

JCPS Board Work Session – December 13th, 2016

**BEHAVIOR INTERVENTION &  
SUPPORTS, RP/PBIS  
IMPLEMENTATION, AND  
ALTERNATIVE SCHOOL  
UPDATE**

# Increase in JCPS Behavior Incidents

- ⦿ District-wide training for all Assistant Principals and Principals
- ⦿ Absence of BILs Data System
- ⦿ Plan for Behavior Support Custom Tab

What is the data telling us?

# JCPS Suspension Update

# DISTRICT

- ⦿ Top behaviors resulting in suspension (approx. 7,500 incidents for 4,718 students suspended)
  - Fighting/Striking Student (25.8%)
  - Failure to respond to questions or requests (13.1%)
  - Intimidation/Harassment/Harassing communications - w/staff (8.6%)
- ⦿ Almost 79,000 students with no behavior events, with only 106 students having 5 or more.
- ⦿ 67.1% of infractions originated in the classroom, 14.3% in halls and stairwells, and 4.4% in the cafeteria.

# Elementary Schools

- ◎ Top behaviors resulting in suspension (807 incidents for 571 students suspended)
  - Fighting/Striking Student (35.4%)
  - Fighting Striking faculty/staff, or other officials (23.6%)
  - Intentionally throwing/releasing an object... (8.1%)
- ◎ Over 41,000 elementary students with no behavior events, with only 8 students having 5 or more.
- ◎ 72% of infractions originated in the classroom, 7.4% in halls and stairwells, and 6.0% on the playground.

# Middle Schools

- ⦿ Top behaviors resulting in suspension (2,747 incidents for 1,763 students suspended)
  - Fighting/Striking Student (35.6%)
  - Failure to respond to questions or requests (14.1%)
  - Intimidation/Harassment/Harassing communications - w/staff (7.5%)
- ⦿ Over 16,000 middle school students with no behavior events, with only 34 students having 5 or more.
- ⦿ 68.5% of infractions originated in the classroom, 12.4% in halls and stairwells, and 5.4% in the cafeteria.

# High Schools

- ⦿ Top behaviors resulting in suspension (3,845 incidents for 2,384 students suspended)
  - Fighting/Striking Student (16.8%)
  - Failure to respond to questions or requests (14.6%)
  - Profanity/Vulgarity toward staff (12.4%)
- ⦿ Over 21,000 high school students with no behavior events, with only 64 students having 5 or more.
- ⦿ 65% of infractions originated in the classroom, 17.1% in halls and stairwells, and 4.3% on campus/grounds.



## Trends

ECE students suspended ranged from 23.9% to 37.3 in elementary schools, with the district average being 25.4%.

Over 83% of students suspended district wide qualify for free and reduced lunch.

Our African American young men are referred most, with a district average of 43.4%.

Our 9<sup>th</sup> graders and 6<sup>th</sup> graders are the most referred grade levels – both transitional years for our students



# Additional considerations

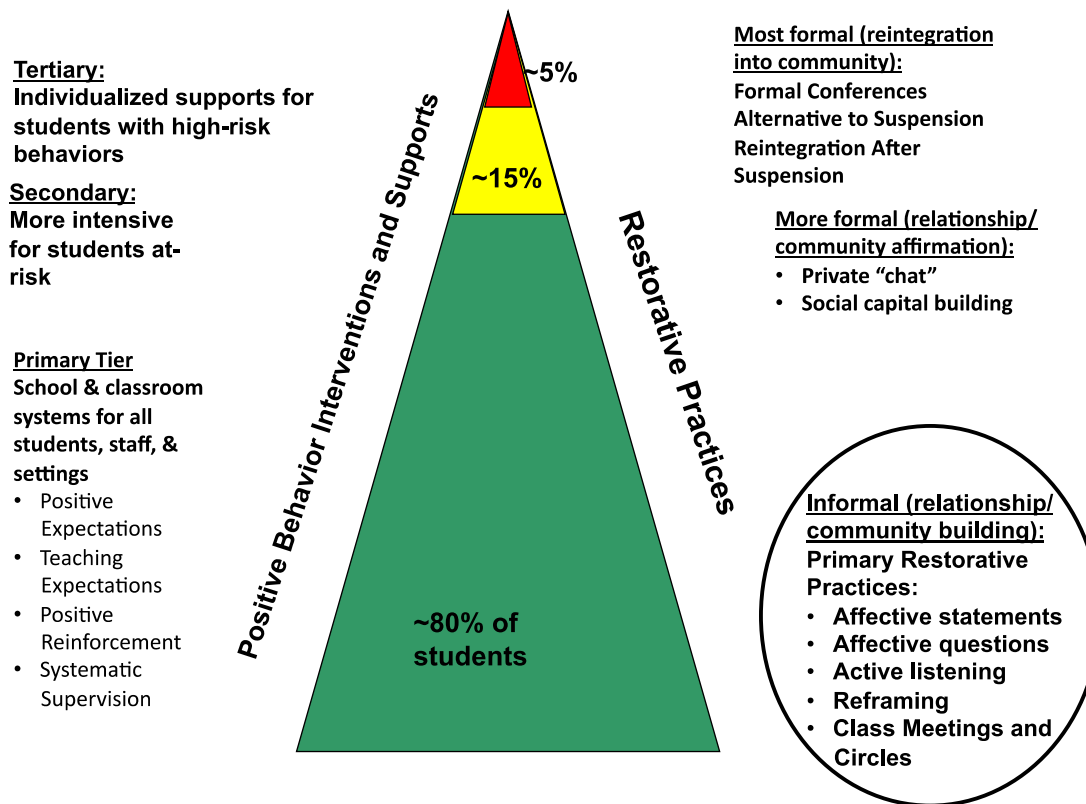
- ◎ Drill down into the “Failure to respond to questions or requests”
  - *Positive piece is that only 5% resulted in suspension, not quite 33% were PAC or ISAP, with approximately 62% being other Tier 1 interventions.*
- ◎ Process for Handbook revisions – how can we further communicate proactive strategies while eliminating as many vague or gray behavior codes as possible.
- ◎ Enhance communication and training in the areas of behavior support & effective data keeping.

# Calibration of RP and PBIS Best Practices

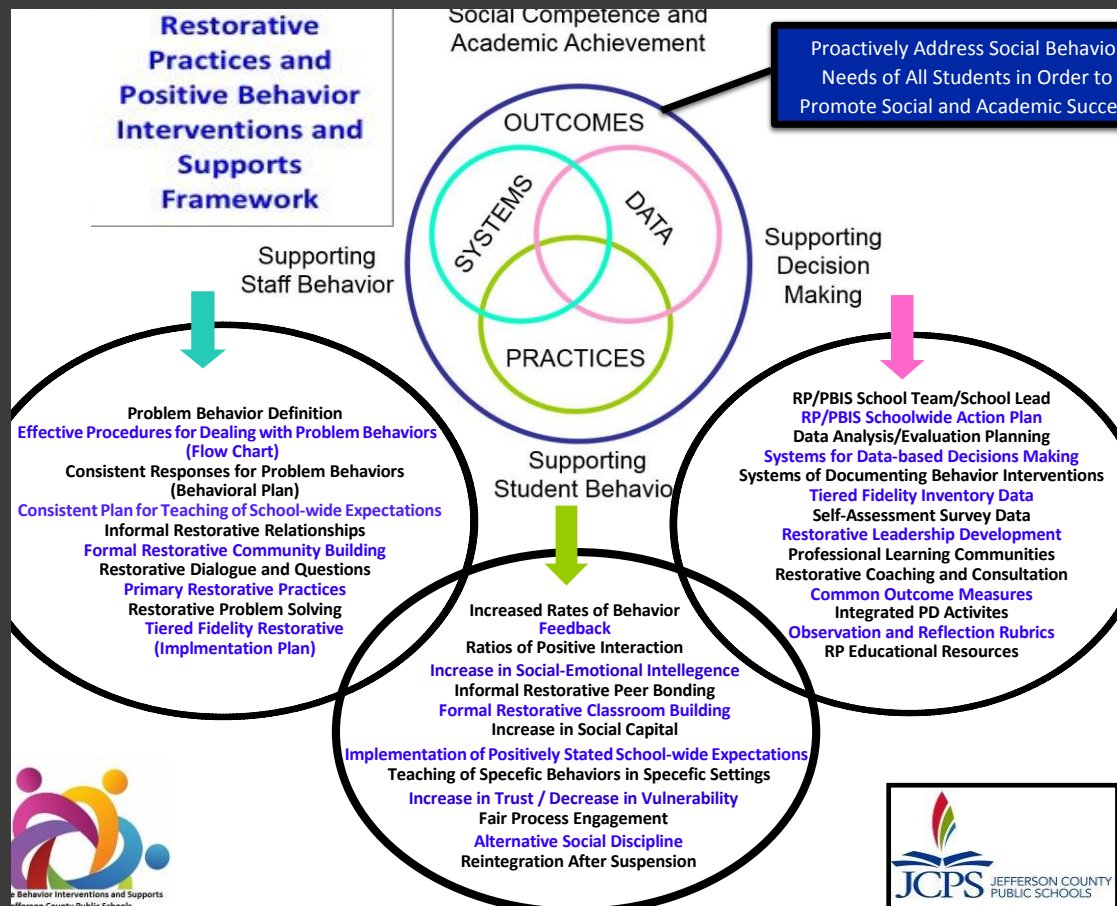
JCPS BEHAVIOR  
SUPPORTS

# No new things, the same practices in a more intentional and organized pyramid

## INTEGRATING PBIS AND RP ACROSS THE TIERS



# How do they fit together in a framework?



# Continued commitment to best practices, strategies, and tools

- ⦿ Connections to Social Emotional Learning
- ⦿ Trauma Informed Supports
- ⦿ Compassionate Schools Project

\*\*\*Ensuring that we offer our stakeholders clear connections to current initiatives as they compliment and “dove tail” with our efforts to create restorative environments for our students and staff.



**We are excited to introduce our first three school-wide implementations!!**

PBIS and RP leadership and resource teachers reflected on data and commitment to existing efforts towards PBIS practices and increase student relationships based in restorative and proactive solutions and interventions.

The schools chosen have many pre-dispositions we feel will create successful sites for others to visit.

Finally, principals and staffs had to be on board and interested in participating.

Elementary Lab Site

**SHACKLETTE  
ELEMENTARY**



Middle School Lab Site

**KNIGHT**

**MIDDLE SCHOOL**





High School Lab Site

**WAGGENER  
HIGH SCHOOL**



# Focused, Intentional, & Shared Leadership

- District Leadership Team
- Purpose
- Members (*IIRP Behavior Support Lead. Team.xls*)
- Sustainability plan

# How will the additional 14 schools be selected?

- School & District commitments for the 14 opt-in schools (*IIRP School Commitments – DRAFT.doc* & *IIRP School Commitment Form – DRAFT.doc*)
- Demographic and regional assurances
- Selection process, if necessary

# When is all of this happening?

- Implementation Calendar (*IIRP Beh. Support Lead. Team Training Dates.doc*)
- Year 1 – 17-18
- Year 2 – 18-19
- Year 3 – 19-20

How can we do more to  
support students and families?

**RECREATING STUDENT DUE  
PROCESS AND THE  
ALTERNATIVE SCHOOL  
CHOICE PROCESS**

# Recreating student due process and the alternative school choice process

- ◎ Division of behavior support and non-behavior support alternative school offices and staffing
- ◎ Vision for case management and referrals/entrance/exit for 17-18
  - Enrollment zones
  - Return to family initiated referrals
  - New level of customer service & case management

# Recreating student due process and the alternative school choice process

## ⦿ Transparency of procedures for Behavior Support Schools

- MDA is complete, communicated, and a work in progress
- Breckinridge is in process
- Need for additional behavior support seats
- Need for an elementary school support

# Breckinridge Metropolitan



- Total enrollment – 172
- 45.35% ECE
- Over 80% AA
- Great Practices: Time spent daily for students to focus on improved executive function, choice making, and life skills with a consistent adult mentor



# Minor Daniels Academy

- Total enrollment – 210
- 27.14% ECE
- Over 70% AA
- Great Practices:  
Implementation of RP,  
commitment to 2 pro-  
active circles a week,  
increase in positive  
interactions between  
students and staff



Role Clarity for  
Non-Behavior Support  
Alternative Schools

THE POWER OF BEING  
ON THE SAME PAGE

# Jefferson County High School



- Total enrollment – 258
- 0.0% ECE
- 66% White
- Great Practices:  
Dedication to celebrating student successes by creating individual graduations for all student completers

# Liberty High School



- Total enrollment – 264
- 12.12% ECE
- 60% AA/30% White
- Great Practices:  
Increased remediation and enhancement opportunities built into the day twice a week in addition to ESS to provide individualized supports in core subjects

# Southpark TAPP

- Total enrollment – 110
- 6% ECE
- 46% White, 32% AA, and 17 Hispanic
- Best Practices:  
Increased rigor and buy-in from teaching staff yielding increased college and career readiness for students



# Westport TAPP

- Total enrollment – 72
- 4.17% ECE
- 60% AA, 31% White, 9% Hispanic





# The Phoenix School of Discovery



- Total enrollment – 350
- 46.0% ECE
- 68% White, 25% AA
- Great Practices: The creation of a Turnaround Team that coordinates more intentional provision of services and supports for students



QUESTIONS