

Essential Questions

- How do Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices (RP) support **ACPS 2020**?
- How do PBIS and RP fit within a Multi-Tiered System of Support (MTSS)?
- How are PBIS and RP being implemented to support students' social-emotional learning?
- What accountability measures are in place for PBIS and RP?

ACPS 2020 Strategic Plan



Goal #: 5

Health and Wellness

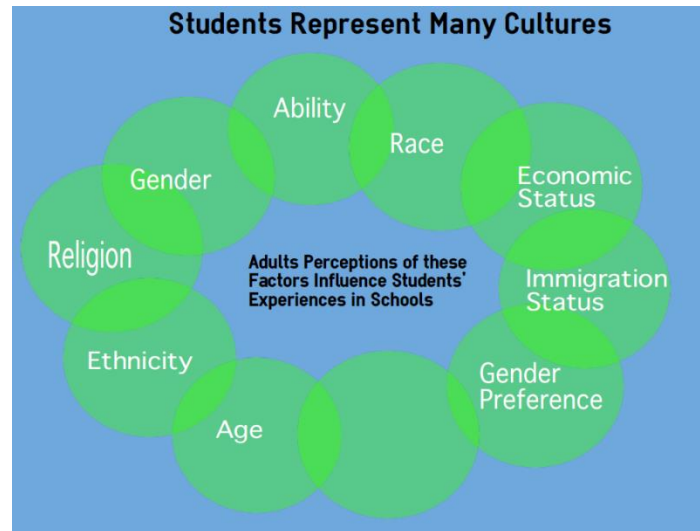
5.1: ACPS will develop, implement, and monitor effective programs that promote physical, social, and emotional wellness in order to maximize students' learning potential.

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”

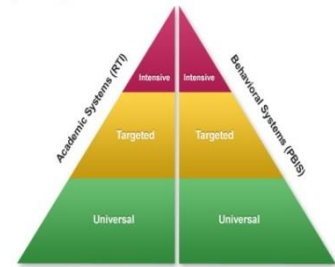
~ Gloria Ladson Billings



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**)



PBIS Tiers of Support

Check-in/ Check-out
Social Skills Instruction
Conflict Resolution
Small Group Counseling
Bullying Prevention

1-5%

Individual Counseling
Intensive Social Skills Instruction
Functional Behavior Assessment
Behavior Intervention Plan
Collaboration with Family and
Interagency Teams

5-15%

80-90%

School-wide Expectations and Rules
Teaching the Expectations
Social Emotional Guidance Lessons
Acknowledgements and Incentives
Common Response to Inappropriate Behavior
Social Emotional Universal Screener SY 19-20

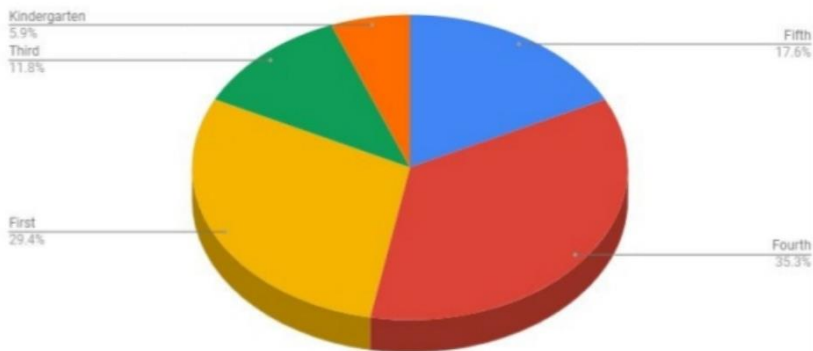
PBIS in ACPS

- Currently implemented at the **K-8** level
- Implementation at each school is supported by a PBIS Coach (stipend position)
 - Serves as the school team facilitator to coordinate Tier 1 school-wide practices and data collection
 - Meets monthly with other PBIS coaches and the division-wide PBIS Coordinator for professional learning and data review & analysis
 - Conducts walk-throughs at schools with other PBIS coaches and DSSAPE staff to provide feedback on implementation

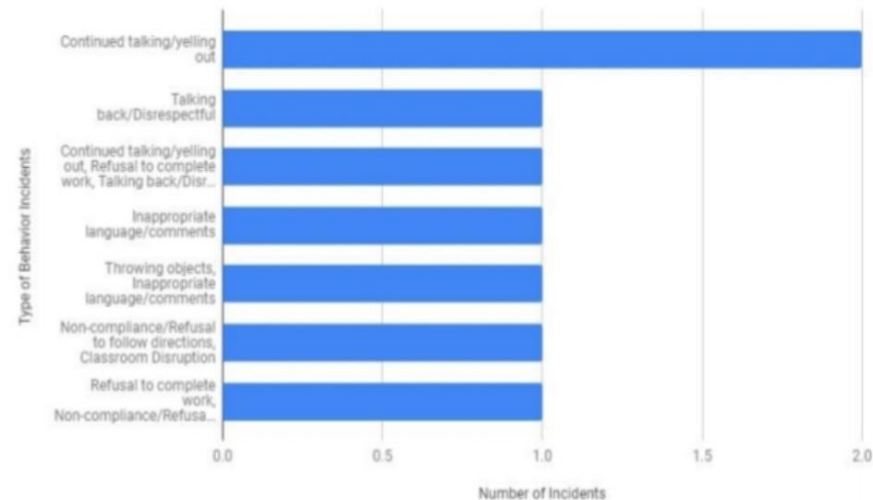
PBIS Accountability Measures

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

December Behavior Referrals By Grade Level



Type of Tier 1 December Behavior Incident(s)



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

1-5%

5-15%

Tier 2 - Targeted Interventions for SOME

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

80-90%

Tier 1 - Universal Proactive Supports for ALL

- Establishing community- **Community Circles**
- Building and re-affirming relationships
- Reinforcing social emotional skills e.g., respect, listening, expression of thoughts/feelings, etc.

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 Liaison at each secondary and K-8 school for SY 19-20 (stipend position)



RP Implementation - 5 Year Plan

- Regular RP Implementation Team meetings
- Student-led production of a video on RP
- 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**

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), **Equity Audits**
- Quarterly collection and analysis of RP data to monitor fidelity of implementation

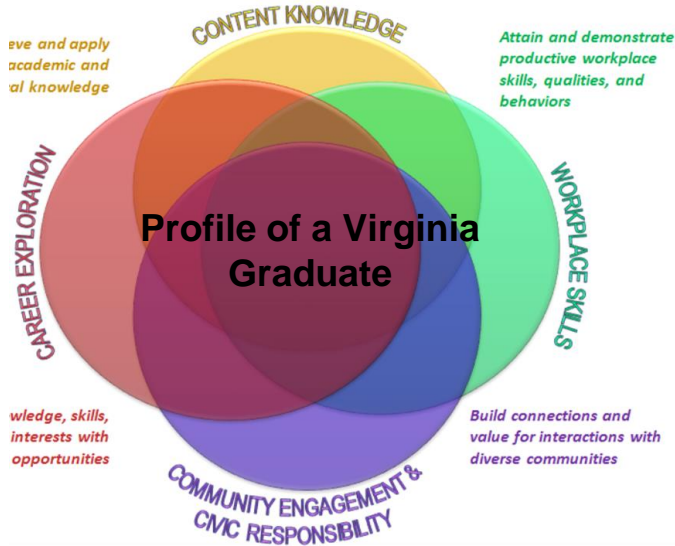
Next Steps



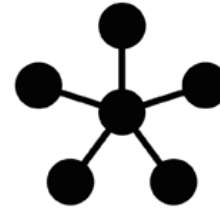
- Expand PBIS to grades 9-12 and RP to K-5
- Continue equity work with School Board, administrators and expand to schools
- Strengthen PBIS and RP implementation, accountability measures, analysis and professional development
- Include PBIS and RP in the new ACPS Strategic Plan
- Research and adopt a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

Building 21st Century Skills

In Virginia, the Life Ready Individual Will,
During His or Her K-12 Educational Experience:



ACPS Educational Vision



Community
Connected



Diversity
as Strength



Experiential
Learning



Questions?

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