

Date: April 25, 2019
For ACTION ___
For INFORMATION X
Board Agenda: Yes X
No ___

FROM: Julie A. Crawford, Ed.D., Chief Student Services Officer
Kennetra Wood, Director of Alternative Programs and Equity

THROUGH: Gregory C. Hutchings, Jr. Ed.D., Superintendent of Schools

TO: The Honorable Cindy Anderson, Chair, and
Members of the Alexandria City School Board

TOPIC: Positive Behavioral Interventions and Supports & Restorative Practices in ACPS

SUMMARY:

The April 25th presentation will include an update on Positive Behavioral Interventions & Supports (PBIS) and Restorative Practices (RP). This update will include a review of information on PBIS and RP programming, highlights and next steps for SY 2019-20.

BACKGROUND:

In an effort to support the needs of all students, ACPS utilizes the social-emotional and behavioral component of Multi-Tiered System of Support (MTSS) through PBIS programming. This is a framework that includes consistent school-wide practices and intervention strategies to encourage positive student behavior. PBIS also serves to create and maintain positive learning environments for students and staff. Restorative Practices are a part of this framework. Restorative Practices are based on the principles of Restorative Justice that emphasize the importance of positive relationships as central to building community and involve processes that restore relationships when harm has occurred.

Restorative Practices utilize community circles as a Tier 1 practice to build strong positive relationships among all students and staff. They also teach and model pro-social skills like sharing, listening, empathizing and problem solving which help to create emotionally and physically safe learning environments that promote respect, trust and accountability. The social skills instruction is aligned with the schoolwide expectations promoted by PBIS and the student competencies put forth by the ASCA National School Counseling Model.

Restorative circles are a support used to respond to wrongdoing, conflicts or problems by allowing those affected by the behavior to share their perspectives, how they were impacted and thoughts on how the situation can be “made right” so the relationship(s) can be restored.

Together PBIS and RP practices help to build an inclusive school culture which encourages connectedness among students and staff and shared ownership of the learning environment.

RECOMMENDATION:

The Superintendent recommends the School Board review the updated information on PBIS and RP.

IMPACT:

By reviewing updated information, the School Board continues its commitment to ensuring the wellness of ACPS students by providing an inclusive, supportive environment.

ATTACHMENT:

Presentation- Update on PBIS and Restorative Practices

CONTACT:

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