4F - Addressing Complexities Associated with PBIS Implementation in Urban Settings

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- **Topic:** Schoolwide, District/State PBIS, School Climate Transformation Grant (SCTG)
- **Keywords:** Urban Implementation, Systems Alignment, Climate
When Working In Your Team

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Learning Objectives

Participants will...

1. Understand contextual variables that impact effective PBIS implementation
2. Understand considerations to get PBIS up and running within urban settings
3. Understand considerations to sustain implementation efforts in urban settings
PBIS Framework

PBIS is something to help organize the adults and their implementation of best practices within classrooms and schools. PBIS is not about organizing kids as much as it is about organizing what we do for and with kids and their families.

adapted from George Sugai, Professor Emeritus, University of Connecticut
Creating a Successful School Climate and Culture

- School environment is **positive**
- School environment is **predictable**
- School environment is **safe**
- School environment is **consistent**
- School instruction is **effective**
## Meaningful Outcomes: PBIS results in...

<table>
<thead>
<tr>
<th>Reductions of:</th>
<th>Improvements of:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of exclusionary discipline</strong></td>
<td><strong>Prosocial behavior</strong></td>
</tr>
<tr>
<td>(Bradshaw et al., 2010; Elrod et al., 2022; Flannery et al., 2014; Freeman et al., 2015; Gage et al., 2018; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)</td>
<td>(Metzler, Biglan, Rusby, &amp; Sprague, 2001; Nelson et al., 2002)</td>
</tr>
<tr>
<td><strong>Racial inequities in discipline</strong></td>
<td><strong>Emotional regulation</strong></td>
</tr>
<tr>
<td>(Fox et al., 2021; Gion et al., 2020; McIntosh et al., 2018; McIntosh et al., 2021; McIntosh et al., in press; Muldrew &amp; Miller, 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019)</td>
<td>(Bradshaw et al., 2012)</td>
</tr>
<tr>
<td><strong>Bullying and exclusion</strong></td>
<td><strong>Academic achievement</strong></td>
</tr>
<tr>
<td>(Waasdorp et al., 2012)</td>
<td>(Angus &amp; Nelson, 2021; Horner et al., 2009; Lassen, Steele, &amp; Sailor, 2006; Nelson et al., 2002)</td>
</tr>
<tr>
<td><strong>Teacher burnout and stress</strong></td>
<td><strong>School climate &amp; school safety</strong></td>
</tr>
<tr>
<td>(Kelm &amp; McIntosh, 2012; Ross &amp; Horner, 2006; Ross et al., 2012)</td>
<td>(Elrod et al., 2022; Horner et al., 2009; McIntosh et al., 2021)</td>
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<tr>
<td></td>
<td><strong>Organizational health</strong></td>
</tr>
<tr>
<td></td>
<td>(Bradshaw et al., 2008)</td>
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</table>
## Return on Investment

<table>
<thead>
<tr>
<th>Cost</th>
<th>Return</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td></td>
</tr>
<tr>
<td>• Annual per pupil cost $48.16 (Linstrom Johnson et al, 2020)</td>
<td>• Improvements in standardized test scores per 100 students: $138,658 for elementary, $71,444 for secondary (Bradshaw et al, 2021)</td>
</tr>
<tr>
<td>• Median annual per pupil cost $58.00 (Bradshaw et al, 2020)</td>
<td>• Reduction in aggressive and disruptive behavior $166,028 (Bradshaw et al, 2021)</td>
</tr>
<tr>
<td><strong>School</strong></td>
<td></td>
</tr>
<tr>
<td>• Annual average cost $27,363 (Linstrom Johnson et al, 2020)</td>
<td>• Every $1 invested in SWPBIS resulted in a fiscal savings of $104.90 (Swain-BRADWAY et al, 2017)</td>
</tr>
<tr>
<td>• Median annual cost $36,698 (Bradshaw et al, 2020)</td>
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<tr>
<td>• Annual cost of coaching $8198 (Pas et al, 2020)</td>
<td></td>
</tr>
<tr>
<td>• Average cost of training for tier 1= $14,481 for tiers 2-3 = $6,502 (Bradshaw et al, 2020)</td>
<td></td>
</tr>
<tr>
<td><strong>District</strong></td>
<td></td>
</tr>
<tr>
<td>• Annual average cost $143,000 (Linstrom Johnson et al, 2020)</td>
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</table>
Opportunities

• Improve the school atmosphere, creating more positive environments conducive to learning.

• More time can be used for teaching rather than addressing problem behavior.

• Increased energy and resources can be allocated to supporting students with more significant behavior needs.

• SWPBS provide benefits for students, staff and community.
  • Schools are more successful when the communities in which they are located are successful and communities are successful when their schools are successful.
Strengths of Urban Implementation

• Experienced educators are within district that are knowledgeable on behavior change and PBIS implementation

• Larger amount and variety of resources available to support implementation efforts
  • Training, coaching, technical assistance, evaluation, access to various levels of leadership

• Potential local capacity to support implementation
Urban challenges that affect adoption of PBIS
(Putnum, et al. 2010)

• High turnover of teacher workforce, resulting in a high proportion of inexperienced short-term teachers
• Bureaucratic and complex district structure with frequent change in leadership and a disconnect between school and district administrators
• District initiatives that may have had some history of failure, and other competing initiatives that drain resources.
**Implementation Features**

**Selecting the “Right Practices”**

- Evidence of effectiveness
- Matched to Child’s need
- Fit with current initiatives
- Usable by implementers
- Available resources and supports
- Organisational capacity to implement

**Implementing the Practices in the “Right Way”**

- Clearly defined practices
- Funding and resource allocation
- Provide political support and priority
- Alignment by removing barriers or competing initiatives
- Competency development: Training, coaching, technical assistance
- Lead with a team

**Children achieving meaningful outcomes**

**Get started then get better**

- Follow stages of implementation
- Use of data to guide implementation efforts
- Collect multiple sources of data
- Follow Plan-> Do -> Study-> Act cycles
### Matching Support to Implementation Need

**Educators’ skillset and supportive systems**

<table>
<thead>
<tr>
<th>Disruptiveness of context</th>
<th>Not in Place or Just Emerging</th>
<th>Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elevated</td>
<td>High Level Intensity of Supports</td>
<td>Mid-level Intensity of Supports</td>
</tr>
<tr>
<td>Stable</td>
<td>Mid-level Intensity of Supports</td>
<td>Low Level Intensity of Supports</td>
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</table>
## Stages of Implementation

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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| Exploration and Adoption      | • Understand implementation requirements  
• Evaluate “goodness of fit”  
• Develop implementation commitment |
| Installation                  | • Establish leadership team, set up data systems. Audit of current resources and capacity  
• Plan and prepare for work |
| Initial Implementation        | • Try out the practices, work out details, learn from and provide significant support to implementers |
| Elaboration                   | • Expand the program/practices to other locations, individuals, times  
• Adjust from learning based on initial implementation |
| Continuous Improvement and Regeneration | • Make it easier, more efficient.  
• Embed within current practices.  
• Adjust to changing contexts |
Consider Fidelity of Implementation

• Are we implementing the practices correctly and consistently over time?

• Students cannot benefit from interventions they do not experience!

from Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008
Average Time to Adequate PBIS Tier 1 Implementation Following Initial Training

Implementation takes longer for:
- City schools
- Title I schools
- Secondary schools

Nese, Nese, McIntosh, Mercer, & Kittelman (2019)
District Supports for MTSS Implementation

District Supports
- Leadership and Management
- Professional Development
- Promote Effective Environments

MTSS Implementing Schools
- What to do, why do it and assistance to get it done
- How to do it
- Make it easy to do it right

Effective Sequence

Fidelity of Implementation
The number of schools involved in the scale-up will depend on the constant tension of three factors regarding implementation.

*We need to keep this factor constant.*
PBIS in an Urban Setting: District Exemplar
Jefferson County Public Schools

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Board of Education

Dr. Marty Pollio, Superintendent

Vacancy, Chief Academic Officer

Dr. Katy Deferrari, Assistant Superintendent
School Culture And Climate

Dr. Naomi Brahim, MTSS Manager
MTSS Behavior

- Restorative Practices
- Positive Behavior Interventions and Supports
- Classroom Management
MTSS Behavior Website

Classroom Management Modules
Jefferson County Public Schools

Highlights:

- 30th largest school district in U.S. (largest in KY)
- 165 school sites (including Early Childhood)
- 6 high schools on *US News and World Report’s* list of “Best U.S. High Schools”
- 38 National Merit semifinalists in 2018
- 16.4% National Board Certified Teachers
Jefferson County Public Schools

2021-22

95,600 students
(~79% of market share)
- 1/7 of all students in KY
- 43% White
- 36% African American
- 12% Hispanic
- 5% 2 or more races
- 4% Other

- DIVERSE COMMUNITY WITH DIVERSE CHALLENGES
  - 10% of JCPS students receive ELL services
  - 139 different languages spoken
  - Approximately 13% of JCPS students receive Special Education services
  - 6% of JCPS students are homeless
  - 67% of students eligible for free/reduced lunch

- BUS RIDERSHIP
  - 65,000 students ride the bus every day
PBIS
Implementation History
Began training school-based teams in 2013 (School Climate Transformation Grant)
113 out of 165 schools trained prior to 2018-19 school year
Fall 2018: Superintendent directive that ALL schools implement PBIS
- Compliance with state law
- Evidence-based best practice
PBIS IMPLEMENTATION SUPPORT

Link to Documents: JCPS PBIS Implementation Guide
Restorative Practices in JCPS
Goals of Restorative Justice in Schools

- 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

(GONSOULIN, SCHIFF, AND HATHEWAY 2013)
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.

Aim of Restorative Practices

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

Ted and Susan Wachtel
**Restorative Practices**

**Blue - Proactive**

- **Social Discipline Window**
  A framework of doing things “with” others, meaning providing high expectations and high support, instead of doing things “to” or “for” people. This helps maintain social norms and behavioral boundaries.

- **Restorative Language**
  Language intentionally used to build positive relationships and promote understanding. Restorative language includes, affective statements, behavior specific praise, and non-verbal communication.

- **Fair Process**
  Creating open channels of communication and giving people reason to believe that their ideas and feelings truly have been taken into account and they feel like they have been treated fairly.

- **Shame, Guilt, & Empathy**
  A theory that explains how shame, guilt, and empathy play into the behavioral responses of individuals. As educators, we can use this knowledge to assist students through shame and guilt towards empathy.

**Green - Proactive & Responsive**

- **Restorative Questions**
  Open ended questions designed to provide individuals with a chance to tell their story and express their thoughts and feelings about what happened.

- **Restorative Conversations**
  A conversation where the questions are used to give the student the opportunity to explain what happened from their perspective, identify who was harmed and how, as well as what they need to do to make things right.

- **Restorative Formal Conference**
  An intensive response to wrongdoing where all those involved and affected by an incident come together with a trained facilitator to explore what happened, who was affected, and what needs to be done to make things right.

**Red - Responsive**

- **Restorative Circles**
  A group that meets in a circle to answer questions, solve problems, build relationships, or offer feedback. Circles are designed to build community and a sense of belonging, as well as respond to challenging situations.
Social Discipline Window

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969
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 (IIRP) and to pay daily rate = approx. $3,000,000 for first 3 years
behavior support systems model
implementation support

link to document: jcps rp implementation guide
Challenge 1: Implementation Fidelity
**RP Evaluation Plan**

Formative and summative data collection includes a Teacher and Student Observation Tool.

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

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

Quarterly Reports to schools and district staff will include data on trainings, coaching and support, as well as survey data.

Link to Documents: [JCPS RP Program Evaluation](#) [JCPS RP 2017-18 Program Evaluation Report](#)
### PBIS Evaluation Plan

#### Classroom Accountability

**System 5**

**“Looks Like - Sounds Like”**

<table>
<thead>
<tr>
<th>Classroom Expectations</th>
<th>Successful</th>
<th>(Un)Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signage displays classroom norms and/or expectations aligned with school-wide expectations. Ideally, these are co-created with students to foster feelings of equity, agency, and buy-in.</td>
<td>Teacher is not in front of or around students, not talking to or observing students.</td>
<td></td>
</tr>
<tr>
<td>Students appear to know expectations for where to sit in and what to do until the teacher begins to address the class.</td>
<td>Teacher is at a table/desk reading or accessing a device.</td>
<td></td>
</tr>
<tr>
<td>The teacher is available to provide help to students as they work.</td>
<td>All learning is teacher-centered, with a disproportionate amount of direct instruction.</td>
<td></td>
</tr>
<tr>
<td>A visual cue is posted that describes what learning is taking place that day.</td>
<td>Teacher calls on a small number of students or the same students for every interaction.</td>
<td></td>
</tr>
<tr>
<td>Learning intentions/targets are visibly conveyed so students can track their progress towards proficiency.</td>
<td>Evidence of classroom routines, procedures, or systems of organization are not displayed.</td>
<td></td>
</tr>
<tr>
<td>Teacher is scanning the classroom for visible signs of student interaction and engagement with the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students appear to utilize the same routines and procedures, indicating they have likely been taught to them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher greets all students, ideally by name, using correct pronunciations.</td>
<td>Teacher does not identify students by name.</td>
<td></td>
</tr>
<tr>
<td>Teacher statements and questions foster positive relationships and interactions, increasing their knowledge of their students as individuals. Teachers congratulate them on an extracurricular accomplishment, asking about their well-being, evening, or weekend, etc.</td>
<td>Feedback to students is infrequent, if at all.</td>
<td></td>
</tr>
<tr>
<td>The teacher provides multiple opportunities to respond by group and individually.</td>
<td>Responses to behavior are primarily negative.</td>
<td></td>
</tr>
<tr>
<td>The teacher responds to undesired behavior with corrective feedback, telling the student what the accepted behavior will be.</td>
<td>When asked, students cannot communicate the plan for learning or how they will know if they’ve been successful.</td>
<td></td>
</tr>
<tr>
<td>Teacher freely discusses classroom expectations.</td>
<td>Students are required to be silent during all parts of instruction.</td>
<td></td>
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<tr>
<td></td>
<td>Student voice and choice opportunities are limited.</td>
<td></td>
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</tbody>
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**JCPs**
### Accountability – Climate Walkthrough

#### Scoring Guidelines

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not in place</td>
</tr>
<tr>
<td>1</td>
<td>insufficient</td>
</tr>
<tr>
<td>2</td>
<td>inconsistent/Incomplete</td>
</tr>
<tr>
<td>3</td>
<td>proficient</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Evidence: Visitor entrance is regulated so that all visitors must adhere to entry procedures</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Front entrance is actively monitored (e.g., intercom system and/or greeter)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>b) Visitors directed to main office, required to state purpose of visit, and directed to sign in</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>c) Visitor directed to wear visitor sticker</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
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</thead>
<tbody>
<tr>
<td>a) Welcome sign is visible upon entry</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>b) Front entrance and main office are free of clutter, trash, broken items, and graffiti</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>c) Visitor is greeted by a staff member within 10 seconds of entering the office</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Evidence: Behavioral expectations and student accomplishments are prominently displayed</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Hallways, lobby, and common areas are decorated with up-to-date student accomplishments</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>b) PBIS expectations or school motto is posted in the entry or lobby</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>c) Schoolwide expectations are posted and visible in common areas throughout the school</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Evidence: Student success is celebrated publicly while infractions are addressed privately</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students are actively supervised by staff in all public settings</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>b) Positive to negative feedback statements observed by visitors is greater than or equal to 3:1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>c) Students receiving discipline are not on display in the main office</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Evidence: 85% or more of students can state the schoolwide expectations</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0 0.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Evidence: 85% or more of staff can state the schoolwide expectations</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0 2.0 3.0 3.0 3.0 3.0 7.0 3.0 7.0 3.0</td>
<td></td>
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May- Great work this year. The drop in students knowing expectation likely reflects the signs being removed from the walls for construction. (C.2 and C.3 scores are pulled from last month because of building construction beginning this month.)
PROGRESSIVE DISCIPLINE

Progressive Intervention and Discipline—Effective disciplinary responses refrain from interrupting a student’s education to the greatest extent possible. The goal of restorative interventions and discipline is changing, not simply managing, behavior. Every reasonable effort should be made to correct inappropriate student behavior using logical consequences and restorative responses, examined through a mental health and trauma lens. Inappropriate behavior may be symptomatic of underlying problems that students are experiencing, like trauma or academic challenges. It is critical that all staff be sensitive to issues that may influence student behavior and respond in ways that are most supportive of student needs. This may require the involvement of school counselors, outside support agencies, or mental health practitioners.

The interventions and disciplinary responses described here should be carefully matched to the needs of the student and the overall context of the situation. Significant disciplinary action, such as out-of-school suspension, is used for the most serious situations. When an exclusionary disciplinary response is used (e.g., in-school suspension, out-of-school suspension), it should be paired with one or more interventions (e.g., referral to staff, parent conference, mediation). Consequences that are paired with meaningful and developmentally appropriate instruction and guidance offer students the space to make mistakes, learn from them, and receive support to change their behavior over time. When a specific student behavior does not change using the lowest identified level of intervention and/or discipline—or the behavior increases in frequency, intensity, or duration—the next level of intervention/disciplinary response is used. The progressive approach to intervention and discipline can apply to some Level 4 offenses. However, the safety of students and staff will always be an important consideration. Additionally, as in any school-related setting, incidents occurring on the bus that compromise the safety of students and staff may result in a faster progression of consequences.

All interventions and disciplinary responses should be selected, implemented, and assessed to help students do the following regardless of setting:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Understand the progression of more serious consequences if the behavior reoccurs
- Take measures to repair the harm the behavior may have caused to themselves and others

Student Support and Intervention Handbook
Classroom Supports

Schoolwide interventions aim to engage the student’s support system to ensure successful learning. The strategies and interventions should be applied consistently to change the conditions that contribute to the student’s inappropriate or disruptive behavior. Support staff, both school-based and within the broader community, should not only model expectations but also be involved in supporting positive school behavior. Staff will use these responses in a graduated fashion.

- Create positive schoolwide expectations that are clearly defined and taught.
- Continuously teach and reteach schoolwide expectations throughout the year (e.g., schedule for teaching every week/month, after breaks).
- Model and practice expectations in appropriate settings (e.g., cafeteria, hallways, bus, restroom).
- Establish a schoolwide acknowledgment system with opportunities for individual and schoolwide recognition.
- Effectively and actively supervise in common areas (e.g., all staff in hallways during transitions, hallway sweeps).
- Increase supervision in non-classroom settings.
- Refer to before- and after-school programs for additional support.
- Employ targeted strategies for groups of students (e.g., mentoring programs, bullying-prevention lessons for selected students, suicide drop-in centers).
- Design social and emotional skills instruction groups (e.g., conflict management, anger management, aggression replacement, empathy building, resilience building, organization skills).
- Use universal screeners and assessments to proactively identify students in need of targeted and intensive interventions and supports.
- Establish an individual student support, response, or problem-solving team.
- Establish in-school conflict-resolution programs (e.g., community conferencing, peer mediation).
- Use Restorative Practice strategies (e.g., affective statements and questions, conflict resolution, responsive circles).
- Use parent-engagement strategies (e.g., newsletters, family nights, celebrations).

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 they function 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 interconnectness 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 are designed to establish 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.

Focus Area 2: Increasing Engagement

Increasing student engagement means personalizing learning (Deeper Learning, Vision 2020 strategy 1,1,2). To personalize learning, teachers use 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/developmental appropriateness, supports, and communication.

Addressing Student Misbehavior

- Communicate and collaborate with the parent or guardian.
- Design support and advisory groups that engage parents, students, and the community.
- Use responsive interventions and appropriate referrals (e.g., JCPS Crisis Response Team, Louisville Linked, Community school-based services, referrals to Family Resource and Youth Services Centers (FRYSCs), social services).
- Refer to school-based health or mental health clinic.
- Mental-health evaluation referral (e.g., mobile assessments, counseling services).
- Alcohol/Drug evaluation referral (e.g., Substance Abuse Intensive Outpatient Program [IOPI]).
- Threat assessment evaluation referral.
- Refer to community organizations, including conferencing and community mediation when students have issues with other students or school staff.
- Community service.
- Restorative Practice strategies.
- Use individual student planning tools (e.g., Behavior Support Plan, Behavior Function Identification Worksheet, Behavior Collection Form).

- High-Tier Interventions
  - Positive Behavior Interventions and Supports (PBIS)
    - Goal: To set high expectations and implement strategies that build a climate in which appropriate behaviors are the norm.
    - Positive Behavior Intervention Strategies
      - Restorative Practices (RP)
        - Role: To build healthy school communities by building strong relationships and a sense of community among students and staff.

- Positive Behavior Strategies and Supports

- Jefferson County Public Schools Multi-Tiered System of Supports (MTSS)

- Culture
  - Focus on Positive Behavior
  - Social-Emotional Learning
  - Trauma-Informed Care
Challenge 2: Competing Initiatives
Align Initiatives
# A Tiered Framework for Culture and Climate Integration

<table>
<thead>
<tr>
<th>Level</th>
<th>PBIS Framework</th>
<th>Trauma-Informed Practices</th>
<th>Social Emotional Learning</th>
<th>OLWEUS</th>
<th>Restorative Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1:</strong></td>
<td>• Define/teach expectations&lt;br&gt;• Consequence systems with emphasis on proactive reinforcement of desired behavior&lt;br&gt;• Collection and use of data&lt;br&gt;• Universal screening&lt;br&gt;• Positive teacher-student relationships&lt;br&gt;• Deliberate student motivation and engagement strategies&lt;br&gt;• Social skills lessons for a whole class a few times a year</td>
<td>• Create a psychologically safe environment for educators and students&lt;br&gt;• Teach all students about the emotional brain and “flip your lid”&lt;br&gt;• Educate all students about stress and stress-relief/calming strategies</td>
<td>• Create a building-wide community that focuses on the whole student and creates cultural and social awareness&lt;br&gt;• Teach and embed the SEL competencies: self-awareness, self-management, social awareness, responsible decision making, and relationship skills&lt;br&gt;• Use of SEL curriculum at the building-wide level</td>
<td>• Class Meetings/Lessons&lt;br&gt;• Schoolwide participation in creating a bully free environment for students and staff.&lt;br&gt;• Post Bullying Rules and Expectations.&lt;br&gt;• Schoolwide accountability.&lt;br&gt;• Use of Olweus Framework schoolwide.&lt;br&gt;• Community Involvement</td>
<td>• Restorative Principles&lt;br&gt;• Proactive, systematic, school wide strategies to teach prosocial skills&lt;br&gt;• Inclusive decision making&lt;br&gt;• Restorative language&lt;br&gt;• Restorative dialogue impromptu conferences&lt;br&gt;• Community building circles&lt;br&gt;• Responsive classroom&lt;br&gt;• School-wide circles&lt;br&gt;• Parent/Caregiver involvement</td>
</tr>
<tr>
<td><strong>System 5 Exemplar</strong></td>
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</tbody>
</table>
# A Tiered Framework for Culture and Climate Integration

<table>
<thead>
<tr>
<th>Level</th>
<th>PBIS Framework</th>
<th>Trauma-Informed Practices</th>
<th>Social Emotional Learning</th>
<th>OLWEUS</th>
<th>Restorative Practices</th>
</tr>
</thead>
</table>
| Tier 2: Early Intervention | ● Check-in/Check-out  
● Check & Connect  
● Behavior Contracts  
● Target Screening  
● Social Skills Curricula  
● Mentoring  
● Collection and use of small group data | ● Adult mentors  
● Small groups for Trauma-focused Behavior Therapy  
● Staff awareness of higher-risk groups  
● Screening and referral for assessment of students having trauma-exposure  
● Parent & caregiver education  
● Understanding behavior serves a purpose | ● Small groups for SEL - focused on behavior needs (self-control, grief, etc.)  
● Lessons focused to meet the needs of students  
● Teacher focused SEL reflections | ● Mentors  
● Check in-Check Out  
● On The Spot Interventions  
● OBQ | ● Restorative language  
● Restorative Dialogue  
● Responsive Circles  
● Alternatives to suspension strategies  
● Increased academic support |
## A Tiered Framework for Culture and Climate Integration

<table>
<thead>
<tr>
<th>Level</th>
<th>PBIS Framework</th>
<th>Trauma-Informed Practices</th>
<th>Social Emotional Learning</th>
<th>Restorative Practices</th>
</tr>
</thead>
</table>
| Tier 3: Intensive Intervention | ● Functional assessment  
● Wraparound and person-centered supports  
● Personalized reward system  
● Structured breaks  
● Behavior Intervention Plan | ● Wraparound and person-centered supports  
● Teach individualized relaxation techniques  
● Parent and caregiver training and support  
● Alternatives to suspension  
● Use of student focused discipline processes | ● More focused interventions based on student need  
● Use of social stories and calming spaces  
● One-on-one interventions to support student  
● Family SEL support in areas of competencies | ● Formal Restorative Conferencing  
● Re-entry Protocol  
● Collaboration with community supports  
● Behavioral Intervention Support Plans  
● Formal Restorative Conferences conducted by a trained facilitator |
Maintain Relevance

Connect to current district leadership priorities

6 Systems

System 1: Standards and Curriculum Implementation
System 2: Effective Use of Data
System 3: Collaboration, Planning and Instructional Practices for Deeper Learning
System 4: Progress Monitoring and Analysis of Student Work
System 5: Academic and Behavioral Support
System 6: Instructional Feedback and Professional Learning

System 5 Behavior Components

- Schools are committed to the implementation of an effective school-wide PBIS (MTSS) plan.
- Schools are committed to ensuring teachers have a classroom management plan that aligns with the school-wide PBIS (MTSS) Plan.
- School teams commit to meeting at least bi-monthly for the purpose of reviewing attendance, behavior and academic data, with an intense focus on issues of disproportionality.
- Schools are committed to creating Trauma Informed Care teams to support all students and staff.
- Schools regularly analyze student behavior data for fidelity, trends, and consistent alignment, and application of the Student Support and Behavior Intervention Handbook.
Maintain Relevance

Address Felt Needs - **Teacher Coaching**

**Teacher Coaching Protocol**

- **MTSS Behavior resource teacher** will identify the type of coaching needed for each teacher.
- **Intensive Coaching** will occur when multiple layers of support are needed to help with classroom management.
- **Targeted Coaching** will occur when a teacher needs support in implementing a few targeted strategies.

**WHY?**

- Classroom management support for teachers in cooperation with strong school support prioritizing non and non-texes teachers.
- Provide teachers with strategies to create a positive and safe learning environment and a focus on a student-teacher period.

**WHAT?**

- MTSS Behavior resource teacher will identify the type of coaching needed for each teacher.
- **Intensive Coaching** will occur when multiple layers of support are needed to help with classroom management.
- **Targeted Coaching** will occur when a teacher needs support in implementing a few targeted strategies.

**HOW?**

- School administrator or school-based support will assist the teacher along with the teacher to initiate the support cycle.
- MTSS Behavior resource teacher will then work with an administrator or school-based support person and then will hold a pre-conference with the individual teacher.
- If deemed necessary, an Acceleration Instructional Coach, BQA, and or 55 resource teacher may be contracted for additional support to ensure success with both academics and behavior.

**MTSS Behavior: Teacher Coaching**

- **Intensive Coaching:** for those who may need layered support (BQA, Acceleration Instructional Coach, BQA, and or 55 resource teacher may be contracted for additional support to ensure success with both academics and behavior).
- **Targeted Coaching:** for those teachers who need assistance implementing one to two classroom management strategies.

**Teacher Coaching Form**

- **School:**
- **School Contact:**
- **Classroom Teacher:**
- **MTSS Support:**

<table>
<thead>
<tr>
<th>Date (s) weeks:</th>
<th>Pre-conference with teacher:</th>
<th>What have you done that you feel is successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Is there something you would like me to look for?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What are you working on?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are you trying out something new? Implementation?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What has been a challenge for you?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What solutions have you tried, if any?</td>
</tr>
</tbody>
</table>

**Goal Setting/Identified Strategies:**

- What has been effective?
- What do you feel like you still need help with?
- How have students responded?
- Is support needed from other teams?

**Reflection at the end of week 1:**

**Reflection at the end of week 2:**

**Reflection:Next steps at the end of week 3:**

**Questions for school/teacher-based support:**

- What have you done that you feel is successful?
- What do you feel like you still need help with?
- How have students responded?
- Is support needed from other teams?

**Things to remember:**

- School-based support or an administrator will enroll the teacher along with the district resource teacher to initiate the support cycle.
- First meet with the administrator to discuss teacher’s need of support and then hold a pre-conference with the individual teacher(s) to identify goals, priorities, and strategies.
- Three weeks of support is provided for each teacher (no more than 2 teachers at a time) to create a positive and safe learning environment.

**JCPS - MTSS Behavior**

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**Jeffereson County Public Schools - MTSS Behavior**
Challenge 3: Disproportionality
## Disproportionality

### School Profiles

**Disproportionality School Data (Based on 2021-22 Second Semester Data)**

**School Name:** XXXX High  
**Zone:** H

**Special Education and Non-Special Education Comparison**

<table>
<thead>
<tr>
<th>Referrals Ratios</th>
<th>SSP3 Ratios</th>
<th>INSRR Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE : NON-ECE</td>
<td>ECE : NON-ECE</td>
<td>ECE : NON-ECE</td>
</tr>
<tr>
<td>School: 2.4, Bus: 1.3</td>
<td>School: 2.3, Bus: 1.1</td>
<td>School: 2.4, Bus: 2.2</td>
</tr>
</tbody>
</table>

**Special Education**

<table>
<thead>
<tr>
<th>ECE Referrals Rate per 100</th>
<th>ECE SSP3 Rate per 100</th>
<th>INSRR Race Ratio by ECE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Black : White</td>
<td>ECE INSRR Rate per 100</td>
</tr>
<tr>
<td>School: 5.0, Bus: 4</td>
<td>School: 1.7, Bus: 1.3</td>
<td>School: 1.9, Bus:**</td>
</tr>
<tr>
<td>All Students</td>
<td>Black : White</td>
<td>INSRR Race Ratio by ECE</td>
</tr>
<tr>
<td>School: 5.0, Bus: 4</td>
<td>School: 1.7, Bus: 1.3</td>
<td>School: 1.9, Bus:**</td>
</tr>
</tbody>
</table>

**Non-Special Education**

<table>
<thead>
<tr>
<th>Referrals Race Ratio by Non-ECE</th>
<th>SSP3 Race Ratio by Non-ECE</th>
<th>INSRR Race Ratio by Non-ECE</th>
</tr>
</thead>
<tbody>
<tr>
<td>School: 2.3, Bus: 1.3</td>
<td>School: 1.6, Bus: 1.3</td>
<td>School: 2.3, Bus: 1.6</td>
</tr>
</tbody>
</table>

**Race**

<table>
<thead>
<tr>
<th>Referrals Rate per 100</th>
<th>Black : Hispanic Race Ratio</th>
<th>Hispanic : Hispanic Race Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Black : Hispanic:</td>
<td>Hispanic: Hispanic:</td>
</tr>
<tr>
<td>School: 2.4, Bus: 4</td>
<td>School: 1.6, Bus: 1.5</td>
<td>School: 1.2, Bus: 0.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SSP3 Rate per 100</th>
<th>Black : Hispanic Race Ratio</th>
<th>Hispanic : Hispanic Race Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Black : Hispanic:</td>
<td>Hispanic: Hispanic:</td>
</tr>
<tr>
<td>School: 2.4, Bus: 1</td>
<td>School: 1.7, Bus: 1.3</td>
<td>School: 1.2, Bus: 0.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSRR Rate per 100</th>
<th>INSRR Race Ratio</th>
<th>INSRR Race Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Black : Hispanic:</td>
<td>Hispanic: Hispanic:</td>
</tr>
<tr>
<td>School: 2.4, Bus: 9</td>
<td>School: 2.1, Bus: 2.3</td>
<td>School: 2.4, Bus:**</td>
</tr>
</tbody>
</table>

**Data Guidance:**
1. Examine ratios greater than 2. Ratios greater than 2 indicate certain groups of students are experiencing disproportionality.
2. "Rates per 100" is a metric that controls for different student enrollments across schools. If the rate is over 100, on average students in that group are receiving more than 1 referral.
3. The first number in each box indicates incidents occurring within the school, the second number indicates incidents that occur on the bus. Compare these two numbers to see if bus incidents vs. other discipline incidents are substantially different.

**Reflection Questions:**
1. Have behavior policies been examined using the REAPP?
2. What can we do to help students improve their behavior choices?
3. What de-escalation strategies are in place?
4. For students who are suspended, what reentry supports are in place for academics and behavior?

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Note: If there is an *** in a box, this means there was not enough data to calculate a number.

Developed by Dr. Katy DeFerrari, Asst. Superintendent for Culture & Climate, Jefferson County Public Schools.
AREAS OF FOCUS and TRAINING OPTIONS

High-yield strategies that are correlated to decrease in suspensions and removals

- Seven Areas of Focus
- Up to four targeted trainings in each focus area
  - Trainings pulled from PBIS and Restorative Practices, and high-yield instructional practices
- Individuals from schools will be coached by MTSS resource teachers to be able to deliver the training to their school
- Different models of delivery - co-training, faculty meeting, PLC, embedded PD
- Each training has a fidelity measure used to assess implementation of the strategy
## MTSS Training Menu

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Acknowledgement</th>
<th>Active Supervision</th>
<th>Teacher Clarity</th>
<th>Opportunities to Respond</th>
<th>Instructional Techniques</th>
<th>Feedback</th>
<th>Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Student Conferences:</strong> Sharing data with individual students; action planning with students</td>
</tr>
<tr>
<td><strong>Attention Signals</strong></td>
<td><strong>Room Arrangement</strong></td>
<td><strong>Crafting Learning Intentions</strong></td>
<td><strong>Opportunities to Respond Part A</strong></td>
<td><strong>Organization of Instruction Part A - Instructional Grouping</strong></td>
<td><strong>Instructional Feedback Part A - Framing Questions to Elicit Powerful Feedback</strong></td>
<td></td>
<td><strong>Student Reflection</strong></td>
</tr>
<tr>
<td><strong>Behavior Specific Praise</strong></td>
<td><strong>Moving, Scanning, and Interacting</strong></td>
<td><strong>Crafting Success Criteria</strong></td>
<td><strong>Opportunities to Respond Part B</strong></td>
<td><strong>Organization of Instruction Part B - Instructional Time</strong></td>
<td><strong>Instructional Feedback Part B - Questioning Techniques to Improve the Quality of Feedback</strong></td>
<td></td>
<td><strong>Student Reflection</strong></td>
</tr>
<tr>
<td><strong>Affective Statements</strong></td>
<td><strong>Appropriate Responses to Re-engage Students</strong></td>
<td><strong>Classroom Expectations</strong></td>
<td><strong>Classroom Discussion</strong></td>
<td><strong>Reciprocal Teaching Part A</strong></td>
<td><strong>Feedback as a Result of Engagement</strong></td>
<td><strong>Progress Monitoring</strong></td>
<td><strong>Positive vs. Corrective vs. Negative Feedback</strong></td>
</tr>
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<td></td>
<td><strong>Strategies to Increase Positive Feedback</strong></td>
</tr>
</tbody>
</table>
Suspension Reduction Plan

Step 1: Identify Priority Differences & Rates
Step 2: Item Specific Root Cause Analysis
Step 3 Actions and Opportunities
Action Plan for Principal and AP

Monthly Behavior Review

Step 1: Prepare Data for Team Review
Step 2: Step 2 Review & Analysis
Step 3 Reflect & Act

Documents created by Dr. Katy DeFerrari, JCPS Asst. Superintendent for Culture and Climate
## Principal Actions:

**Action 1:** Progress monitoring of classroom instructional systems. It has been our professional experience at XXXX that strong instructional systems coupled with Kagan engagement strategies strongly deter misbehavior. Our leadership team utilizes a walkthrough tool centered on classroom instructional practices. Frequency: each teacher can expect at least one weekly walkthrough. The leadership team collects qualitative and quantitative schoolwide instructional data.

**Action 2:** Progress monitoring of PBIS and MTSS systems. Our behavior team meets weekly to analyze behavior trends including SRT calls, behavior referrals, and behavior interventions. This trend report is submitted to the MTSS leadership team. MTSS leadership team analyzes PBIS, behavior and academic data. Tiered student interventions are reviewed for fidelity of implementation and improvement. Teacher support is provided as necessary based on data trends. We apply continuous improvement tools of the Plan, Do, Study, Act process to gain improved outcomes for behavior. PBIS continuous improvement is evidenced by the deepening of programming, increased data sources (class paws/individual paws), and teacher feedback. The principal and ECE Implementation Coach are in collaboration to achieve a decrease in behavior referrals for ECE students.

**Action 3:** Family Conferencing- The principal engages families in collaborative conversations about behavior interventions, improvement opportunities, and partnership.

## Assistant Principal Actions:

**Action 1:** Progress monitoring of classroom instructional systems. The assistant principal engages in instructional walkthroughs each day. Comprehensive walkthrough data is analyzed for implementation fidelity of PBIS and interventions. We are able to recognize data trends due to the quantity and quality of data collected.

**Action 2:** Progress monitoring of PBIS and MTSS systems. The assistant principal serves on the MTSS leadership team.

**Action 3:** Family Communication- The Assistant Principal supports communication with families about learner progress in interventions and core instruction. Behavior intervention communication is included in this sharing of information.
Disproportionality Report

Accountability: Monthly Behavior Review  Student Level Data

**SLD1.** Who are your **TOP 10 STUDENTS** with the most suspension events for non-Level 3 or 4 Behavior Codes?

How many were ECE? 0

**SLD2.** Who are your **TOP 10 NON-ECE STUDENTS** with the most INSR minutes but NO suspensions this month?

**SLD3.** Who are your **Top 5 STUDENTS @ EACH GRADE LEVEL** with the most referrals?

**SLD4.** Who are your **TOP 10 ECE STUDENTS** with the most in-school removals (INSR) NOT including suspensions?

**SLD5.** Who are your **TOP 10 ECE STUDENTS** with the most INSR & suspension days this month?

For these students, what Behavior Code causes the most suspensions (SSP3)? **Drug Under the Influence, Gambling, Harassment/Harassing Communication toward staff, Profanity or Vulgarity towards student/staff, Refusal/Failure to attend ISAP, Striking -Staff or other, Striking -Student, Taunting, baiting, inciting a fight, Vandalism**

**SLD6.** Who are your **TOP 8 STUDENTS** with the most suspension events this month?
Disproportionality Report

Accountability: Monthly Behavior Review Building Level Data

BLD1. What were the top 2 Behavior Codes students wore MOST referred for?

- 104 Non-attendance to class/cutting class
- 17 Leaving class without permission

BLD2. What were the top 2 Behavior Codes resulting in an INSR (not including SSP3)?

BLD3. What were the top 2 Behavior Codes that resulted in a suspension SSP3?

BLD4. What was the MOST USED Behavior Code that resulted in a PAC resolution?

BLD5. What was the MOST USED Behavior Code that resulted in an ISAP resolution?

BLD6. What building location had the most referrals?

BLD7. What building location had the most suspension (SSP3) events?

BLD8. Which 3 STAFF members have written the most referrals this month?
Challenge 4: Post-Covid Realities
Post-Covid Realities

- **Shortages**
  - District Coaches deployed to cover vacancies
  - inconsistent support staff
  - restructured support delivery

- **Systems abandoned**
  - Created series of training videos for school MTSS Behavior Teams
  - Summer “re-boot” for school teams
Questions?
Please Complete this Session’s Evaluation

10/28/22
4F – Addressing Complexities Associated with PBIS Implementation in Urban Settings

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

Evaluations are anonymous! We send reminder emails to all participants.

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