

Essential Questions

- Who does Alexandria City Public Schools serve?
- How do Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices (RP) fit within a Multi-Tiered System of Support (MTSS)?
- How are PBIS and RP being implemented to support student behavior and a positive school climate?
- What accountability measures are in place for PBIS and RP?

Who does ACPS serve?

Enrollment (as of October 31, 2018): 15,737

Number of Schools

- 1 Pre-K
- 12 Elementary
- 2 K-8
- 2 Middle
- 1 High School (2 campuses)
- **18 Total**



Alternative Programs

- Chance For Change Academy
- T.C. Williams Satellite Program
- Shelter Care Educational Program
- Northern Virginia Juvenile Detention Center

Student Demographics (as of October 31, 2018)

- Asian: 5.32%
- Black: 26.83%
- Hispanic: 36.08%
- White: 28.46%
- Native Hawaiian/Pacific Islander: 0.17%
- Native American: 0.20%
- Multi-racial: 2.88%
- Countries of birth: 114
- Native languages: 119

Special Programs

- Eligible for free or reduced price meals: 61.45%
- Receiving talented and gifted services: 7.2%
- Students requiring English Learners (EL) services: 30.89%
- Students receiving special education services: 10.59%

ACPS 2020 Goals

1. **Academic Excellence and Educational Equity:** Every child will be academically successful and prepared for college, work and life.
2. **Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria's youth.
3. **An Exemplary Staff:** ACPS will recruit, develop, support, and retain a staff that is best for Alexandria's students.
4. **Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments.
5. **Health and Wellness:** ACPS will provide access and support that enables students to be healthy and ready to learn.
6. **Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations.



ACPS 2020 Strategic Plan



Goal #: 5

Health and Wellness

5.1: ACPS will develop, implement, and monitor effective programs that promote physical, social, and emotional wellness in order to maximize students' learning potential.

What is the Department of Student Services, Alternative Programs and Equity?

- Alternative Programs
- **Cultural Competence & Equity**
- Homelessness Services
- **PBIS & Restorative Practices**
- **School Counseling**
- School Health Services
- School Psychology
- School Social Work
- Substance Abuse Services
- Student Transition & Disciplinary Hearings
- Title IX Compliance

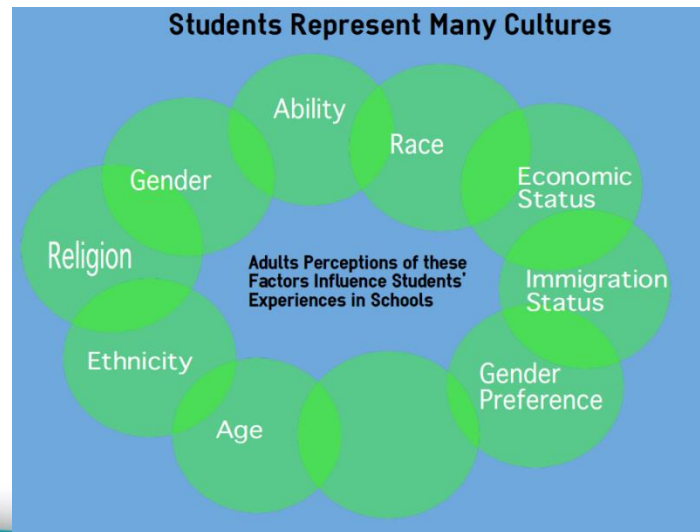


Foundation of Our Work

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



ACPS' Approach



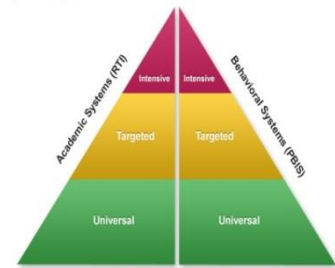
- Student Support Team in each school
 - School Counselor
 - School Nurse
 - School Psychologist
 - School Social Worker
- Equity and cultural competence focus
- **MTSS process for academics and behavior**
- Partnership with city agencies (e.g., Department of Children and Human Services)
- Extensive outreach to families (e.g., Family and Community Engagement Center, known as FACE)



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**)

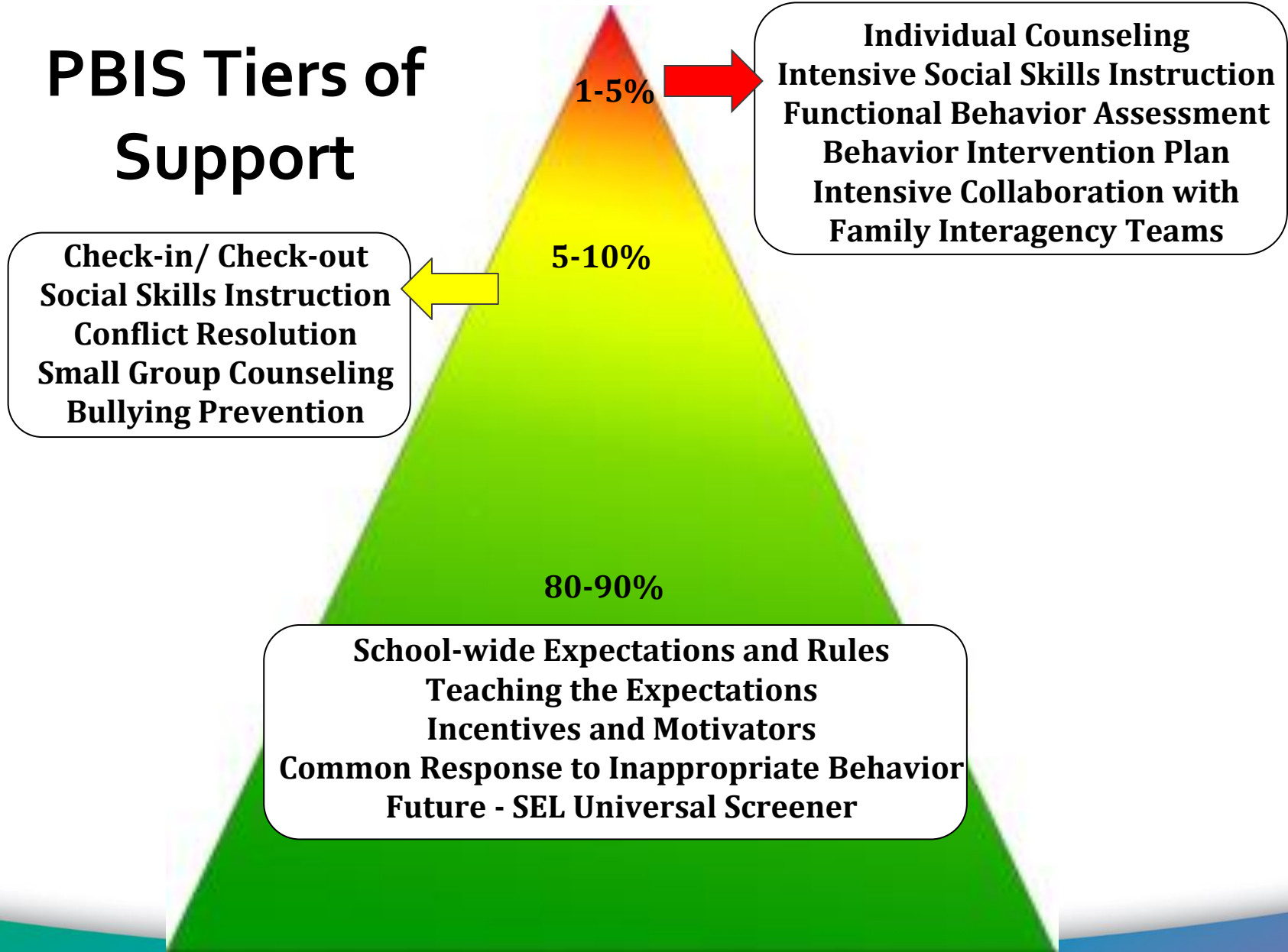


What is PBIS?

PBIS is a proactive 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 Tiers of Support



PBIS in ACPS

- Began formalizing PBIS programming at elementary schools in 2012-13
- Created divisionwide PBIS Coordinator position in 2014
- Added a PBIS Coach per school (stipend position)
 - Monthly meetings with PBIS Coaches led by PBIS Coordinator for professional learning and data review
- Collaborate regularly with Mid-Atlantic PBIS Network
- Provide PBIS professional learning to school teams including administration each summer
- Researching social-emotional learning assessments and programming for SY 19-20 implementation

PBIS Accountability Measures

- ACPS 2020 Goals 1 & 5 includes Key Performance Indicators on PBIS
- End of year assessment, Tiered Fidelity Inventory
- Monthly data submission by PBIS Coaches (e.g., discipline referral data)

<p>1.11 Ethics and Behaviors for Success ACPS will set expectations for the habits and behaviors students need to succeed and will lay the foundations for student explorations of ethical conduct.</p>	<p>1.11.1 % of schools implementing a positive behavior intervention and supports system, including Responsive Classroom and restorative practices, which foster positive and respectful learning environments within the school as a learning community.</p> <p>1.11.2 Perceptions on the TELL Survey of the schools as a positive and engaging environment for learning. [6]</p>
<p>5.2 Values, Experiences, Relationships, & Qualities that Benefit Young People ACPS will help students develop positive attitudes, self-confidence, and self-direction by increasing the values, experiences, relationships, and qualities that have been identified to benefit young people.</p>	<p>5.2.1 Student satisfaction with the School Counseling program as measured by ICAP survey (grades 6-11).</p> <p>5.2.2 Average number of Developmental Assets reported by middle school (8th grade) and high school students (10th & 12th grades). [2]</p> <p>5.2.3 Fidelity of implementation of positive behavior plans as determined by the Benchmarks of Quality Assessments.</p>

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.

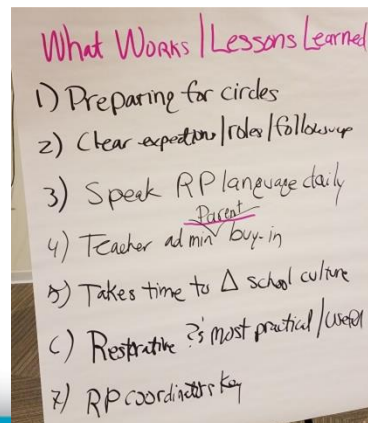
3. Cross training with Student Support Team (SST) staff and PBIS coaches to highlight PBIS principles within the role of the SST to ensure a streamlined MTSS approach.

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.

What is Restorative Practices?

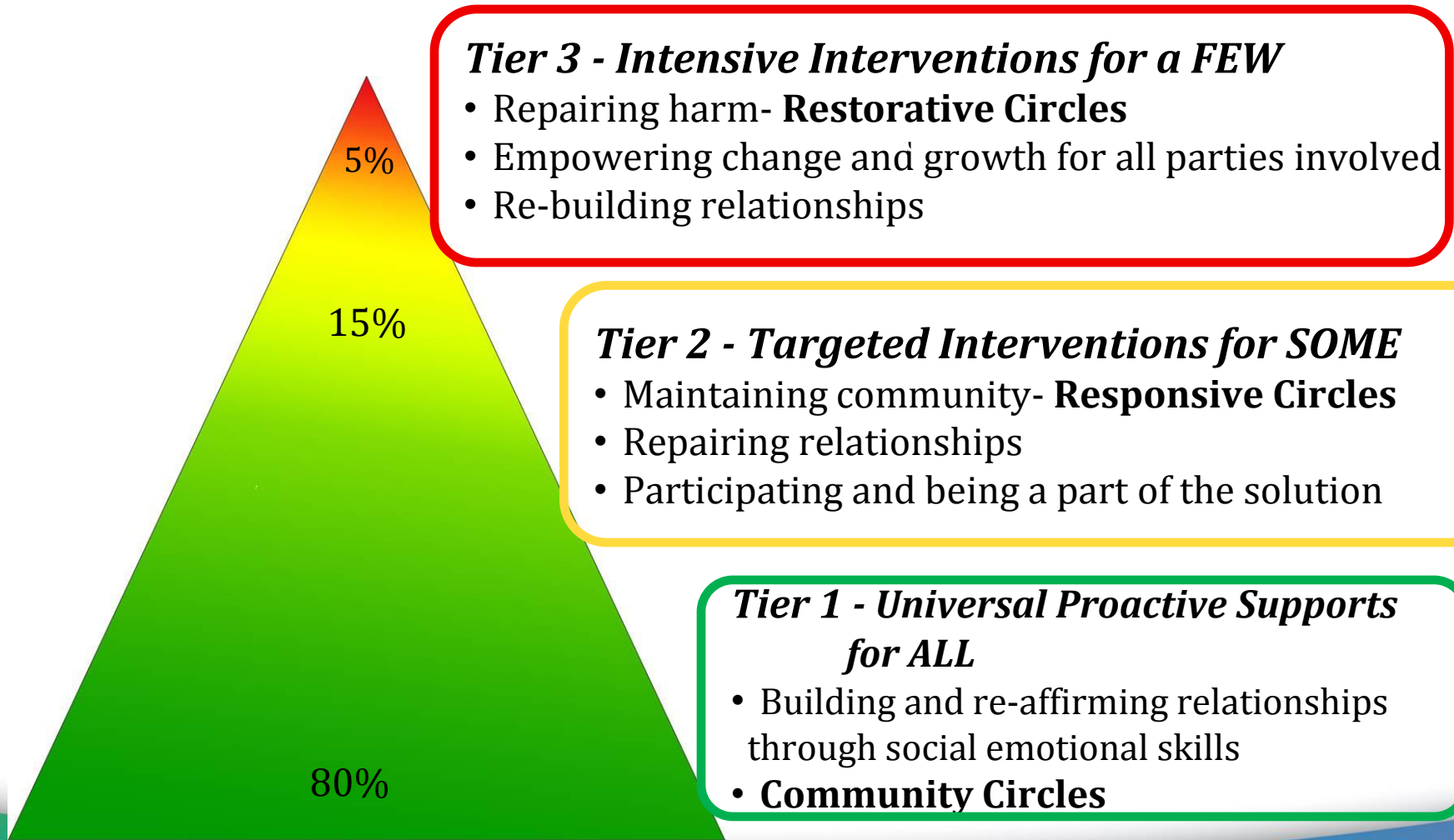
Restorative Practices is an emerging field of study that enables people to build relationships, maintain community and restore relationships in an increasingly disconnected world.



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



Restorative Practices in ACPS

- Began planning process in 2014 to use RP as a behavioral support strategy within MTSS framework
- Addition of School Climate and Culture Specialist in 2017
- Current implementation of RP
 - T.C. Williams High School grades 9-12
 - Francis C. Hammond's International Academy
 - 8th grade at middle and K-8 Schools
 - Alternative programs
 - 2 elementary schools
- Adding a RP Coach at each secondary school for SY 19-20 (stipend position)



RP Accountability Measures

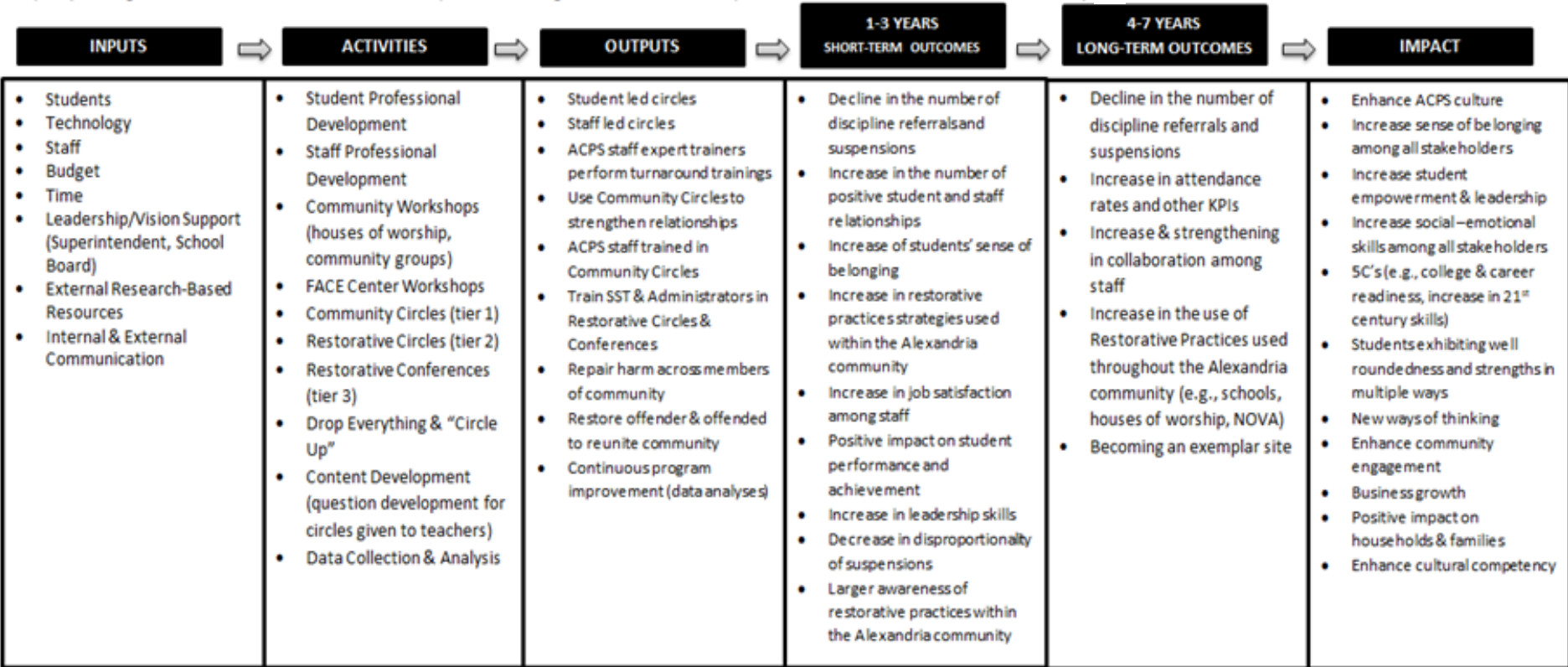
- Completion of RP 5 Year Implementation Plan activities
- Professional development offerings for ACPS staff and administrators
 - Evaluation data from participants
- Training to community stakeholders (e.g., Court Services Unit, Department of Parks and Recreation)
- Analysis of staff and student survey data including Teaching, Empowering, Leading, Learning (TELL) & Making Your Career and Academic Plan (MYCAP)
- Quarterly collection and analysis of RP data for fidelity of implementation

RP Implementation Plan- 5 Year Plan

- Regular RP Implementation Team meetings
- Student-led production of a video on RP https://youtu.be/5J6Jley-p_Q
- Continuing professional development for school staff and administrators (data from 2016 to present)
 - **ACPS has 12 IIRP certified trainers**
 - Approximately 700 administrators and staff members have been trained in RP with the majority trained in Community Circles (includes teachers, ISS staff, parent liaisons, security officers)
 - Over 100 SST and administrators have been trained in Restorative Circles
 - Over 100 students have received training in 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.



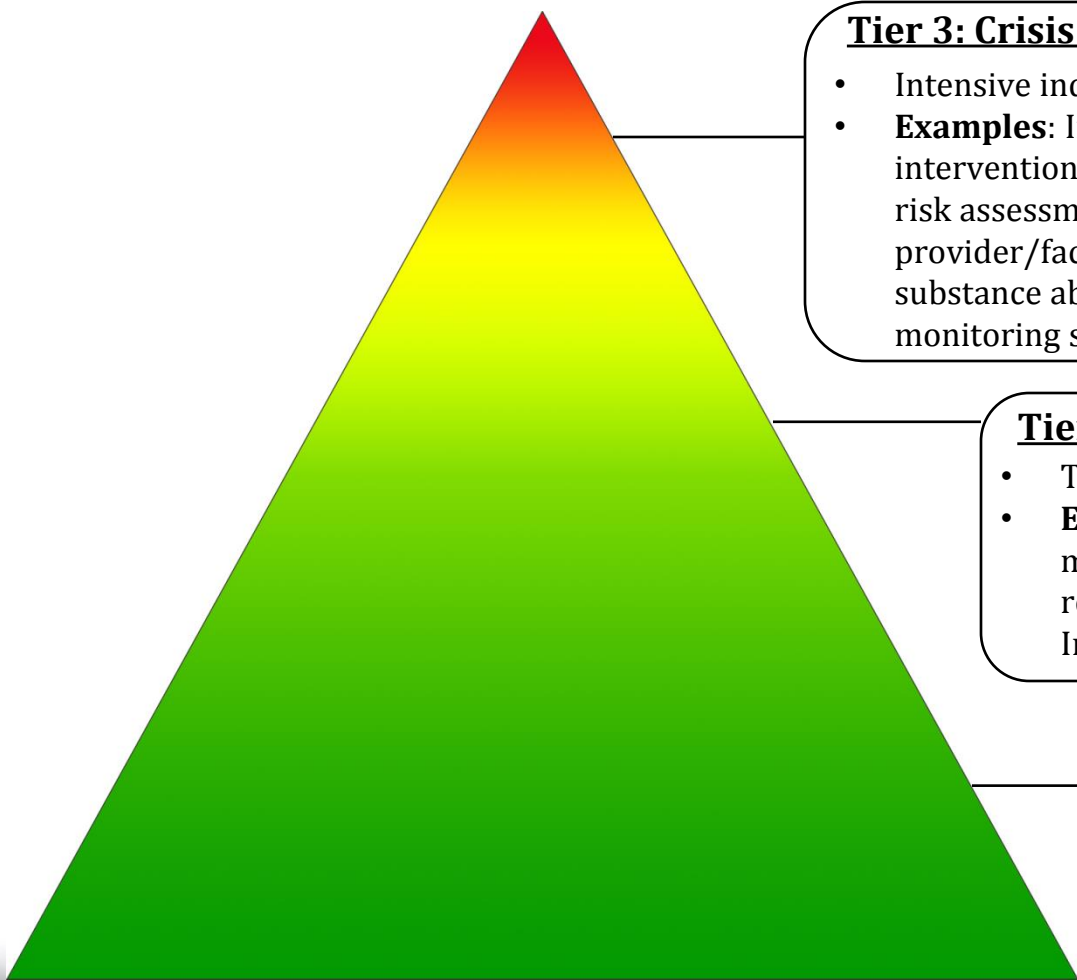
ASSUMPTIONS

- 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

Mental Health Tiered Supports



Tier 3: Crisis Response 1-5%

- Intensive individual intervention
- **Examples:** Individualized counseling services, crisis intervention, suicide risk screening, referral for a formal suicide risk assessment to an emergency mental health provider/facility, developing a plan of action/re-entry, substance abuse evaluations, Securly alerts (chromebook monitoring system)

Tier 2: Re-education/Intervention 5-15%

- Targeted small group interventions
- **Examples:** Small group counseling (anger management, social skills, coping skills, emotional regulation), Check and Connect, Substance Abuse Interventions (targeted group lessons)

Tier 1: Prevention/ Education 80-90%

- Positive social skills instruction for all students
- **Examples:** schoolwide PBIS lessons, character education, Mental Health Scope & Sequence, Substance Abuse Prevention

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



Next Steps



- Expand PBIS to grades 9-12 and RP to K-5
- Continue equity work with School Board, administrators and expand to schools
- Strengthen PBIS and RP implementation, accountability measures and analysis
- Include PBIS and RP in the new ACPS strategic plan
- Research and adopt a social-emotional learning curriculum and programming

Questions?

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