

Behavior Support Alternative School Task Force

Report on Recommendations

Jefferson County Board of Education

Work Session, November 13, 2018

Task Force Membership

- Special thanks to...

the task force members!

to the students at Minor Daniels Academy and Breckinridge Metropolitan High School who offered voice and feedback as part of Student Focus Groups

to our partners in JCPS Research and the University of Louisville for assistance with data collection and focus groups

- The actual list of Task Force participants is included in your materials.

Our Process

- Communicating the Task Force's mission
- Community building and surveying Task Force members about their racial identity, perspective, and life experiences related to our work as a team
- Review of relevant and current research
- Data sharing
- Soliciting student voice via Student Focus Groups
- Team discussion, feedback, drafting, and revising of recommendations

Four Focus Areas

- *Safe & Productive Learning Environment*
- *Curriculum & Instruction*
- *Support for Behavior & Interventions*
- *Wrap Around Support & Transition*

Safe & Productive Learning Environment

- Staffing
 - Classify the school as CSI
 - Allow leadership to make necessary staffing changes
 - Add staff to assist with therapeutic needs, transitions, and problem solving circles
- Physical Site
 - Create separate campuses for middle and high
- Environment
 - Revise systems for check-in, dress code, and transitions

Curriculum & Instruction

- Adopt and implement a personalized learning framework
- Create a “workforce development” vision by adding Career and Technical Education pathways
- Include a stronger embedded component to support students with trauma-informed care
- Include a focus on social justice, culturally responsive pedagogy, and the arts in the curricular design
- Provide extensive professional development to staff

Support for Behavior & Interventions

- Create a focus on systems and skills that foster relationships
- Train and implement Positive Behavior Interventions and Supports (PBIS)
- Train and implement Restorative Practices (RP)
- Institute a system to monitor and communicate student progress
- Communicate the progressive discipline structure to students
- Create space, and staff, for a schoolwide de-escalation system

Wrap Around Support & Transition

- Design a more comprehensive parent/student orientation, to include an individualized parent/guardian involvement plan
- Create a more comprehensive transition/exiting meeting to be held at the school the student will be attending
- Increase school choice for students exiting, including the option to stay if close to graduation
- Use Independent Learning Plan Addendums (ILPAs) within Infinite Campus more intentionally
- Provide self-advocacy training for all students
- Provide each student a liaison when assigned/enrolled

Next steps...

- Share the recommendations with our Student Focus Group participants and get feedback
- Share that feedback with the Task Force and make any necessary adjustments or additions
- Bring related actions to the Board for approval at the December 11th meeting

Questions?