

Update on Positive Behavioral Interventions & Supports and Restorative Practices



April 12, 2018



Every Student Succeeds

Revised 4/10/18

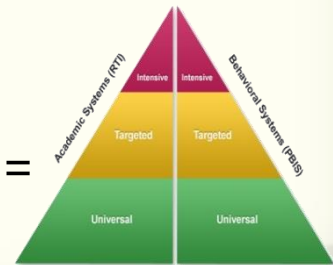
Essential Questions

- How do the components of Multi-Tiered Systems of Support (MTSS) work together with Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices (RP)?
- How are PBIS and RP being implemented to support student behavior and a positive school climate, and what accountability measures are in place?
- How does formative data inform our current and future work with PBIS and RP?

What is a Multi-Tiered System of Support?

- An evidence-based model of instruction, assessment and intervention
- Uses data-based problem-solving to integrate academic and behavioral instruction and intervention
- Delivered to students in varying intensities and in a timely fashion
- Data is collected and analyzed on an on-going basis to guide decision-making

Response to Intervention (**RtI**) +
Positive Behavioral Interventions & Supports (**PBIS**) =
Multi-Tiered System of Support (**MTSS**)

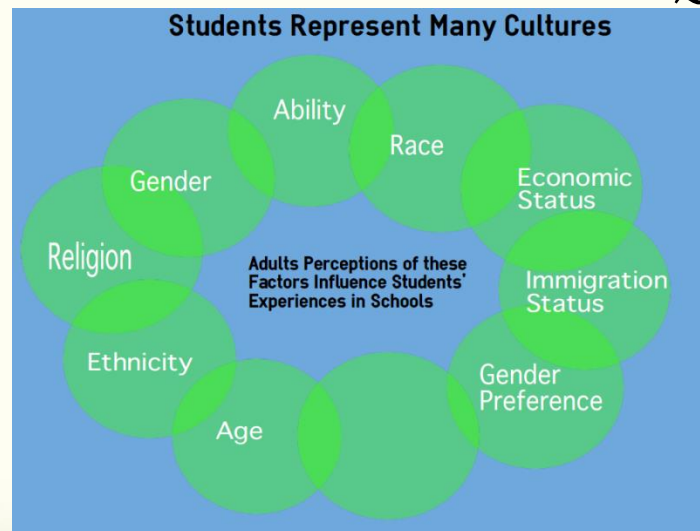


Foundation of our Work

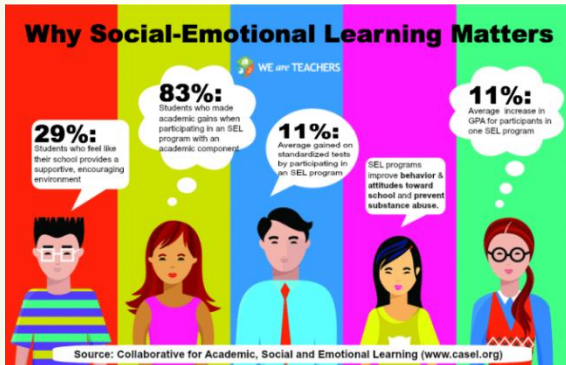
Culturally Responsive Academic & Behavioral Supports

“teaching to and through the experiences that students bring to the school...[it] acknowledges, responds to and celebrates the cultures of students”

~ Gloria Ladson Billings



Why do Behavioral Supports Matter?



Soft Skills:

- Effective Communication
- Effective Meetings
- Effective Leadership
- Conflict Resolution
- Problem Solving Strategies
- Dealing w/Difficult People
- Stress Management
- Time Management & Organizational Skills
- Presentation Skills
- High Performance Team Building and Managing
- Transition & Change



Workplace Readiness

WORKPLACE READINESS SKILLS for the Commonwealth

Needs Identified by Virginia Employers

Personal Qualities and People Skills

1. **POSITIVE WORK ETHIC:**
Comes to work every day on time, is willing to take direction, and is motivated to accomplish the task at hand
2. **INTEGRITY:**
Abides by workplace policies and laws and demonstrates honesty and reliability
3. **TEAMWORK:**
Contributes to the success of the team, assists others, and requests help when needed
4. **SELF-REPRESENTATION:**
Dresses appropriately and uses language and manners suitable for the workplace
5. **DIVERSITY AWARENESS:**
Works well with all customers and coworkers
6. **CONFLICT RESOLUTION:**
Negotiates diplomatic solutions to interpersonal and workplace issues
7. **CREATIVITY AND RESOURCEFULNESS:**
Contributes new ideas and works with initiative

Professional Knowledge and Skills

8. **SPEAKING AND LISTENING:**
Follows directions and communicates effectively with customers and fellow employees
9. **READING AND WRITING:**
Reads and interprets workplace documents and writes clearly
10. **CRITICAL THINKING AND PROBLEM SOLVING:**
Analyzes and resolves problems that arise in completing assigned tasks
11. **HEALTH AND SAFETY:**
Follows safety guidelines and manages personal health
12. **ORGANIZATIONS, SYSTEMS, AND CLIMATES:**
Identifies "big picture" issues and his or her role in fulfilling the mission of the workplace
13. **LIFELONG LEARNING:**
Continually acquires new industry-related information and improves professional skills
14. **JOB ACQUISITION AND ADVANCEMENT:**
Prepares to apply for a job and to seek promotion
15. **TIME, TASK, AND RESOURCE MANAGEMENT:**
Organizes and implements a productive plan of work
16. **MATHEMATICS:**
Uses mathematical reasoning to accomplish tasks
17. **CUSTOMER SERVICE:**
Identifies and addresses the needs of all customers, providing helpful, courteous, and knowledgeable service

Technology Knowledge and Skills

18. **JOB-SPECIFIC TECHNOLOGIES:**
Selects and safely uses technological resources to accomplish work responsibilities in a productive manner
19. **INFORMATION TECHNOLOGY:**
Uses computers, file management techniques, and software/programs effectively
20. **INTERNET USE AND SECURITY:**
Uses the Internet appropriately for work
21. **TELECOMMUNICATIONS:**
Selects and uses appropriate devices, services, and applications



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Workplace Readiness Skills for the Commonwealth was developed by the Virginia Department of Education's Office of Career & Technical Education, the University of Virginia's Weldon Cooper Center for Public Service, the Career and Technical Education Consortium of States, and Virginia's CTE Resource Centers.

What is PBIS?

PBIS is a proactive systems-approach for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social emotional skills needed to ensure their success at school and beyond.

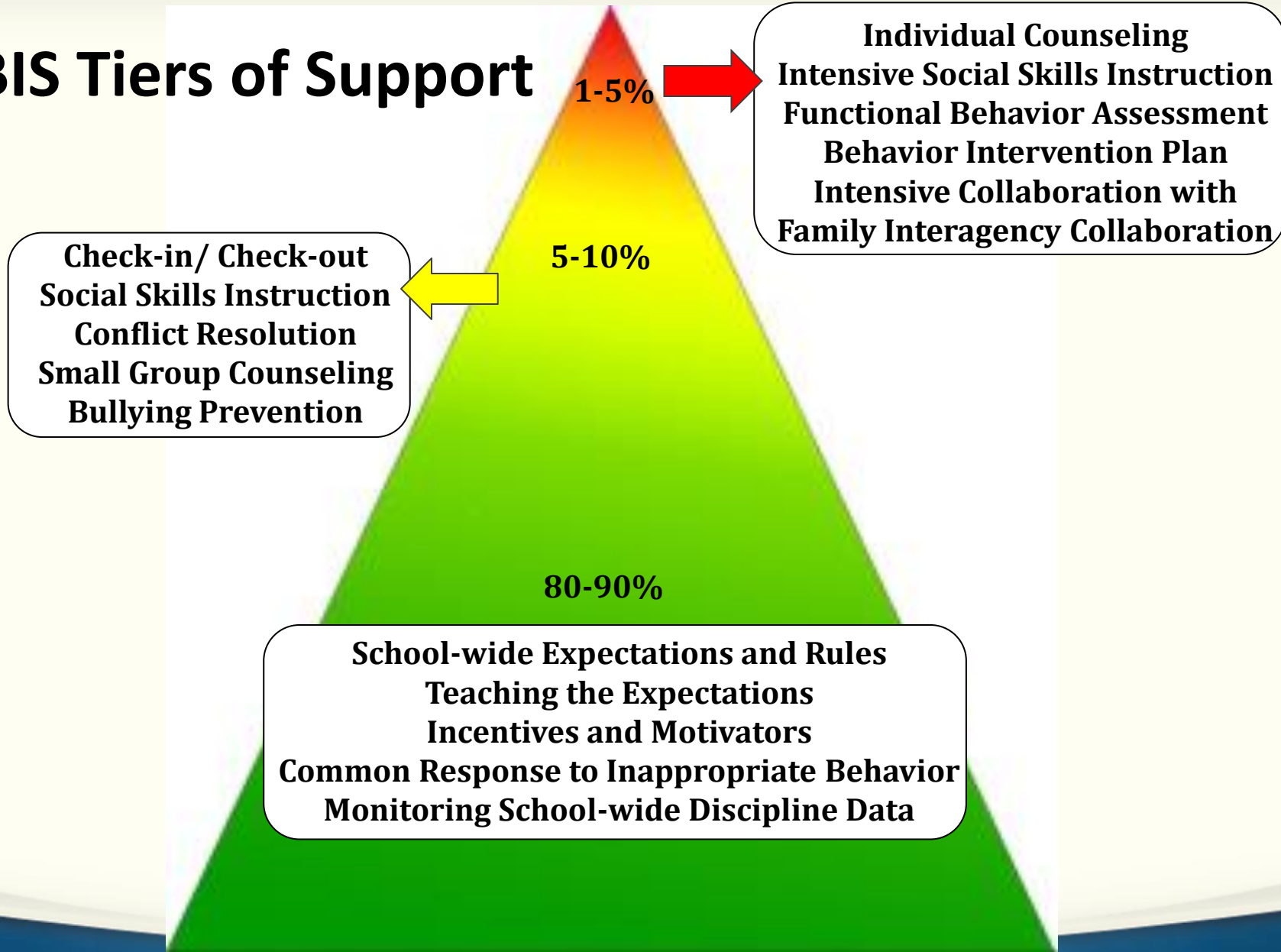


PBIS in ACPS

- Began the process to formalize PBIS programming at all elementary and middle schools in 2012-13
- Programming for PBIS is at elementary, K-8 and middle schools with a PBIS Coach per school (stipend position)
 - Douglas MacArthur utilizes *Responsive Classroom* as their PBIS programming
- Created PBIS Coordinator position in 2014
- Collaborate regularly with Mid-Atlantic PBIS Network



PBIS Tiers of Support



PBIS Highlights

1. PBIS school walkthroughs conducted; highlighted best practices and areas of growth for each school.

2. Schools are working toward comprehensive implementation of a PBIS approach e.g., inclusion of more staff in PBIS planning, increased data-based decision making, and information sharing of PBIS practices used to support student behavior and reinforce a positive school climate.

3. Cross training with Student Support Team (SST) staff and PBIS coaches to highlight PBIS principles within the role of the SST to ensure a streamlined MTSS approach.

4. Multiple trainings conducted with community stakeholders on the role of PBIS and how its strategies can be used in their youth programs to reinforce social skills taught in schools. Ex: Afterschool in Alexandria Forum

5. Poster presentation at the National PBIS Leadership Forum of best practices in Tier One supports used in our school division.

PBIS Continuous Improvement

- Monthly data submissions on referral data
- Walk-throughs at each school by PBIS Coaches
- Approximately 175 staff members trained in PBIS since July 2016
- End of year assessment, Tiered Fidelity Inventory (updated 2017) to measure fidelity of implementation

Monthly PBIS Discipline Referral Data Analysis

Name(s): _____

School: _____

Reporting Month: _____

- Total # of Discipline Referrals (schoolwide): _____

- Most referred behaviors: 1. _____
2. _____
3. _____

- Most common location for behavior referrals: _____

- What time of day are most referrals being written? (circle one): morning/ midday/ afternoon

- What grade level has the most discipline referrals?: _____

- What students received the most discipline referrals this month?: (top 5 students receiving the most referrals - initials only) _____

Key Performance Indicator	2012-13	Baseline			2016-17		2017-18	2018-19	2020
		2013-14	2014-15	2015-16	TARGET	ACTUAL	ACTUAL	ACTUAL	TARGET
5.2.3 Fidelity of implementation of positive behavior plans as determined by the Benchmarks of Quality Assessments.	3 of 16	4 of 16	5 of 16	10 of 16	12 of 16	11 of 16			16 of 16

PBIS Next Steps

1. Ongoing progress monitoring of Tier 1 supports; technical assistance will be provided as needed to support and improve schools' levels of implementation.

2. Continued training for PBIS coaches, school teams, administrators and SST on the development and alignment of Tier 1, Tier 2 and Tier 3 supports.

3. Development of a division-wide collection of social emotional and behavioral lessons that will be accessible to all staff.

4. Continued focus on the monthly analysis of behavioral data to inform decisions around school wide and division wide behavior support practices.

5. Research and identify universal behavioral screening tools .

What are Restorative Practices?

RP is an emerging field of study that enables people to build relationships, maintain community and restore relationships in an increasingly disconnected world.



What Works / Lessons Learned

- 1) Preparing for circles
- 2) Clear expectations / rules / follow-up
- 3) Speak RP language clearly
- 4) Teacher admin ^{Parent} buy-in
- 5) Takes time to Δ school culture
- 6) Restorative is most practical / useful
- 7) RP coordinators key

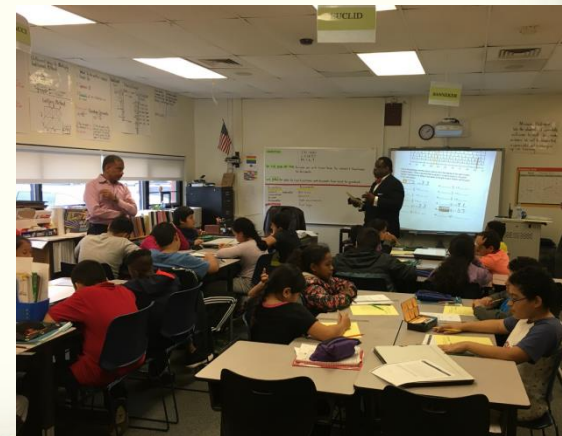


Restorative Practices in ACPS

- Began planning process in May, 2014 to use RP as alternatives to suspension
- Implementation of RP is now at T.C. Williams Main Campus and Minnie Howard, grades 9-12, Hammond's International Academy
- Restorative practices are a part of the ACPS

Code of Conduct

- Restorative Circles are used on an as needed basis at all schools levels



Aim of Restorative Practices

- To develop community and to manage conflict and tensions by repairing harm and restoring relationships
 - 80% proactive strategies – developing community
 - 20% responsive strategies – repairing harm and restoring relationships
 - According to the International Institute for Restorative Practices (IIRP), schools that only use responsive strategies without building social capital beforehand are less successful than schools that lead with proactive strategies

Multi-tiered Restorative Approach

Tier 3 - Intensive Interventions for a FEW

- Repairing harm- **Restorative Circles**
- Empowering change and growth for all parties involved
- Re-building relationships

5%

Tier 2 - Targeted Interventions for SOME

- Maintaining community- **Responsive Circles**
- Repairing relationships
- Participating and being a part of the solution

15%

Tier 1 - Universal Proactive Supports for ALL

- Building and re-affirming relationships through social emotional skills
- **Community Circles**

80%

RP Implementation Plan- 5 Year Plan

- Regular RP Implementation Team meetings
- Ongoing meetings with Tenants and Workers United and Advancement Project to provide RP updates
- Student-led production of a video to increase the understanding of RP
- Continuing professional development for teachers and administrators
 - SY 16-17: 175 staff trained in Community Circles, 80 staff trained in Restorative Circles
 - SY 17-18: 250 staff trained in Community Circles, 30 staff trained in Restorative Circles, 13 staff trained as Community Circle trainers

Alexandria City Public Schools
Department of Student Services, Alternative Programs and Equity

Restorative Practices Implementation Plan

	Action Step	Responsible Person/ People	Time frame	Status
Year 1 (2014-15)	1. Identify site leaders for each implementation site <ul style="list-style-type: none"> • TCW HS principal, administrators from Minnie Howard campus and International Academy, Restorative Practices liaisons from Minnie Howard and the International Academy 	T.C. Williams staff and representatives from the Office of Student Services	August 2014	Completed
	2. Complete Restorative Practices overview training for administrators, deans, SST members, teachers and division leaders	Restorative Justice Trainers	August 2014	Completed
	3. Provide Community circle training for teachers at Minnie Howard campus and International Academy	Restorative Justice Trainers	August 2014 – April 2015	Completed
	4. Conduct community circles during advisory periods as led by building/ program administrators	Teachers at Minnie Howard campus and International Academy	September 2014 – June 2015	Completed
	5. Conduct Restorative/ Conflict circle training for deans, administrators, SST members at Minnie Howard campus and International Academy	Restorative Justice Trainers	February 2015	Completed
	6. Conduct restorative/ conflict circles for identified infractions in place of traditional consequences	Deans, administrators and SST members at Minnie Howard campus and International Academy	February 2015 – June 2015	Completed

Restorative Practices Highlights

1. Aligned the RP model with PBIS and other research-based interventions to assist schools in developing tiered supports using the MTSS framework.

2. Facilitated multiple community circles, restorative circles and formal restorative conferences at elementary, middle and high school levels.

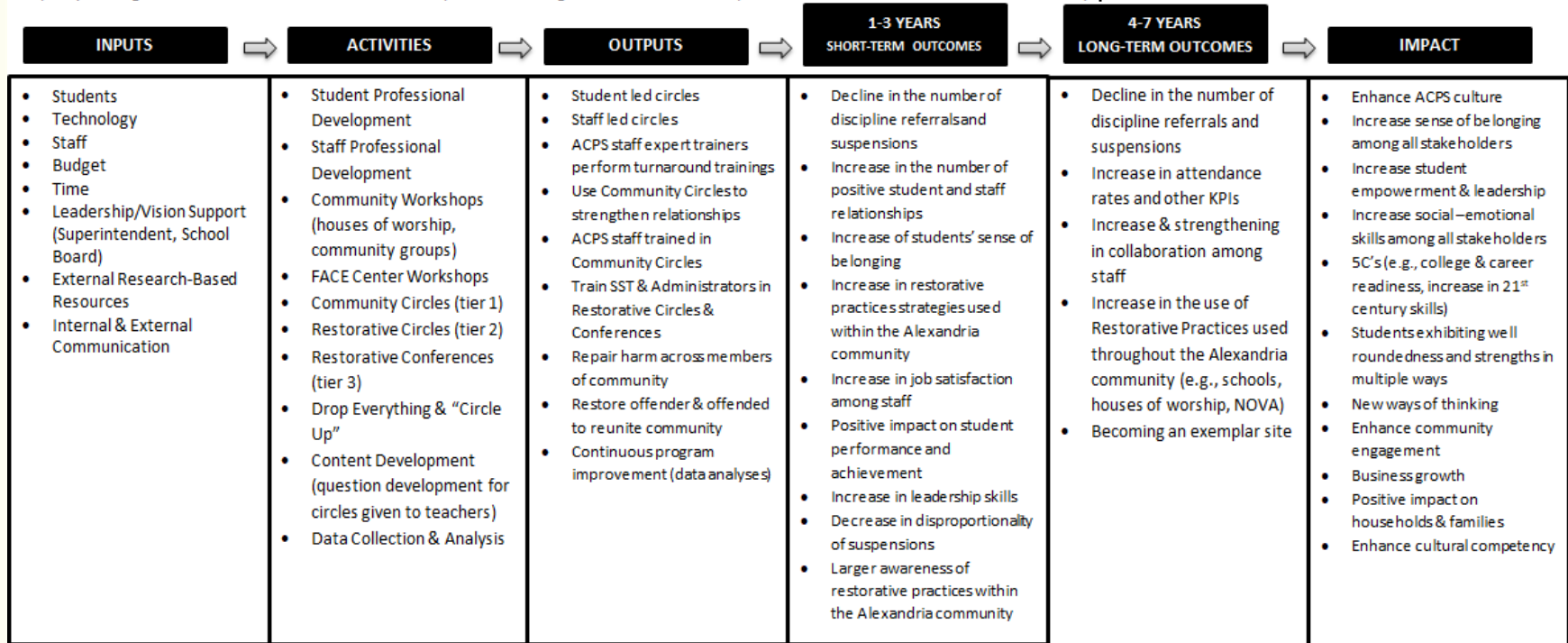
3. Engaged the ACPS community, including FACE Center, and other city stakeholders in the introduction of RP through multiple trainings and workshops.

4. Expanded the use of RP to 12th grade and F.C. Hammond's International Academy.

5. Trained a cohort of students in the implementation and facilitation of community circles.

Restorative Practices Logic Model

PROBLEM STATEMENT: ACPS recognizes there are opportunities to increase positive relationships and a sense of community for all. This is rooted in underdeveloped social-emotional skills and a lack of empathy leading to behaviors that are not conducive to a positive learning environment which impacts all of ACPS and the Alexandria community.



ASSUMPTIONS

- Suspensions are caused by underdeveloped social-emotional skills.
- We will have buy-in from all stakeholders.
- A decrease in suspension numbers will affect disproportionality.
- Participants in this program will be engaged and active participants.
- Inputs (staffing, budget, technology).
- An increase in positive relationships and a sense of community among all stakeholders.
- An increase in internal capacity to implement Restorative Practices.

EXTERNAL FACTORS

- Local, state, & federal mandates
- Leadership changes (Superintendent, School Board, Mayor)
- Staff Turnover
- Student population changes & growth
- Budget
- Tension between stakeholders
- Buy-in

RP Next Steps

1. Continue collaborative work with the ACPS Department of Accountability to further develop the RP Implementation Plan to include growth sustainability and evaluation systems.

2. Expand RP to 8th grade at the middle schools and K-8 program for the 2018-19 SY .

3. Continue current implementation of RP at the King Street and Minnie Howard Campuses of T.C. Williams High School and identify opportunities for expansion.

4. Provide RP training to ACPS staff, students and other stakeholders in community circles and other RP tiers of support .

5. Analyze survey data including TELL, MYCAP, and ACPS 2020 to identify trends and areas of need, related to school climate and culture.

Restorative Practices

SY 15-16 & 16-17

Significant reduction in out of school suspensions (OSS) last year

ACPS- 988 total OSS for the 2015-16 SY
597 total OSS for the 2016-17 SY

T.C. Williams- 400 total OSS for the 2015-16 SY
169 total OSS for the 2016-17 SY

This decrease corresponds with ACPS' focus on the use of RP and other alternatives to suspension.

Restorative Practices

SY 15-16 & 16-17

Middle School OSS data

Represented 60% of ACPS OSS suspensions (359)

Disproportionality issues remain

- Black students received over 50% of OSS despite being 29% of the ACPS student population
- Overall suspension ratios including in-school and OSS
 - 1 out of 8 Black students
 - 1 out of 25 Latino/Latina students
 - 1 out of 17 White students

Preliminary Data through Quarter 2

- **Decrease in OSS at elementary and middle school levels.**
- **Decrease in OSS high school total from SY 15-16 to 16-17.**
- **Increase in OSS high school total for SY 17-18.**

School	Number of Suspensions		
	2015-16 ²	2016-17 ³	2017-18 ⁴
John Adams Elementary School	15	10	0
Charles Barrett Elementary School	1	3	3
Patrick Henry Elementary School	0	1	2
Jefferson-Houston School (Grades K-5)	9	0	1
Cora Kelly School for Math Science and Tech	3	1	4
Lyles-Crouch Traditional Academy	1	0	0
Douglas MacArthur Elementary School	0	0	1
George Mason Elementary School	0	0	2
Matthew Maury Elementary School	2	7	0
Mount Vernon Community School	3	5	6
James K. Polk Elementary School	2	2	5
William Ramsay Elementary School	0	3	0
Samuel Tucker Elementary School	1	3	5
Elementary School Total	37	35	29
Jefferson-Houston School (Grades 6-8)	8	0	3
Francis C. Hammond Middle School	100	100	62
George Washington Middle School	128	68	69
Middle School Total	236	168	134
T.C. Williams - Minnie Howard Campus	44	12	38
T.C. Williams High School	156	26	97
High School Total	200	38	135
Chance for Change	0	19	18
Other Total	0	19	18
Division Total	473	260	316

1. Suspensions reported include short-term and long-term suspensions per entered sanction codes "02" and "03" only as of report date.
2. 2015-16 discipline data refers to data as of 08-Feb-16.
3. 2016-17 discipline data refers to data as of 02-Feb-17.
4. 2017-18 discipline data refers to data as of 02-Feb-18. Suspensions reported include short-term and long-term suspensions per entered sanction codes "02" and "03".

Preliminary Data through Quarter 2

Percentage of Suspensions within Subgroup by Educational Level SY 2016-17¹ & Q2 2017-18²

School Level	Black Females				Black Males				Hispanic Males				Students with Disabilities				Total Suspensions	
	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18		2016-17		2017-18		2016-17	2017-18
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	n
Elementary	1	3%	1	3%	17	49%	18	62%	8	23%	2	7%	7	20%	16	55%	35	29
Middle	29	17%	14	10%	59	35%	38	28%	43	26%	40	30%	54	32%	38	28%	168	134
High	6	16%	5	4%	14	37%	31	23%	10	26%	59	44%	16	42%	26	19%	38	135
Other	3	16%	2	11%	10	53%	6	33%	6	32%	2	11%	5	26%	3	17%	19	18
Division	39	15%	22	7%	100	38%	93	29%	67	26%	103	33%	82	32%	83	26%	260	316

1. 2016-17 discipline data refers to data as of 02-Feb-17.
2. 2017-18 discipline data refers to data as of 02-Feb-18. Suspensions reported include short-term and long-term suspensions per entered sanction codes "02" and "03".
3. ACPS enrollment of the aforementioned subgroups is as follows: Black females, 14%; Black males, 14%; Hispanic males, 20%; and Students with Disabilities, 10% (VDOE, September 30, 2017).

Preliminary Data through Quarter 2

- **Significant decrease in OSS for subjective offenses.**
- **Increase in use of OSS for more serious offenses.**

Suspension Reason	SY 2016-2017		Q2 2017-2018	
	n	%	n	%
Attendance	12	2%	4	1%
Bullying	18	3%	4	1%
Disorderly Conduct	234	36%	75	24%
Extortion	2	0%	2	1%
Harassment	7	1%	2	1%
Other Violations	29	4%	7	2%
Sexual Offenses	14	2%	4	1%
Technology Violations	9	1%	4	1%
Theft	9	1%	6	2%
Threats/Verbal/Physical	12	2%	8	3%
Trespassing	3	0%	2	1%
Non-Violent Total	349	54%	118	37%
Alcohol	2	0%	0	0%
Arson	1	0%	0	0%
Assault/Battery	57	9%	26	8%
Bomb Threat/Terrorist/Chemical/Biological	2	0%	3	1%
Drugs	28	4%	12	4%
Fighting/Conflict	181	28%	145	46%
Gang Activity	0	0%	0	0%
Inciting a Riot	1	0%	0	0%
Other-Violence	3	0%	4	1%
Tobacco	7	1%	1	0%
Vandalism	1	0%	0	0%
Weapons	16	2%	7	2%
Serious/Violent Total	299	46%	198	63%
Division Total	648	100%	316	100%

Revised 4/10/18

1. A cursory review of primary incident codes and log entry text indicate that conflicting data may exist requiring a more thorough review of these discipline records.

2. 2017-18 discipline data refers to data as of 02-Feb-18. Suspensions reported include short-term and long-term suspensions per entered sanction codes "02" and "03".

Building 21st Century Skills

Digital Citizenship
STENES-5

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- Advocate and practice safe, legal, and responsible use of information and technology.**
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.**
- Demonstrate personal responsibility for lifelong learning.**
- Exhibit leadership for digital citizenship.**

SELF-AWARENESS
LITERACY
COMMUNICATION
SOCIAL/DIVERSITY
EMPATHY RESILIENCE
MINDSET
ADAPTABILITY
ENTREPRENEURIAL
ADAPTABILITY **COLLABORATION**

COMMUNICATION
Sharing thoughts, questions, ideas and solutions

COLLABORATION
Working together to reach a goal. Putting in talent, expertise, and smarts to work

CRITICAL THINKING
Looking at problems in a new way and linking learning across subjects disciplines

CREATIVITY
Trying new approaches to get things done equals innovation and invention



Questions?

Department of Student Services, Alternative Programs & Equity

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