

School Commitment to the Integrated Behavior Supports Model

Jefferson County Public Schools (JCPS) that wish to join the Integrated Behavior Supports cohort will commit to the following:

Note: Schools will have the opportunity to develop a two- to three-year whole-school implementation plan, including the implementation and process outcomes and goals of the 11 essential elements. The International Institute for Restorative Practices (IIRP) Safer Saner Schools Whole-School Change Program will be used as the guideline for this work with the goal of all members of the Integrated Behavior Supports cohort achieving model status within three years. Schools will commit to using the Positive Behavior Interventions and Supports (PBIS) framework to support tier 1 school-wide needs.

School Structure and Scheduling

An Integrated Behavior Supports cohort school will have the following:

- A willingness to implement RP and PBIS school-wide
- Administrators as an active team participant (attend trainings and team meetings)
- A secure agreement from the staff to commit to RP and PBIS training and practices
- Agree to have all staff undergo Introduction to RP and Using Circles Effectively training. This includes both certified and classified staff. The District will garner support for food services, clerical, transportation, and custodial staff.
- Daily morning proactive circles, which enable students to get to know each other, build relationships, and allow for the development of mutual respect, trust, sharing, and concern
- An School-Based Integrated Behavior Supports Team site leader
- Willingness to conduct monthly meetings with the school staff
- The School-Based Integrated Behavior Supports Team will collect and analyze data example behavior, attendance, etc.
- The School-Based Integrated Behavior Supports Team will measure proficiency using district identified self-assessment surveys for both staff and students. The categories of self-assessment relate directly to the 11 Essential Elements and the PBIS framework.
- RP strategies and PBIS framework as the main discipline focus for behavior interventions
- Support cohort to support *Vision 2020* strategy 2.1.3—Improve Culture and Climate.
- Support coaching opportunities around work with RP and PBIS

Professional Development

- A high-quality, school-based professional-development (PD) plan is in place to increase the professional capacity in teachers and leaders supporting the work with RP and PBIS. The plan should take advantage of district supports and include the following topics:

- RP framework for practice
- PBIS framework
- Community-building activities

Involvement From IIRP

- The IIRP instructor will meet with the School-Based Integrated Behavior Supports Team to review work plans and address program challenges and celebrate good practices.
 - PD training
 - Training of trainers—24 district and building staff to become licensed trainers of IIRP
 - There will be four on-site consultation days led by the assigned IIRP instructor
 - Monthly consultation calls
 - Data collection and monitoring (e.g., behavior, discipline, school culture and climate, implementation)
 - School visits with District Resource Teachers

Student Exploration and Leadership

- All students participate in at least one circle every day. Students should be able to articulate their experience in the RP circle.
- Students will learn how their actions affect others. The circle gives students a voice and communication and problem-solving skills they can use to resolve disputes between people.
- Students will be able to articulate school-wide and classroom expectations as outlined in the PBIS framework

Communications

- Schools will use the RP language the **affective statements** (sometimes called “I statements,” personal expressions of feelings in response to specific positive or negative behaviors of others).
- Schools will also use the **affective RP questions** (which address inappropriate behavior in a way that places the responsibility for making things right and restoring relationships on those involved in the situations).
- Schools will use the IIRP-branded materials and post-restorative questions poster throughout the building. The poster displays the essential restorative questions for easy reference in the event of a conflict or harmful incident.
- Schools will continue to develop, implement and refine Tier1 PBIS framework strategies.

District Support for Integrated Behavior Supports Cohort-Committed Schools

The following supports will be provided to schools that commit to the cohort.

School Structure and Scheduling

- Ongoing support from the Integrated Behavior Supports leadership (RP Director and PBIS Coordinator)
- Access to district RP resource teachers and PBIS District leads, which include site visits to help with coaching, modeling, and support
- IIRP will integrate RP with existing PBIS framework and other positive school climate approaches.
- IIRP will assess school climate readiness through the lens of school safety, teaching and learning, school-wide interpersonal relationships, school environment, and professional relationships.
- IIRP will build capacity for positive school-wide climate through an School-Based Integrated Behavior Supports Team.
- IIRP will teach and reinforce restorative pedagogy and explicit practice through professional development training and small group professional learning (Professional Learning Groups [PLGs])
- IIRP will monitor school climate progress and improve cultural domains.
- Each school will receive four IIRP consulting days during each of the two years.
- Each school will receive an IIRP implementation start-up session.
- Each school will receive monthly consultation calls from IIRP.
- Each school will administer the district identified self-assessment tools used to measure growth toward proficiency for both staff and students.

Professional Development

- IIRP training
 - Ramp Up Support Prior to Implementation
 - Restorative Leadership Development (for up to four attendees per school)
 - Introduction to RP
 - Using Circles Effectively
 - Facilitating Restorative Conferences
 - Family Engagement and Empowerment
 - Restorative Responses to Adversity and Trauma (for up to six attendees per school)

Resources provided:

- Restorative Questions Cards
- Restorative Questions Poster
- IIRP Globe “Talking Piece”

- Four books for each staff member
- IIRP restorative practices video and book library

Student Exploration and Leadership

- Students will learn how to participate in circle dialogues.
- Students will learn to value and regularly use proactive, positive ways to build and maintain a peaceful classroom community.
- Students will develop an understanding of the principles and vocabulary of RP.
- Students will learn to identify who is affected by misbehaviors and how.
- Students will contribute to developing appropriate ideas for how to make things right when harms have occurred.
- Students will continue to learn school-wide and classroom expectations to be used for all students, all staff, in all settings

Communications

- Support from the JCPS Communications team on development of materials your school needs, such as web, social media, print, or email.