Work Session

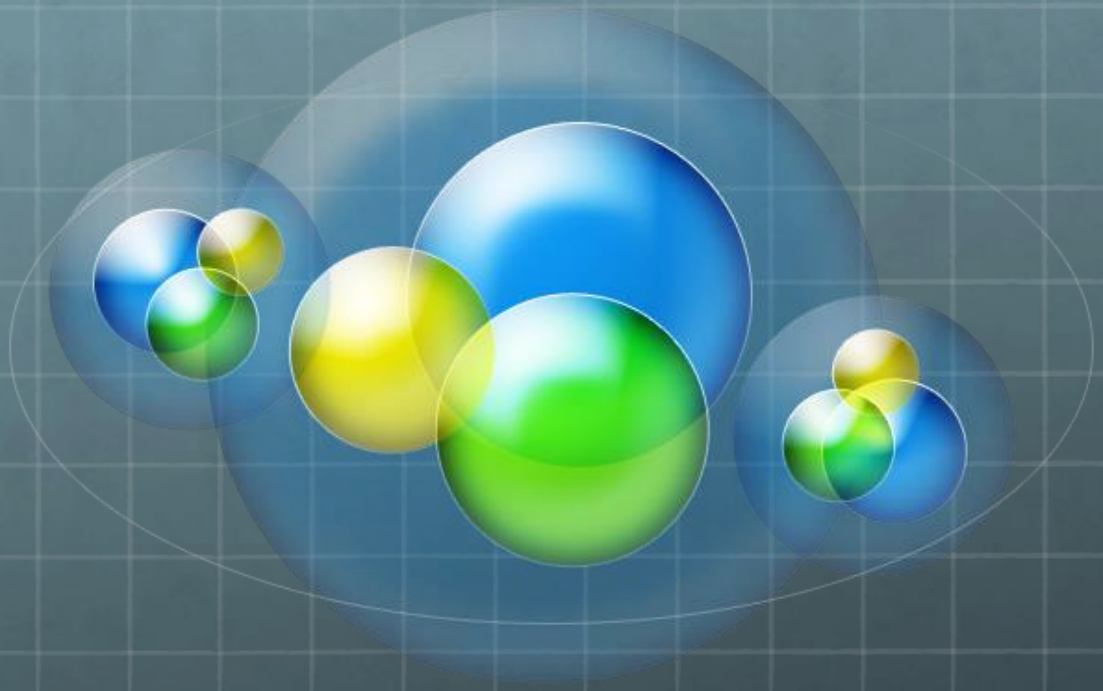
April 25th, 2017

Session Objectives

- Provide an overview of district-wide data, including suspension trends, disproportionality, & steps being taken to reduce incidents.
- Offer a deeper look into the IIRP contract, where we are with implementation, and any updates to the timeline.
- Review the process for collecting stakeholder feedback, the types of feedback received, and recommendations for adjustments to the Student Behavior Support and Intervention Handbook.

Acknowledgements

- Suspensions are not going to change student behavior.
- Reducing suspensions and disproportionality in our schools is going to take all members of our community.
- Adult behaviors, ALONE, can directly influence student outcomes in a positive way.
- One of our greatest strengths is also a barrier…JCPS houses the expertise to make change BUT we will have to intentionally collaborate across departments if we want to positively impact adult behaviors.



Discipline Data

Data included reflects events prior to 3/22/17

District Suspensions By Level

Number of Suspensions	2015-2016 # Suspensions	2016-2017 # Suspensions	Difference	Percent of Schools with an Increase in Suspensions
Elementary	1179	1671	**+492 (42%)**	**73%**
Middle	5108	5540	**+432 (8%)**	**57%**
High	6142	7162	**+1020 (17%)**	**64%**
District	**12,429**	**14,373**	**+1944 (16%)**	**68%**

What do the numbers tell us?

- 1766 of the 1944, slightly over 90%, additional suspensions for this year are explained by 10 middle and high schools schools' increases. 3 of the 10 are part of the new RP/PBIS 17-18 cohort.
- While percentages reflect the number of schools with increases, only 178 suspension resolutions remain district-wide, with some schools reducing incidents. Our top 10 schools with reductions in suspensions explain 885 less suspensions.
- Elementary schools had the highest proportional increase, with behavior supports slowly diminishing. New regional supports will be in place to offer assistance to 4th and 5th grade students for the 17-18 school year.

Top 3 behaviors, at each level, resulting in suspension

	2015-2016	2016-2017
Elementary	02B: Disruptive Behavior	12B: Fighting/Striking - Student
	12B: Fighting/Striking - Student	13B: Fighting/Striking Faculty/Staff - or other officials
	02B: Failure to Follow Instructions	***02B: Failure to Respond to Questions or Requests***
Middle	12B: Fighting/Striking - Student	12B: Fighting/Striking - Student
	02B: Disruptive Behavior	***02B: Failure to Respond to Questions or Requests***
	02B: Failure to Follow Instructions	14B: (w/Staff) Intimidation/Harassment/Harassing Communications
High	02B: Failure to Follow Instructions	12B: Fighting/Striking - Student
	12B: Fighting/Striking - Student	***02B: Failure to Respond to Questions or Requests***
	02B: Disruptive Behavior	06B: Profanity/Vulgarity toward Staff

Adult-Student Relationships need our immediate attention

- 2 of the top 3 codes at all three levels speak to toxic interactions between adults/staff and students.
- Refusal to follow staff instructions, defiant behavior, appears in the top 3 at all levels.
- Of the over 34,000 incidents of Refusal to Follow Staff Instructions, under 6% resulted in a suspension.
- In reviewing a random sample of 100 incidents and 100 incidents that resulted in suspension at each grade level, data reflected that many of the suspensions were either repeated incidents or one of multiple behaviors exhibited during a single student incident.

What are we doing?

- Creating and implementing a behavior support model who's foundation is built on positive culture, fostering healthy relationships, valuing student voice and increasing student engagement.
- Increasing staff awareness and providing training on trauma informed care, social emotional learning, cultural competence, bias, and student centered learning models and strategies – Big Picture - DEEPER LEARNING
- Providing mental health support to students in schools, with more MHCs funded for next school year.
- Calling on our experts to assist in identifying high yield strategies for our gap groups.

Overall Discipline Referrals in 2015-2016 and in 2016-2017 (through first 122 days of schools each year)

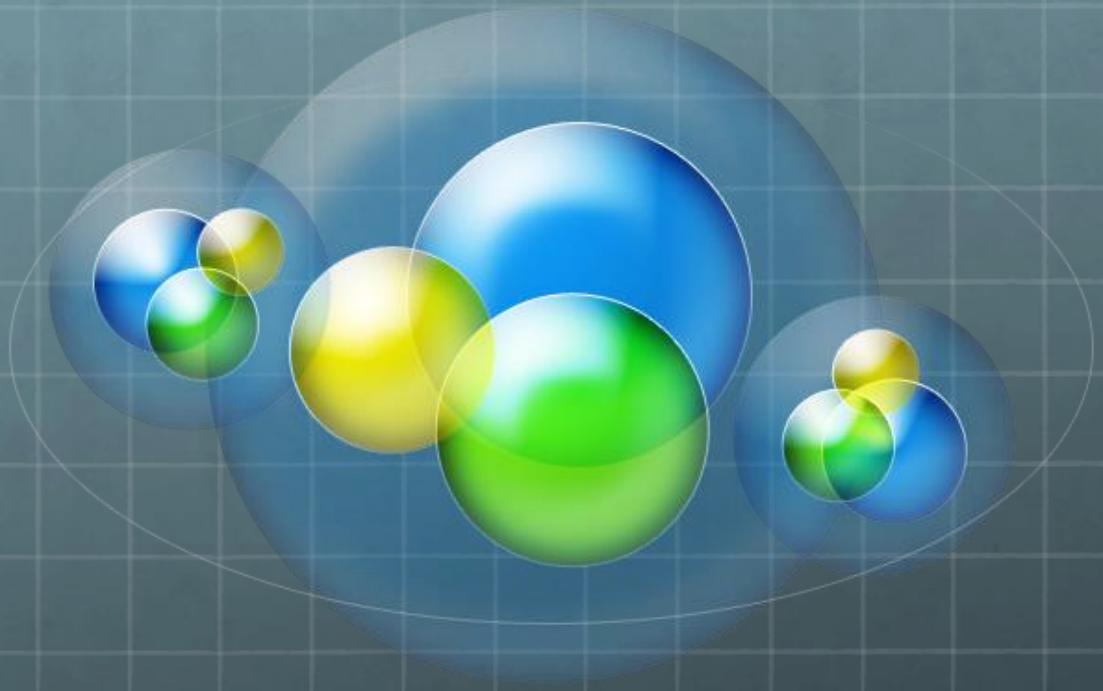
Level	2015-2016	2016-2017	Difference	Percent of Schools that have Increased in Discipline Referrals
Elementary	16,731	31,784	+15,053 (+90%)	85%
Middle	30,060	38,883	+8,823 (+29%)	54%
High	49,999	67,295	+17,296 (+35%)	59%
Grand Total	96,790	138,962	+41,172 (+43%)	78%

Factors contributing to change in overall events

- Elementary and middle school differences were likely impacted by the loss of the BILs system.
- The high school increase is not likely to have been impacted by the loss of BILs, however, teachers imputing referrals into IC is a possible factor.
- All APs and principals received training on appropriate data reporting, and were asked to ensure staff was documenting progressive discipline measures.
- Aps and principals received training on restraint and seclusion procedures and expectations for reporting.
- The PAC resolution was added, and reporting the use of PAC is required .

Key points by grade level - How have resolutions changed?

- Elementary Schools & Middle Schools
  - Increased the use of phone calls and student conferences
  - Decreased suspension and full day ISAP each
  - Instituted PAC
- High Schools:
  - While there was a slight decline in percent of suspensions as a resolution, suspension is still the 3rd most frequently used resolution for high schools.
  - Parent conferencing, behavior plans, peer mediation, and referrals to other supports are underutilized
  - Instituted PAC



Disproportionality

Students with Learning Disabilities & Students of Color

ECE Disproportionality Data

Districtwide Out of School Removals of Students with Disabilities Through March 30, 2017

LEVEL	10 DAYS (AA)	10 DAYS (Other)	11+ DAYS (AA)	11+ DAYS (Other)
Elementary	1	1	7	0
High	8	6	12	1
Middle	10	1	8	3
Special	3	0	11	2
Total (thru 3/30/17)	**22**	**8**	**38**	**6**

ALL DATA AS OF 4/5/2017	Attendance			
	%	Perfect	Truant	Chronic
	91%	71	473	500
	Teacher Attendance			95%

https://spportal.jefferson.kyschools.us/bi2014/StudentPerformance/SitePages/Home.aspx

Kim Walters (kim.walters@jefferson.kyschools.us) - Supervisor Attendance/Student Records 313-2172 (Shoretel 400-2172)

CCR				
# Grads	CCR	CCR%	Bonus	CCR+Bonus
410	186	45%	21	48%

https://spportal.jefferson.kyschools.us/bi/slc/CCR/Pages/Home.aspx

Jimmy Genslinger (james.genslinger@jefferson.kyschools.us) - Specialist 485-3036 (Shoretel 400-3036)

Behavior Events	Total Events	
	15-16	16-17
Assault, 1st degree	1	0
Other Assault or Violence	19	20
Weapons	0	3
Harassment (includes bullying)	110	54
Drugs (includes tobacco)	23	51
Alcohol	1	1
State Resolutions not reported above	845	936
Total	999	1065

Discipline Resolutions	Total Events	
	15-16	16-17
Expelled, receiving services (SSP1)	0	0
Expelled, not receiving services (SSP2)	0	0
Out-of-School suspensions (SSP3)	298	327
Corporal Punishment (SSP5)	0	0
In-School Removal (INSR)	686	723
Restraint (SSP7)	0	0
Seclusion (SSP8)	0	0
Unilateral Removal by School Personnel(IAES1)	0	0
Removal by Hearing Officer(IAES2)	0	0
Total	984	1050

Legal Sanctions	Total Events	
	15-16	16-17
Arrests	13	8
Charges	0	11
Civil Damages	0	0
School Resource Officer Involvement	57	31
Court Designated Worker Involvement	0	0
Total	70	50

ECE Suspensions (2016-17)	AA	White	Other
# ECE students w/ 1-5 suspension days	22	10	0
# ECE students w/ 6-9 suspension days	7	1	0
# ECE students w/ 10+ suspension days	1	1	0

KDE School Report Card Safety Data

https://infinitecampus.jefferson.kyschools.us/public/main.xsl

Index > KY State Reporting > Safe Schools

For more detailed Behavior Data visit

https://assessment.jefferson.kyschools.us/DMC/Behavior/Behavior

Strategies To *Support* Disproportionality in our Schools

Reducing racial disproportionality & increasing sense of belonging for our students of color

- As mentioned earlier, JCPS currently provides training and PD around relationships, understanding, cultural competence, and creating conditions that make all children feel included.
- As reported by Dr. Marshall, we saw a 10% drop in sense of belonging among our students' of color.
- Now is the time to offer targeted supports to select schools based on their school-level data – What will this look like?

Collaboration, Support, & Monitoring

- As our internal consultants on best practice in equity and diversity, DEP will collaborate with our Data Management Team to define how JCPS will identify and measure Disproportionality.
- Once defined, and schools are identified, Area 5 will assist with monitoring progress and reporting that to Area Assistant Superintendents , our Cabinet, and our Board.
- Our DEP will drive the research and selection of best practice strategies, trainings, and PD, to assist with more targeted interventions yielding the best results for our students of color.

Collaboration, Support, & Monitoring (cont.)

- Assistant Superintendents will assist schools with analysis of their current context, school data, and select next steps and measures for improvement.
- Mandatory PD for staff at identified schools is desired, at the whole school and individual staff member level.
- Other departments with expertise in special learning needs, pedagogy, PBIS, RP, trauma, and SEL, will continue to support all students and schools.

Acknowledgements

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- Reducing suspensions and disproportionality in our schools is going to take all members of our community.
- Adult behaviors, ALONE, can directly influence student outcomes in a positive way.
- One of our greatest strengths is also a barrier…JCPS houses the expertise to make change BUT we will have to intentionally collaborate across departments if we want to positively impact adult behaviors.

Behavior Support Systems Model

Using Behavior Frameworks to Foster Student Success

April 2017

JCPS™
JEFFERSON COUNTY PUBLIC SCHOOLS

Objectives

Focus, align, and integrate Behavior Support Systems in JCPS

3 Primary Foci

- Restorative Practices
- Positive Behavior Interventions and Supports
- Classroom Management

JCPS

iirp International Institute for Restorative Practices

Integration/Alignment Partners

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

CIBRS
Center for Instructional and Behavioral Research in Schools

JCPS Integration Work

- Alignment
  - Systems
  - Data
  - Practices
- Enhancing teachers ability to teach positive social behaviors, build relationships with students, and each other.
- Not “train and hope”

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

Alignment Work

- PBIS provides:
  - Structures to support educators and administrators
  - Data to guide use of classroom practices and behavior supports
  - Strategies for teachers to use to achieve Danielson benchmarks
- RP provides:
  - Focus on relationship, and repair
  - Increased voice from students, families, and staff
  - MORE Strategies for teachers to use to achieve Danielson benchmarks
- Classroom Management
  - Explicit “how to” for teachers, with feedback

PBIS Positive Behavioral Interventions & Supports
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Restorative Practices

The **fundamental hypothesis** of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them.

Ted and Susan Wachtel

AIM: To develop community and to manage conflict and tensions by repairing harm and restoring relationships.

Restorative Practitioner Style

Observations:

- Positive, kind and supportive relationships
- Effective discipline plan and orderly classroom/setting
- Sense of hope and optimism
- Students/young people feel sense of safety and competence
- High level of work quality
- High job satisfaction

Outcomes:

- Positive atmosphere
- High quality work output
- Positive relationships

Stigmatizing VS. Reintegrative Shame

Stigmatizing Shame:

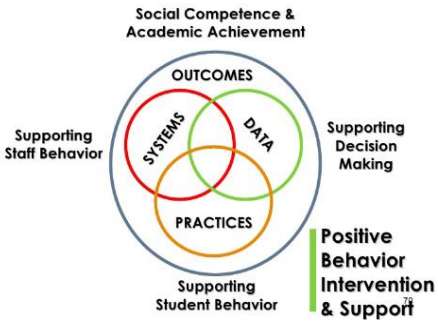
Pushes the offender out of the community and labels them. The offender is now a bad person who committed a crime or harm. This label may follow them their whole lives. Since the offender is pushed out of the community, it encourages their participation in a criminal subculture.

Reintegrative Shame:

Expresses disapproval but does not push the offender out of the community. This type of shame rejects the act but not the person and allows for the person to be reintegrated back into the community.

Positive Behavior Interventions and Supports (PBIS)

- Decision-making framework to maximize use of effectiveness of *evidence-based classroom* practices to:
  - Prevent and reduce problem behavior
  - Increase learning time
  - Boost academic achievement
- At the core of PBIS is the interaction between teacher and student.



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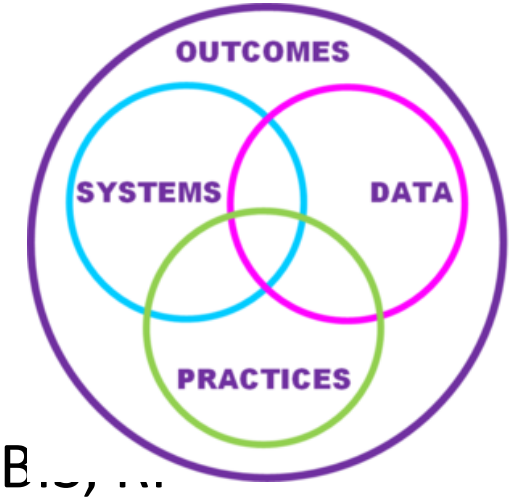
"Framework"



- **Systems**

- Policies: Reflect PBIS, RP, Classroom Management
- Professional Development: combined, not isolated
- Resources: funding, access to experts
- Coaching: District PBIS coaches working on alignment, support by IIRP
- Observations / Feedback: all practices, fidelity

- **Data**

- Fidelity: PB…, …
- Outcomes: Are our intended outcomes being achieved?
  - How are our students doing?
  - Do they feel like they belong?
  - Are they being successful academically?
  - Are they resolving conflict peacefully?
  - Are teachers using problem solving approaches versus o…

PBIS Positive Behavioral Interventions & Supports
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Practices: Informal to Formal

RP

informal — **formal**

- affective statements
- affective questions
- small impromptu conversation
- circle
- formal conference

PBIS

Tier 1

- Proactive Classroom Strategies
  - Explicit Instruction, Calm Corrections, Praise (4:1)
- Re-teach & Increase Classroom Strategies
  - Explicit Instruction, Calm Corrections, Praise (4:1)

Tier 2

- Referral Process
  - More Specific, Intense Instruction and Practice

Tier 3

- Team Problem Solving
  - Function-based, Person-Centered

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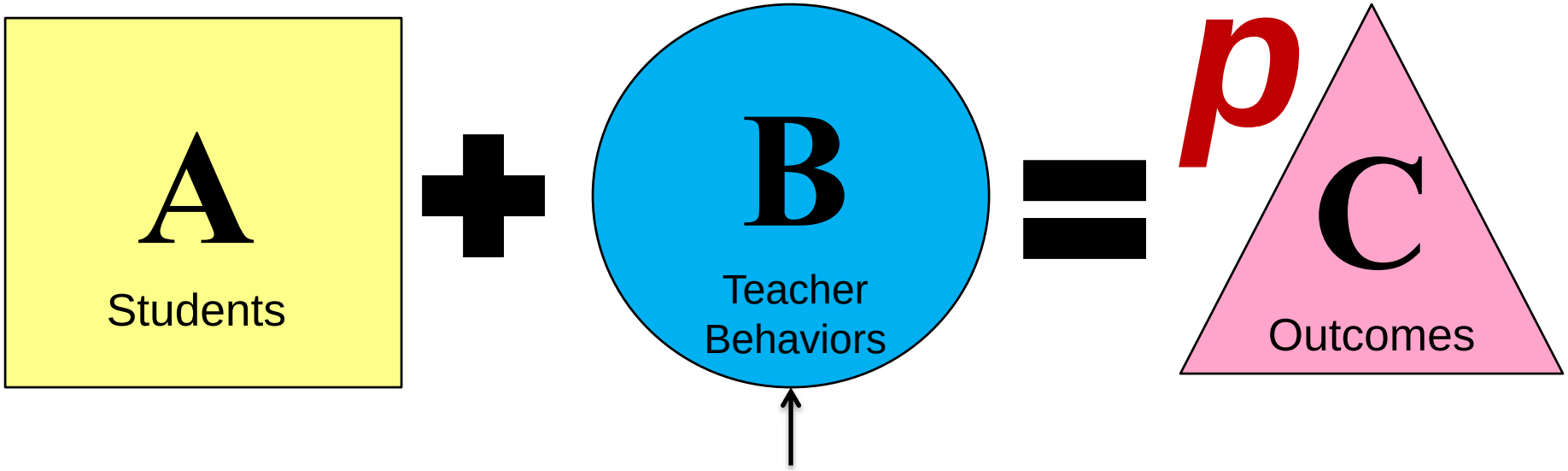
Considering the Logic of Probability for Instruction and Management



Provide the Highest Probability of Positive Outcomes

• Explicit curriculum • Modeling • Engagement • Goals
Consistent routines • Guided practice • Proximity
Spaced authentic practice • Formative assessment
High rates of positive to negative feedback

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School Instruction, Practice, & Assessment

Systemic PD and Danielson

	Increase Knowledge	Skill Demonstration	Use in the Classroom
Presentation/Discussion	10%	5%	0%
+Demonstration	30%	20%	0%
+Practice and Feedback	60%	60%	5%
+Coaching in Classroom	**95%**	**95%**	**95%**

Joyce and Showers, 2002

Keys to Facilitating Sustainable Change

- Provide a logic – *why should I do this?*
- Teach discrimination – *do I understand the keys?*
- Discuss relevance – *how would I use with my kids?*
- Observe and evaluate – *can I assess others?*
- Formative practice – *do I think about this all year?*

Practice

PBIS Systems Focus

Effective Teaching

Environment
Instruction
Relationships

RP

Danielson Framework for PD

Mediators

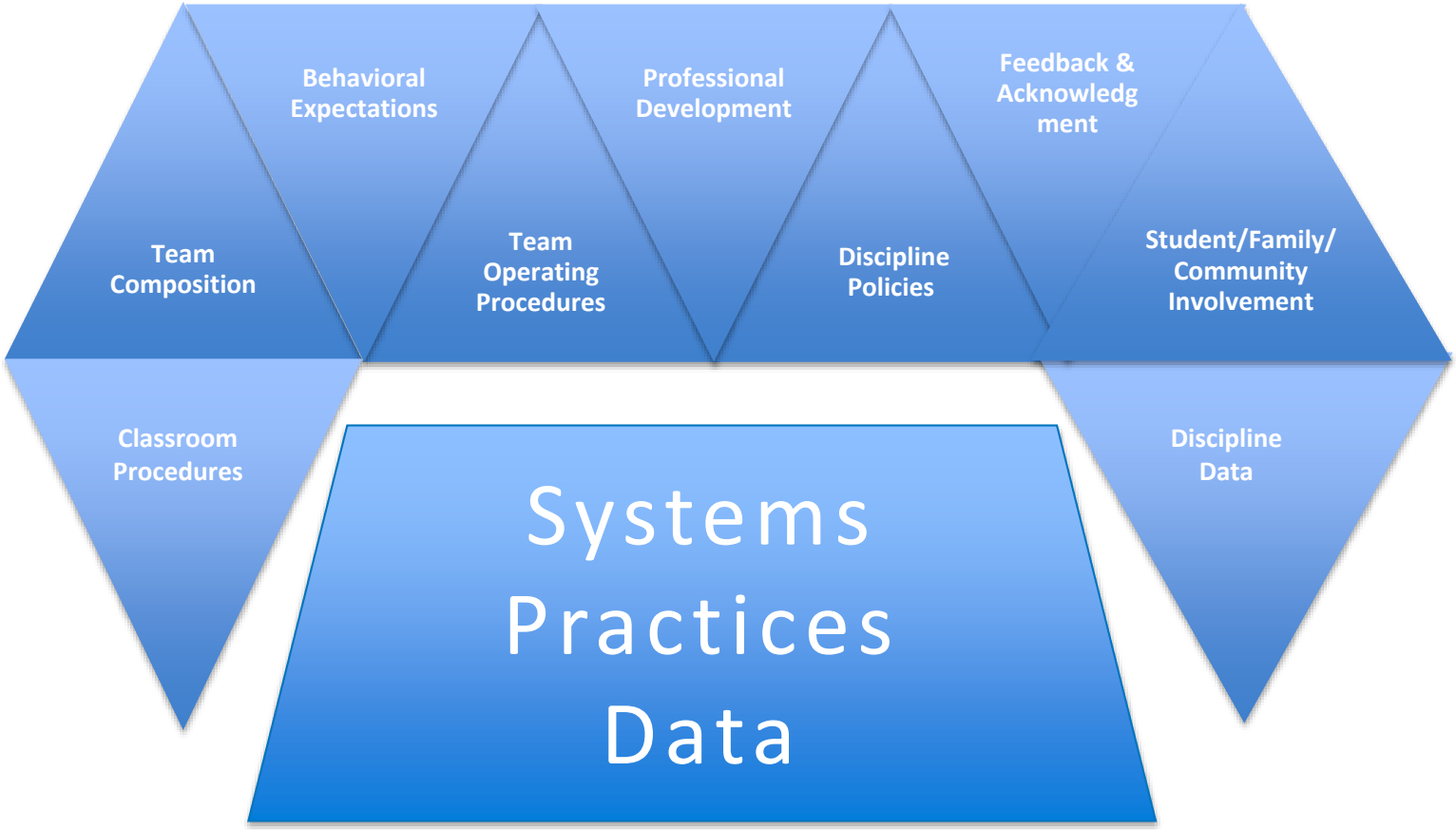
Student Success
Positive Teacher-Student Interactions
Positive Climate

Outcomes

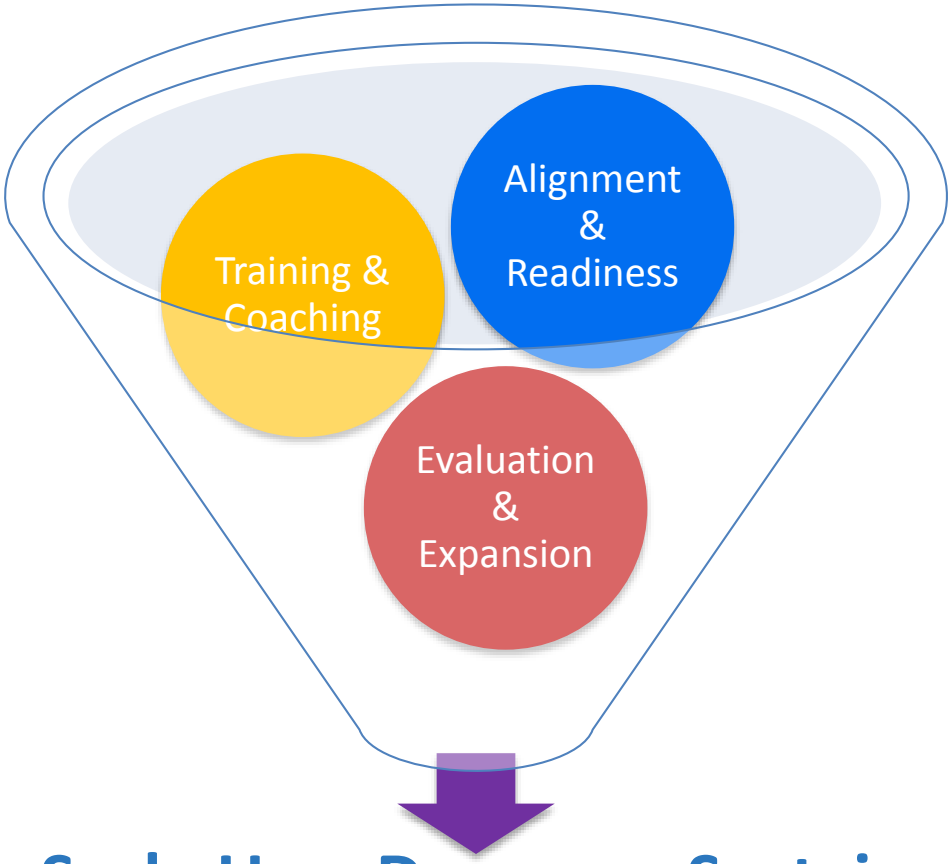
Increased Student Achievement
Decreased Removal from Instruction
Decreased Disproportionality

CIBRS
Center for Instructional and Behavioral Research in Schools

Implementation Fidelity Features

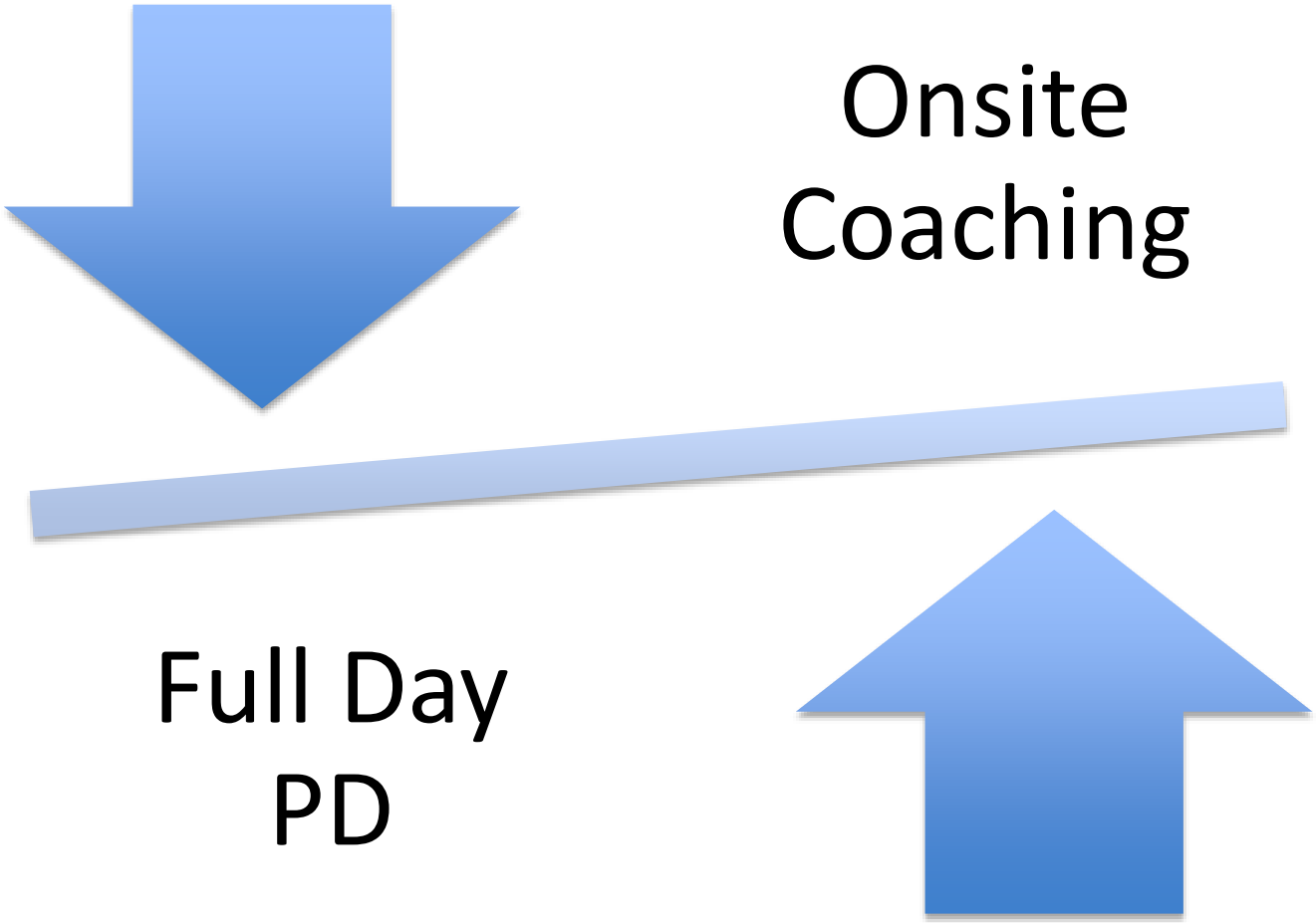


Building Capacity



Scale Up + Deepen + Sustain

Push In VS. Pull Out Approach



PROCESS TO SCALE RESTORATIVE PRACTICES AMONGST JCPS SCHOOLS

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JCPS Progress Report

- ✓ District Restorative Leadership Team Assembled
- ✓ Basic Leadership Training Completed:
  - Restorative Leadership Training/Orientation
  - 2-Day Basic School Climate / Includes School-Based Behavioral Teams
  - 4-Day Basic Restorative Practices
  - Family Engagement and Empowerment
- ✓ 18 Schools Selected / 4 Set To Launch in May
  - Shacklette Elementary School
  - Knight Middle School
  - Waggener High School
  - The Academy at Shawnee Middle and High School

JCPS Progress Report

- ✓ PBIS-RP Integration Work:
  - IIRP CE Director, JCPS District PBIS Coordinator, Midwest PBIS Research Director, and KY Center for Instructional Discipline Director
  - Added PBIS Elements to RP Trainings
  - Collaboration and Feedback From JCPS District Support Team
- ✓ Classroom Management work for 3 Demonstration Schools
- ✓ IIRP 2016-17 Service Plan Completed

JCPS 2017 – 2018 SERVICE DELIVERY PLAN

Jefferson County Public Schools
Year 2 Strategic Plan: Implementing Restorative Practices
Summer 2017- Summer 2018

JCPS Goal I: Plan for the successful implementation of restorative practices within 9 schools by engaging administrators, teachers, counselors, and staff in the foundational elements of restorative practices to positively influence social-emotional wellness for students and staff within each school.

JCPS Goal II: Support the academic achievement of students by improving school climate with alternatives to exclusionary disciplinary practices.

RP Goal: Provide training and coaching to implement restorative practices with fidelity by empowering JCPS's administrators, teachers, counselors, and staff with the tools to cultivate whole-school change within discipline practices, social-emotional support, and overall school climate.

RP Service Deliverables:

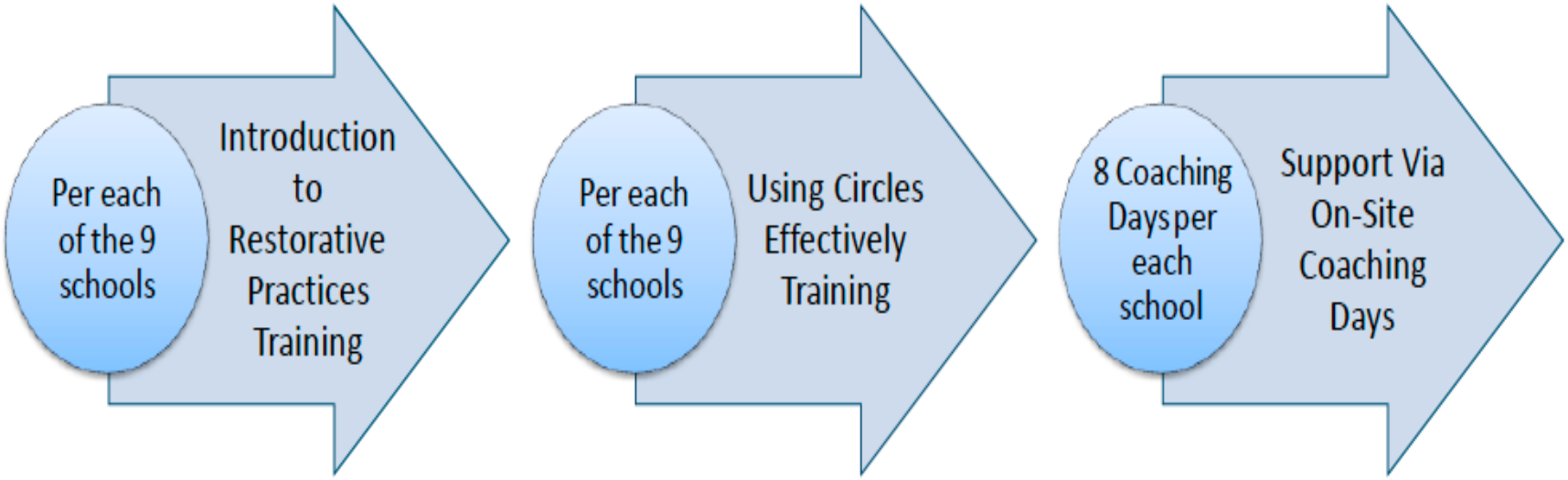
- *Readiness and logistic support to JCPS for successful launch of restorative practices*
- *JCPS Cohort I or centralized discipline members and administrative staff will become proficient in RP and circles*
- *JCPS Cohort II of teachers, counselors and paraprofessionals will be trained in basic restorative practices and circles*
- *JCPS Cohort III of specified staff members across the district will participate in advanced restorative practices trainings*
- *JCPS Cohort IV of community stakeholders will be training in basic restorative practices*
- *Use onsite coaching and consultations to model restorative leadership strategies with school administrators, teachers, paraprofessionals, counselors, and staff*

Cohort I: Centralized Discipline Team within the 9 schools (Summer 2017- Summer 2018)		Cohort II: Teachers, Paraprofessionals, Counselors, and Staff within the 9 schools (Summer 2017- Summer 2018)		Cohort III: District-Wide Global Trainings (Summer 2017- Summer 2018)		Cohort IV: Community Stakeholders (Summer 2017- Summer 2018)	
PD 1	**Introduction to Restorative Practices** *IIRP Instructor w/Cohort I Staff*	**PD 1**	**Introduction to Restorative Practices** *IIRP Instructor w/Cohort II Staff*	**PD 1**	**2 Training of Trainers in Basic Climate** *(Fall 2017 and Spring 2018)* *IIRP Instructor w/Cohort III Staff*	**PD 1**	**3-Day Community Engagement Training for 45 Stakeholders** *(Fall 2017)* *Includes Introduction to RP and Circles* with IIRP Instructor
PD 2	**Using Circles Effectively** *IIRP Instructor w/Cohort I Staff*	**PD 2**	**Using Circles Effectively** *IIRP Instructor w/Cohort II Staff*	**PD 2**	**2 Sessions of the 2-Day Facilitating Restorative Conferences** *(October 2017 and March 2018)* *IIRP Instructor w/Cohort III Staff*		
PD 3	**2-Day Restorative Leadership Planning Retreat**			**PD 3**	**2 Training of Trainers in Facilitating Restorative Conferences** *(Spring 2018)* *IIRP Instructor w/Cohort III Staff*		
Supplementary Resources for Each of the 9 Schools: - 2 Library Kits - Co-Branded IIRP Promotional Booklets - Inventory of School-Climate Books				**PD 4**	**2 Sessions of the 2-Day Restorative Responses to Adversity and Trauma** *(October 2017 and March 2018)* *IIRP Instructor w/Cohort III Staff*		
8 On-Site Consultation Days Per School for Cohort I and Cohort II (Sept, Oct, Nov, Jan, Feb, March, April, and May)							

Basic Climate Training Will Be Offered for Meyzeek MS on October 9-10, 2017

IIRP SERVICE TIMELINE SY 2017-2018

Implementation Goal: Provide training and coaching to implement restorative practices with fidelity by empowering JCPS's administrators, teachers, counselors, and staff with the tools to cultivate whole-school change within discipline practices, social-emotional support, and overall school climate.



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STRATEGIC IMPLEMENTATION PLAN

RP SERVICE DELIVERABLES:

- Readiness and logistic support during SY2017-2018
- JCPS Cohort I or centralized discipline members and administrative staff will become proficient in RP and circles
- JCPS Cohort II of teachers, counselors and paraprofessionals will be trained in basic RP and circles
- JCPS Cohort III of specified district-wide staff will participate in advanced restorative practices trainings
- JCPS Cohort IV of community stakeholders will be training in basic restorative practices
- Support via on-site coaching and consultation days

ADDITIONAL DISTRICT-WIDE TRAININGS

Training of Trainers in Basic Climate

↓

Training on Facilitating Restorative Conferences

↓

Training of Trainers in Restorative Conferencing

↓

Training on Restorative Responses to Adversity and Trauma

↓

Community Engagement Training

↓

Leadership Planning Retreat

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IMPLEMENTATION COHORT MODEL

Cohort I- Centralized Discipline Team	Cohort II- Teachers, Paraprofessionals, Counselors	Cohort III- District Wide Global Trainings	Cohort IV- Community Stakeholders
• Introduction to Restorative Practices • Using Circles Effectively • 2-Day Restorative Leadership Planning Retreat	• Introduction to Restorative Practices • Using Circles Effectively	• Training of Trainers in Basic Climate • 2 Sessions of Facilitating Restorative Conferences • 2 Training of Trainers in Facilitating Restorative Conferences • 2 Sessions of the 2-Day Restorative Responses to Adversity and Trauma	• 3-Day Community Engagement Training, which includes Intro and Circles

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Implementation timeline

Spring 2017

- Intro to Restorative Practices (Whole School Trainings)
- Using Circles Effectively (Whole School Trainings)

Fall-Winter 2017

- Basic Climate Training (Trainer of Trainers)
- Basic Climate Training (Meyzeek MS)
- Facilitating Restorative Conferencing (Team Training)
- Adversity and Trauma (Team Training)
- **3-Day Community Engagement Training**
- **Monthly Community Engagement Events**

Spring 2018

- 2 Day Basic Climate Training
- 2 Day Facilitating Restorative Conferencing
- 3 Day Facilitating Restorative Conferencing (Trainer of Trainers)
- Facilitating Restorative Conferencing (Team Training)
- Adversity and Trauma (Team Training)
- **3-Day Community Engagement Training**
- **Monthly Community Engagement Events**

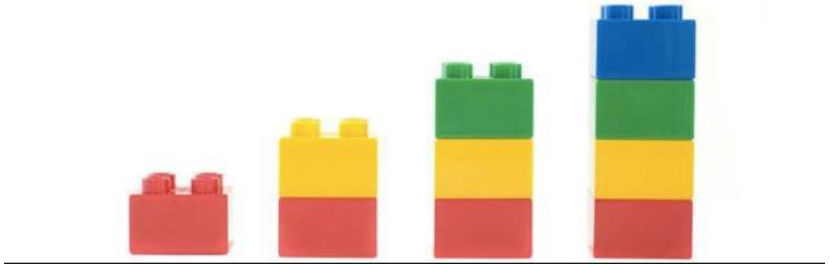
Summer 2018

- Restorative Leadership Planning Retreat
- Intro to Restorative Practices (Whole School Trainings)
- Using Circles Effectively (Whole School Trainings)

Onsite Coaching Sept, Oct, Nov, Jan, Feb, March, April, and May

Stages of Implementation

- Changing systems is a large, long-term effort
- Implementation takes place in stages
- We are looking to maximize impact by approaching this as a cascade of effort:
  - State/Region
  - District
  - School
  - Classroom
  - Family & Community



PBIS Positive Behavioral Interventions & Supports
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What Really Matters?

If the children aren't learning, we're not teaching.

Siegfried Engelman

It's all about probability—some things work better than others –
Practices Matter!

All behavior change is an instructional process –
Instruction Matters!

Student behavior won't change until adult behavior changes –
Teachers Matter!

Terry Scott

Student Support and Behavior Intervention Handbook Feedback Update

Opportunities for Feedback

- Feedback form available on district website
- Four regional feedback opportunities conducted on two separate dates (8 sessions total)
- Individual solicitation of key stakeholder groups
- Opportunities for individual and anonymous feedback
- Interpreter services provided

Feedback Overview

Stakeholders were asked to complete a feedback protocol consistent for all groups*

Cited reference from existing handbook (i.e. page number)	Recommended Change	Rational for Change	Priority Level 1, 2, or 3 (1 being most necessary change)

*no limit on amount of feedback

Solicited Stakeholder Groups

The feedback protocol was sent via email to the following stakeholder groups:

-Faith Based Organizations

-JCPS Unions/Associations

-Local Activist Groups

-Student organizations

-Local post-secondary institutions

-Local Government Agencies

-District Administrators

-Parents

-JCPS Staff

-Board Members

Response Data

Number of entities Responding	Number of individuals represented in feedback	Total number of recommendations
14	Approx. 1,156	Approx. 161

Major Themes

Emphasis on incorporating Restorative Practice ideology and verbiage

Updating definitions and legal terminology

Improving phrasing and wording

Specific recommendations for leveled offenses

Improving equity and inclusiveness by rephrasing current wording

Re-emphasizing progressive discipline

Increasing pro-active intervention measures

Next Steps

- Review feedback and make recommendations via JCPS Internal and External Behavior Support Implementation and Oversight Teams
  - Each team comprised of relevant stakeholders from community and JCPS
  - Team members will also be asked for input on creative ways to communicate our Handbook to stakeholders.
- Bring the adjusted Handbook before the Board for a first reading on May 9th
- Make necessary changes based on feedback and present the final version for approval on May 23rd.

Vision 2020

VISION 2020
EXCELLENCE With EQUITY

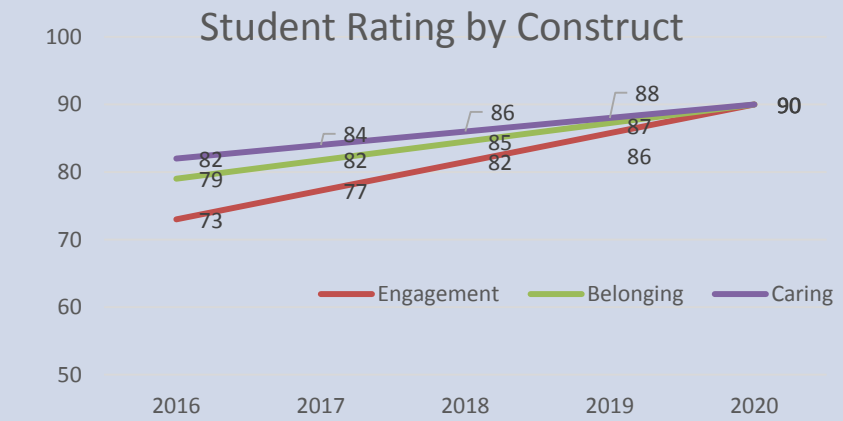
Key Focus Area: Increasing capacity and improving culture
Strategy 2.1.3 Improve culture and climate

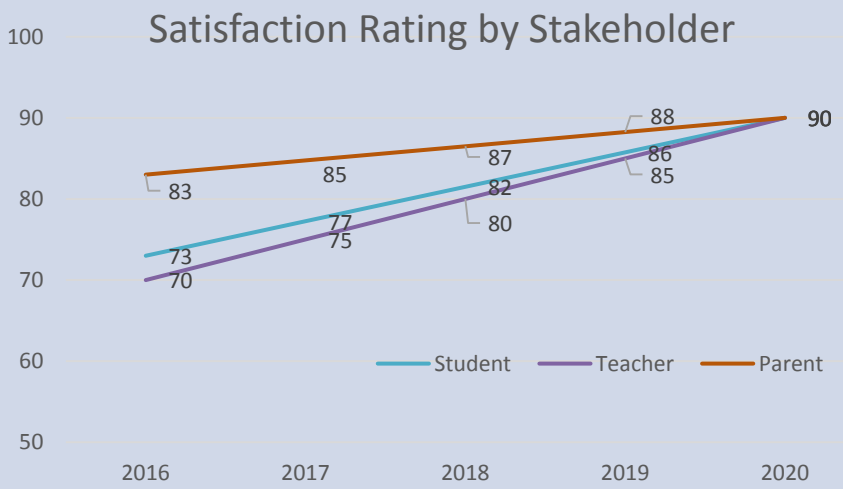
Process/ Strategy Metrics	Leading Indicators	Vision 2020 Benchmarks
Implementation Data on Key Initiatives and Strategies (including, not limited to): • PBIS • Restorative Practices • Social and Emotional Learning • Trauma-Informed Care • Cultural Competence Training • Mental Health Counseling	Culture and Climate (Annual Cycle): • All areas measured in the Comprehensive Survey Behavior and Discipline (Monthly Review Cycle): (as of end of February) • 138,962 discipline referrals • 14,373 total suspensions	Culture and Climate: At least 90% of stakeholders (staff, students, parents) will report positive climate and culture (across CSS areas). Behavior and Discipline: 10% reduction in discipline referrals and suspensions each year

Vision 2020 Benchmarks (Sample Template)

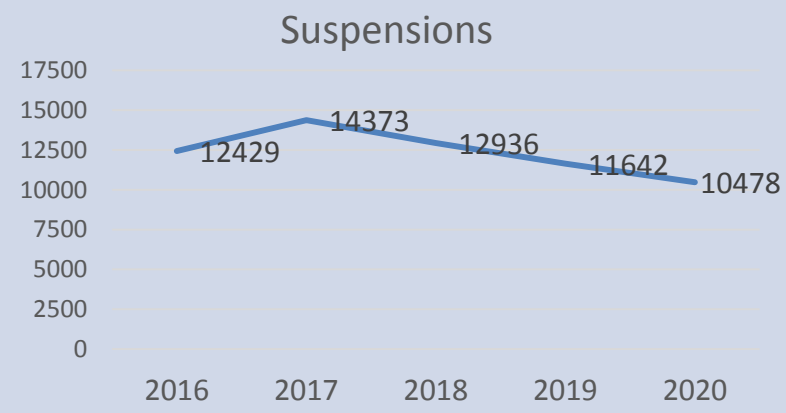
VISION 2020
EXCELLENCE With EQUITY

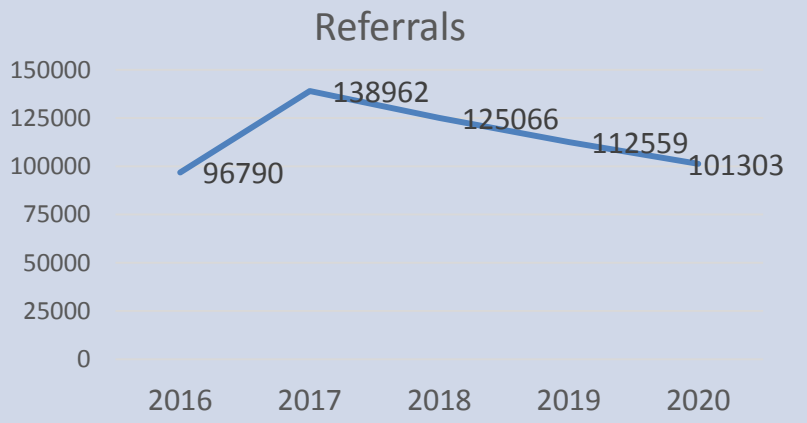
Culture and Climate – 90% Positive Rating
(could report by construct or stakeholder)

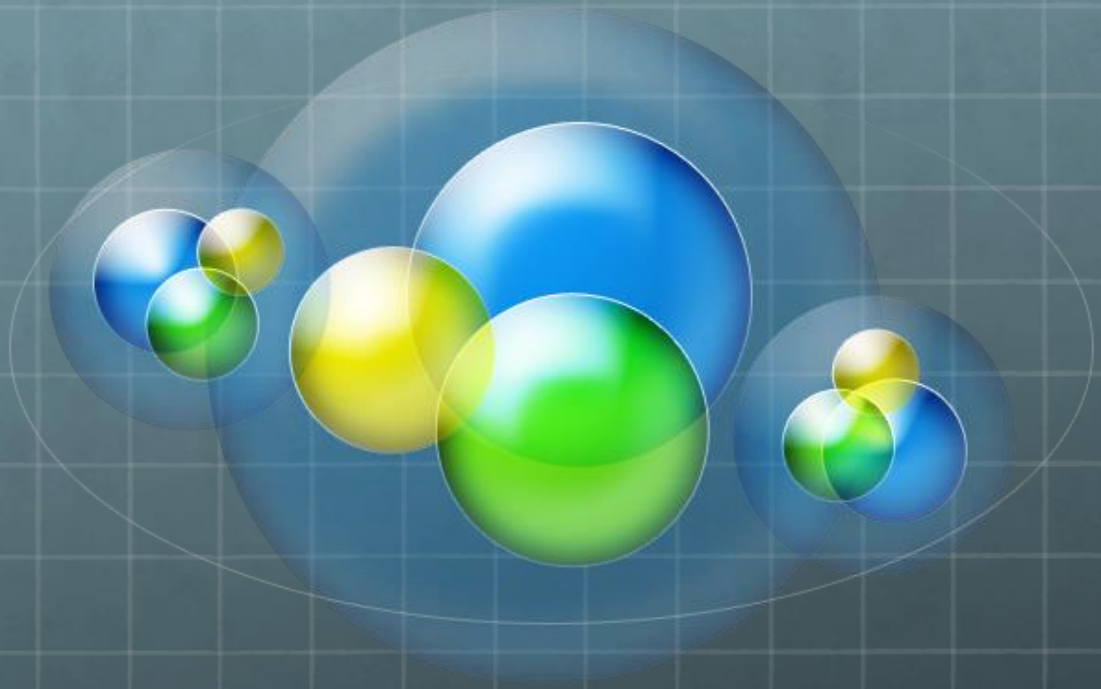




Behavior and Discipline – 10% Reduction
(16-17 data through 122 days of school)







Questions