

Date: March 8, 2019
For ACTION _____
For INFORMATION X____
Board Agenda:____
No X____

FROM: Julie A. Crawford, Ed.D., Chief Student Services Officer
Jeffrey Carpenter, Executive Director, Student Services
Sheri James, PBIS Coordinator

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: VSBA Webinar on March 6, 2019

SUMMARY:

The Department of Student Services, Alternative Programs and Equity presented to Virginia School Board Association (VSBA) members on March 6, 2019 on supporting the social, emotional and behavioral needs of ACPS students.

BACKGROUND:

On March 6, 2019, a team of ACPS staff including Dr. Julie Crawford, Jeffrey Carpenter and Sheri James, presented a webinar for the VSBA. The webinar was titled, PBIS: A System-wide Approach to Addressing Social, Emotional & Behavioral Needs in ACPS. Below is the description of the webinar:

In an effort to support the academic, social-emotional and behavioral needs of all students, ACPS utilizes a Multi-Tiered System of Support, known as MTSS. The social-emotional and behavioral component of MTSS is also referred to as PBIS, which 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. This 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.

Together these 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 information as similar information will be discussed at the April 25th presentation.

ATTACHMENT:

VSBA Presentation: PBIS: A System-wide Approach to Addressing Social, Emotional & Behavioral Needs in ACPS

CONTACT:

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