavior.

The district coordinator created a working plan included dense opportunities for engaging, supporting, and coaching school staff throughout the year. This plan has helped the district with maintaining implementation momentum in the face of predictable obstacles, such as staff turnover, changes in leadership, and shifts in student population demographics. Following the initial trainings, the district established a system of ongoing professional development with a prioritized calendar of monthly training for designated school staff to enhance the PBIS implementation. In addition, the district leadership team allocated 10.0 FTE to the position of Resources Teacher, with the dedicated role of coaching PBIS. These positions were funded through a combination of district general funds and the federally awarded School Climate Transformation Grant.

RESOURCES

- PBIS Forum in Brief: Integration of RJP within SWPBIS
  https://www.pbis.org/Common/Cms/files/Forum15_Presentations/RDQ%2013%20Brief%20-%20Restorative%20Practices.pdf

- Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support   https://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf

- PBIS Technical Guides (Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts) https://www.pbis.org/training/technical-guide

- The Transformation of West Philadelphia High School: A Story of Hope
  https://www.youtube.com/watch?v=hatsl1lu_pm

- Restorative Justice in Oakland Schools, Tier 1 Community Building Circles
  https://www.youtube.com/watch?v=rdkhcqrld1w

- International Institute for Restorative Practices   www.iirp.edu

- National Association of Community and Restorative Justice   http://nacrj.org/

- Student Support and Intervention Handbook

https://www.jefferson.kyschools.us/sites/default/files/forms/Student%20Support%20and%20Behavior%20Intervention%20Handbook.pdf

- Multi-Tiered Systems of Support Department

https://www.jefferson.kyschools.us/department/academic-services-division/school-climate-and-culture/multi-tiered-systems-support

- MTSS Behavior Department

https://www.jefferson.kyschools.us/academic-services-division/academic-support-programs/positive-behavior-intervention-and-supports

- Classroom Management Modules - High-Yield Strategies to Support Classroom Management

https://www.jefferson.kyschools.us/classroom-management-modules

- Article on Restorative Practices at Waggener HS

https://www.courier-journal.com/story/news/education/2018/08/13/jcps-restorative-practices-solution-disproportionate-school-suspensions/913411001/

- Waggener High School
  - District Profile Page: https://www.jefferson.kyschools.us/schools/profiles/waggener
  - School Website: https://schools.jefferson.kyschools.us/High/Waggener/

REFERENCES

- Costello, Bob, Joshua Wachtel, And Ted Wachtel. The Restorative Practices Handbook: For Teachers, Disciplinarians and Administrators. Bethlehem, PA: International Institute for Restorative Practices, 2009. Print.

- Costello, Bob, Joshua Wachtel, And Ted Wachtel. *The Restorative Circles in Schools: Building Community and Enhancing Learning*. Bethlehem, PA: International Institute for Restorative Practices, 2010. Print.

- Wachtel, Ted, Terry O'Connell, And Ben Wachtel. *Restorative Justice Conferencing: Real Justice & the Conferencing Handbook*. Bethlehem, PA: International Institute for Restorative Practices, 2010. Print.

- Vincent, C., Horner, R.H., & May, S. (2009). ODR Across Grade Levels: What are the Patterns of Office Discipline Referrals Across Grade Levels. Evaluation Brief. OSEP PBIS Technical Assistance Center. Retrieved July 7th, 2017 from http://www.pbis.org/blueprint/evaluation-briefs/odr-across-grade-levels

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Please Complete the Session Evaluation to Tell Us What You Thought of This Session