

Behavior Support Systems Model

Proposal for School Commitment

Jefferson County Public Schools (JCPS) that wish to join the Behavior Support Systems 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 one of the models for this work with the goal of all members of the Behavior Support Systems cohort achieving fidelity status within three years. The components of this model will integrate Restorative Practices (RP), Positive Behavior Interventions and Supports (PBIS) framework, as well as the Danielson framework as outlined in the Professional Growth and Effectiveness System to support school-wide needs. All work supports Strategy 2.1.3—Improve Culture and Climate and Strategy 2.2.4 Develop Leaders, of the JCPS Vision 2020.

Behavior Support Systems cohort schools will adhere to the following:

School Structure and Scheduling

- Implement the integrated model that includes RP, PBIS, and the Danielson framework school-wide
- Administrators as an active team participant (attend trainings and team meetings)
- Valid agreement from the staff to commit to appropriate trainings
- Agreement to have all staff undergo Introduction to Restorative Practices 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
- Integrate proactive circles in instruction to increase student achievement, foster relationship building, and allow for the development of mutual respect, trust, and sharing
- Appoint a School-Based Behavior Support Systems Team Leader and Co-Lead, one of which must be an administrator
- Send at least one team member/lead to Behavior Support Systems trainings monthly
- Conduct monthly meetings with the school staff through PLC work as well as regular faculty meetings

- The School-Based Behavior Support Systems Team will meet monthly, collect and analyze academic and behavior data
- The School-Based Behavior Support Systems Team will measure proficiency using district identified self-assessment surveys for both staff and students.
- Collaborate with District Behavior Support Systems Team

Professional Development

- A high-quality, school-based professional-development (PD) plan will be in place to increase the professional capacity in teachers and leaders supporting the integration of RP, PBIS, and the Danielson framework. The plan should take advantage of district supports.

Involvement from IIRP

- The IIRP instructor will meet with the School-Based Behavior Support Systems Team to review work plans and address program challenges and celebrate good practices.
 - PD training
 - Four on-site consultation days led by the assigned IIRP instructor and the district coordinator
 - Monthly consultation calls
 - Data collection and monitoring (e.g., behavior, discipline, school culture and climate, implementation)
 - School visits with District Behavior Support Systems Team members

Student Exploration and Leadership

- Students will be able to articulate school-wide and classroom expectations as outlined in the PBIS framework.
- 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.

Communications

- Schools will continue to develop, implement and refine PBIS framework strategies.

- Schools will use the RP **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 RP **affective 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.

COMMITMENT FROM IIRP AND **THE DISTRICT BEHAVIOR SUPPORT LEADERSHIP TEAM**

The following supports from IIRP and the District Behavior Support Systems Team will be provided to schools that commit to the cohort:

School Structure and Scheduling

- Access to District Behavior Support Systems Team members, which includes twice a month site visits to help with coaching, modeling, and support
- Ongoing training from the District Behavior Support Systems Team
- School climate readiness will be assessed through the lens of school safety, teaching and learning, school-wide interpersonal relationships, school environment, and professional relationships
- Schools will build capacity for positive school-wide climate through a School-Based Behavior Support Systems Team
- Professional Learning Communities (PLCs) will be used to teach and reinforce restorative pedagogy and explicit practice through professional development training and small group discussion
- IIRP and district level supports will monitor school climate progress and improve cultural domains
- Four IIRP consulting days following whole school training during the terms of the district contract
- Implementation start-up session
- Monthly consultation calls from IIRP
- District coaching and support to administer the district identified self-assessment tools used to measure growth toward proficiency for both staff and students

Professional Development

- Restorative Practices whole school trainings (two consecutive days required):
 - Introduction to Restorative Practices
 - Using Circles Effectively
- Monthly trainings for School-Based Behavior Support Systems Team Leader/Co-Leader or designated team member to focus on the integration of Restorative Practices (RP), Positive Behavior Interventions and Supports (PBIS) framework, as well as the Danielson framework as outlined in the Professional Growth and Effectiveness System
- Resources provided:

- Restorative Questions Cards
- Restorative Questions Poster
- IIRP Globe “Talking Piece”
- Books for each staff member who attends training
- IIRP restorative practices video and book library

The following are Expected Student Outcomes for schools participating in the cohort:

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 and PBIS.
- Students will learn to identify who is affected by misbehaviors and how that person is affected.
- 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, and all staff, in all settings through the implementation of the PBIS framework.