

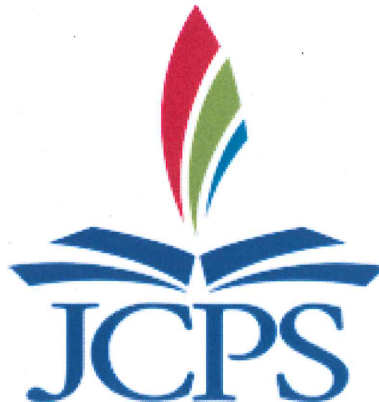
## **Achievement Area 5 – Behavior Support Systems Update**

### **Schools participating in our 1<sup>st</sup> year implementation**

List of schools enclosed  
Map identifying school locations enclosed  
Principal meeting presentation enclosed

### **Upcoming Events & Activities**

- I. Principal Needs Assessment – March 8<sup>th</sup>, Principal Meeting  
Full needs assessment enclosed
- II. Be Strong LIVE Tour – March 30<sup>th</sup>, Louisville Palace  
Project synopsis and participants enclosed
- III. Superintendent Summit – April 11<sup>th</sup>, TBA  
Draft agenda enclosed
- IV. IIRP Community Event - Late Spring, TBA  
*2-Day Basic Restorative Practice Event w/ a Community Restorative Problem-Solve circle*
- V. Full-School Introduction to RP and Using Circles Effectively – May 25<sup>th</sup> & 26<sup>th</sup>, Waggener HS & TT Knight, and May 30<sup>th</sup> & 31<sup>st</sup>, Shacklette ES  
\*\*We are actively looking for summer 2017 dates for additional schools.  
District Leadership Team Members enclosed  
District Leadership Team training dates enclosed  
School & District Commitments enclosed
- VI. Deeper Learning Symposium – June 7<sup>th</sup> – 9<sup>th</sup>, KFEC
- VII. Behavior Institute – 12<sup>th</sup> & 13<sup>th</sup>, Galt House Hotel



# Behavior Support Systems Model

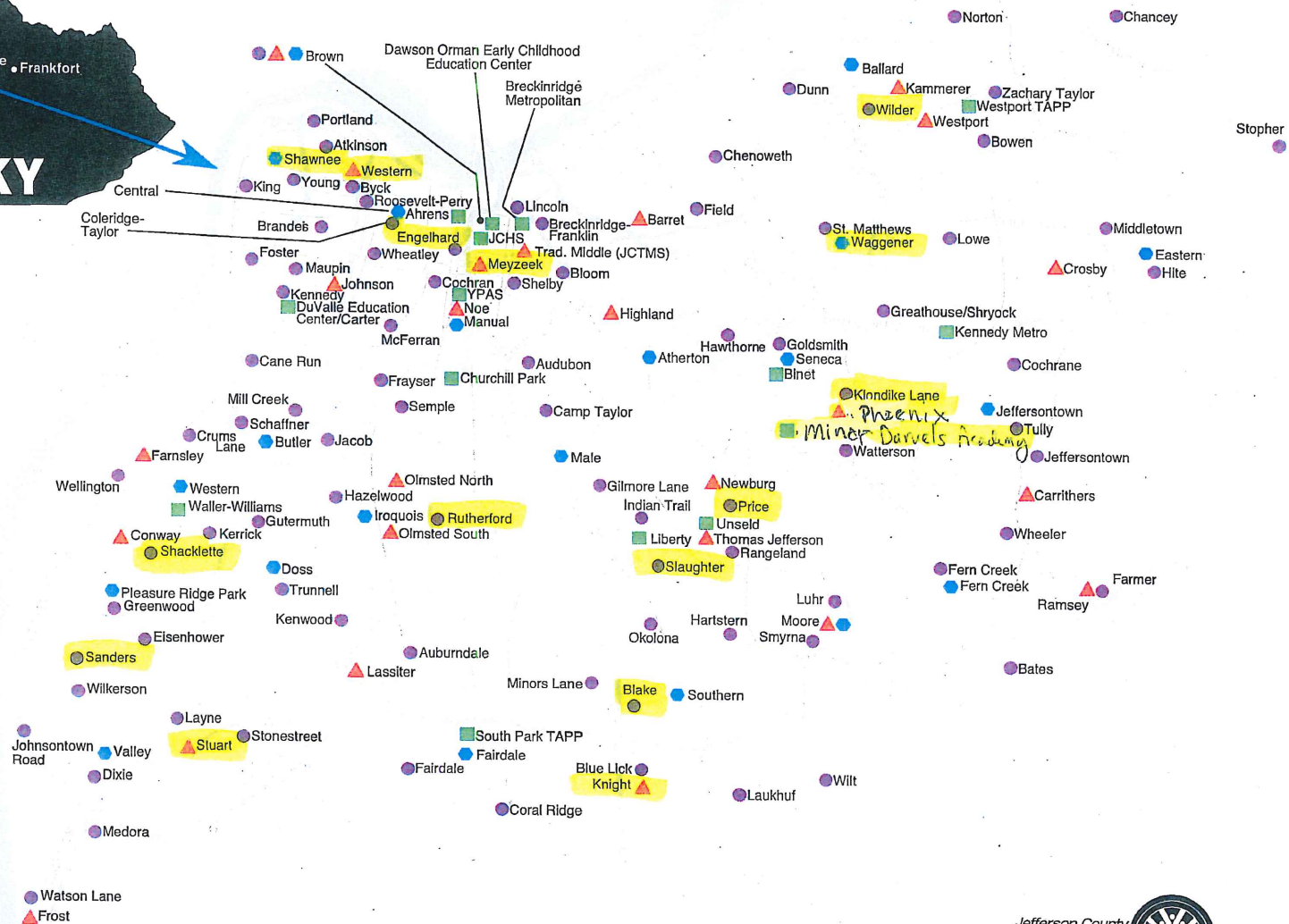
## Whole School Training for Restorative Practices

### Integration Work: Restorative Practices and Positive Behavior Interventions and Supports

School List			
	<u>School Name</u>	<u>Level</u>	<u>Area</u>
1	Blake ES	Elementary	3
2	Engelhard ES	Elementary	2
3	Klondike ES	Elementary	4
4	Price ES	Elementary	4
5	Rutherford ES	Elementary	2
6	Sanders ES	Elementary	1
7	Shacklette ES	Elementary	1
8	Slaughter ES	Elementary	3
9	Wilder ES	Elementary	6
10	Brooklawn	High	ASP
11	Minor Daniels Academy	High	5
12	Phoenix	High	5
13	Shawnee HS	High	5
14	Waggener HS	High	3
15	Knight MS	Middle	3
16	Meyzeek MS	Middle	6
17	Stuart MS	Middle	3
18	Western MS	Middle	4

# JEFFERSON COUNTY PUBLIC SCHOOLS

## DISTRICT MAP



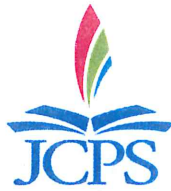
This map was revised on 12/17/13.

● Elementary Schools ▲ Middle Schools ● High Schools ■ Specialized Schools



Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities  
www.jcpsky.net  
Revised District Map (KY) B/W 12/17/13 BH





## Principal's Needs Assessment

### How Relationships & Awareness Impact Culture and Behavior

Principals will complete a needs assessment for their schools that offers insight into the level of readiness, and/or level of implementation of Behavior Interventions & Supports (PBIS), Restorative Practices (RP), Social Emotional Learning (SEL), and Trauma Informed Care (TIC). Principals will then reflect on the two areas that need the most attention based on their responses.

### Behavior Interventions and Supports (PBIS)

0 – Never; 1 – Rarely; 2 – Sometimes; 3 – Often

	RATING
1. Expectations for behavior are clear at my school.	
2. Students are taught what behavior is expected by my school.	
3. Students at my school understand expectations for their behavior.	
4. Problem behaviors are clearly defined at my school.	
5. Consequences for problem behaviors are clearly defined and consistently implemented.	
6. School personnel provides active supervision in non-classroom areas of the school.	
7. Students are acknowledged for positive behavior.	
8. Teachers are provided opportunities for coaching and support regarding behavior in the classroom.	
9. A team analyzes student behavior and makes recommendations for improvement.	
10. Systems in my school allow instruction to continue when there are behavior problems in class.	
11. My teachers are allowed to focus on educating students with minimal interruptions.	
12. Teachers consistently enforce rules for student conduct.	
13. My school leadership facilitates using data to improve student learning.	



## Principal's Needs Assessment

### Restorative Practices

0 – Never; 1 – Rarely; 2 – Sometimes; 3 – Often

#### RATING

26. My school uses a process to re-integrate students who return from an alternative school.	
27. My school employs a process to bring a student who does harm back into the community.	
28. My school utilizes specific processes to heal victimized students.	
29. My school uses a process for integrating and acclimating new students to our school.	
30. The faculty uses group decision-making to solve problems.	
31. Students know how to appropriately handle conflict with another student or staff member.	
32. My students seem to understand how their behavior impacts others.	
33. Teachers and staff are able to separate the behavior from the student.	
34. Students are encouraged to repair any harm caused by their behavior.	
35. Staff explains the reasoning behind decisions that affect students.	
36. Students in my school are encouraged to identify and express their feelings.	
37. My school utilizes a defined structure and designated staff who are skilled in responding to incidents that have caused stress or harm to staff, students, and/or families.	
38. Staff is able to respond to incidents to gather information, facilitate reflection, build empathy, and/or prepare for meetings/conferences.	
39. My school is a place where individuals who may have committed harm take full responsibility for their behavior by addressing the individual(s) affected by the behavior.	



### Principal's Needs Assessment

10. To what extent are you and your staff developing skills with your students that will assist them with having empathy AND understanding for others?	
11. To what extent are you and your staff developing skills with your students that will assist them with managing their emotions?	
12. To what extent are you and your staff developing skills with your students that will assist them with managing their behaviors?	
13. To what extent are you and your staff developing skills with your students that will assist them with learning how to achieve their goals?	
14. To what extent are you and your staff assisting students with establishing and maintaining a "sense of belonging" within your school?	
15. To what extent are you and your staff familiar with the various "calming behaviors" that are useful for ALL students?	

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Trauma Informed Care

0 – Not at all; 1 – Very Little; 2 – Somewhat; 3 – To a Great Extent

#### RATING

1. To what extent are you and your staff familiar with the Adverse Childhood Experiences Study and its implications on student behavior and/or learning?	
2. To what extent are you and your staff familiar with mindfulness and its implications on student behavior and/or learning?	
3. To what extent are you and your staff familiar with strategies related to self-care?	
4. To what extent are you and your staff familiar with the various types of trauma and its implications on student behavior and/or learning?	
5. To what extent are you and your staff familiar with traumatic stress and its' impact on functioning as well emotional and physiological wellbeing of students?	



## **BE STRONG IS COMING TO LOUISVILLE**

**Date:** March 30, 2017

**Time:** 10:00 – 11:00am EST.

**Location:** THE LOUISVILLE PALACE

**Address:** 625 S. 4<sup>th</sup> St. Louisville, KY. 40202

### **SYNOPSIS ON PROJECT:**

Anti-bullying nonprofit Be Strong and top Kentucky non- profits, education and government officials will host up to 2,500 students and hundreds of thousands more can watch online.

Be Strong LIVE Tour will focus on bullying and cyberbullying as a major public health and safety issue, with insight on ways to identify and stop bullying and how victims can find support

The event will be hosted at The Louisville Palace and feature remarks by inspirational public speaker Mary McMahon-- including best-selling author, Broadway performer and motivational speaker Jessie Funk as keynote and music by the Louisville quartet, Linkin' Bridge. The event will generate much-needed attention to the issue, including how to identify and stop bullying and how support is available to help victims of bullying and cyber-bullying.

As part of its effort to provide support to victims of bullying, Be Strong created and maintains the Be Strong app, available for free on iOS or Android and providing a wide range of support for students and families dealing with bullying.

The app includes access to a 24-hour hotline and crisis text line, as well as updated information on social services available in the user's vicinity anywhere in the U.S. Be Strong events such as the one in March in Louisville are available live and for free through the Be Strong app.





Music provided by:

Linkin' Bridge: <https://youtu.be/I5-l28L4MUk>

- Louisville native singing group makes it to the finals of America's Got Talent while spreading a message of hope and perseverance.

Keynote Speaker:

Jessie Funk: <https://youtu.be/gzt9WGiEtLc>

- Bullying specialist and speaker - Jessie Funk has been teaching and mentoring students for over a decade. She holds a certification from Notre Dame University and a degree in Psychology.

Speaker:

Mary McMahon: VIDEO UN-AVAILABLE

- Speaker professional, President of the Alaskan Association of Secondary School Principals, President Alaska Council of school Administrators and a Principal

Host(s):

1. Cassandra Webb: [https://youtu.be/ey-XCh60\\_F4](https://youtu.be/ey-XCh60_F4)

- Works with middle and high school students to prepare for college and life after high school.

2. Ashleigh Cromer:

<https://www.dropbox.com/s/48bindf90r87zkm/AntiBullyingSegment.mov?dl=0>

- Manages all operations and direction for Be Strong

**STAND STRONG USA, INC**

692B S. Military Trail, Deerfield Beach, FL 33442



## 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.