

Behavior: Systems, Supports and Outcomes

JCPS Update
2019

Prior to 2017

No coordinated district-wide plan for a multi-tiered system of behavior supports.

Behavior supports were supervised by multiple assistant superintendents.

Some initiatives were underfunded and understaffed.

Initiatives operated in silos with little cross collaboration and coordination.

Initiatives were not implemented with fidelity and lacked accountability.

Our Theory of Action

If we provide coordinated guidance and support for schools in their approach to student behavior, referrals and suspensions will decrease, and student engagement, attendance and learning will increase.

Culture and Climate Department

Created in 2017 to provide coordinated leadership and support to schools to develop effective systems to increase student engagement and attendance while decreasing referrals and suspensions.

Initial Milestones: How will we know we are making progress?

- ☐ Data related to these initiatives are Key Performance Indicators reviewed in regularly scheduled Vital Signs sessions.
- ☐ All schools have a fully developed and implemented MTSS plan for behavior
- ☐ All schools have a bullying prevention plan
- ☐ All schools trained to implement PBIS
- ☐ All schools trained in Trauma Informed Care
- ☐ All schools have a team of professionals trained to use de-escalation strategies
- ☐ Revised code of conduct that uses more restorative language and approaches to handling discipline

Measures of Success

How will we know our work is having an impact?

- ❑ Increased student sense of belonging and satisfaction (Comprehensive Schools Survey)
- ❑ Decreased referrals and suspensions
- ❑ Eliminated disproportionality
- ❑ Improved attendance
- ❑ Increased student achievement

Coordinated District Support

Assistant Superintendent of Culture and Climate leads all behavior related initiatives including, but not limited to, the following:

- Multi-Tiered Systems of Support for Behavior
- Positive Behavior Interventions and Supports (PBIS)
- Social Emotional Learning/Trauma Informed Care
- Restorative Practices
- Targeted Student Behavior Supports – Board Certified Behavior Analysts (BCBA) and School Psychologists
- Bullying Prevention
- Safe Crisis Management
- Alternative School Placement
- The development of the Student Support and Behavior Intervention Handbook

Delivery Model

For each initiative, there is a group of resource staff trained to consultant level for optimal implementation. They train school staff, coach and model for school staff, and offer supports in various other ways. The district staff also evaluates the implementation of each initiative both for fidelity and impact.

Resource staff spend approximately 70% of their time in schools supporting the implementation of each initiative with the goal of supporting each school in their capacity to implement effective systems.

The MTSS staff are assigned to assistant superintendent teams, and work with assistant superintendents to prioritize school support, navigate challenges, celebrate successes and to determine when additional supports are needed.

Delivery Model

Assistant Superintendents receive monthly reports that provide detail about how the resource staff has supported their assigned schools so they can monitor implementation of initiatives and determine appropriate priorities.

Each team and school is held accountable for fidelity of implementation of each initiative.

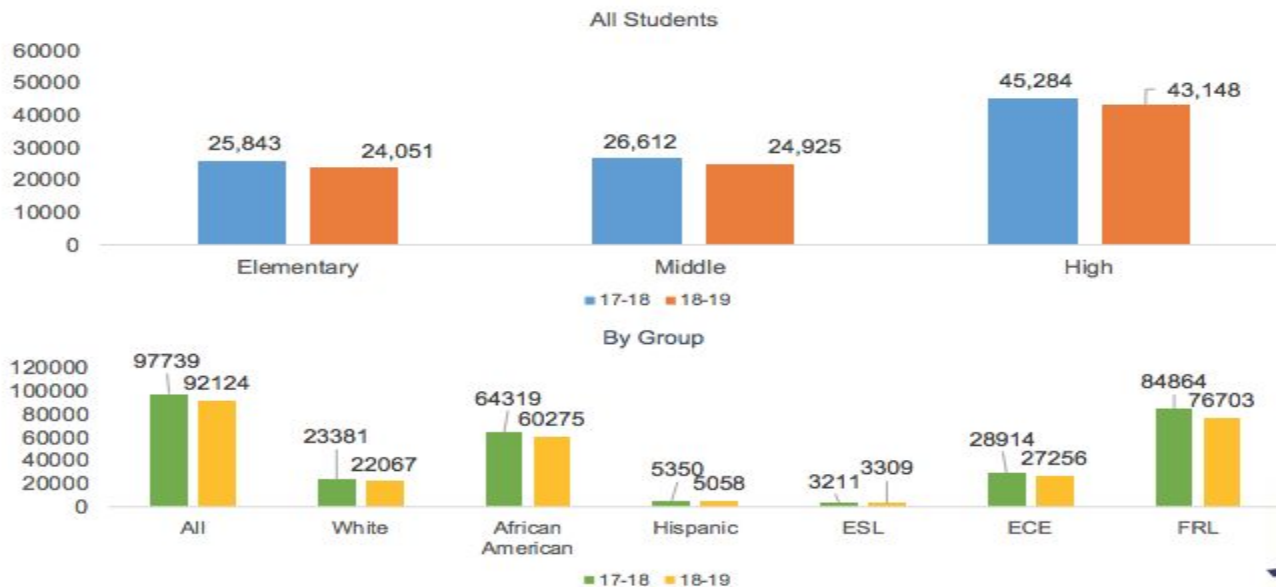
Strong collaboration between the assistant superintendents who supervise principals and the district resource personnel who support school staff

Referral and Suspension documentation are continually monitored by the Assistant Superintendent of Culture and Climate to determine which schools may need additional support

How are we doing?

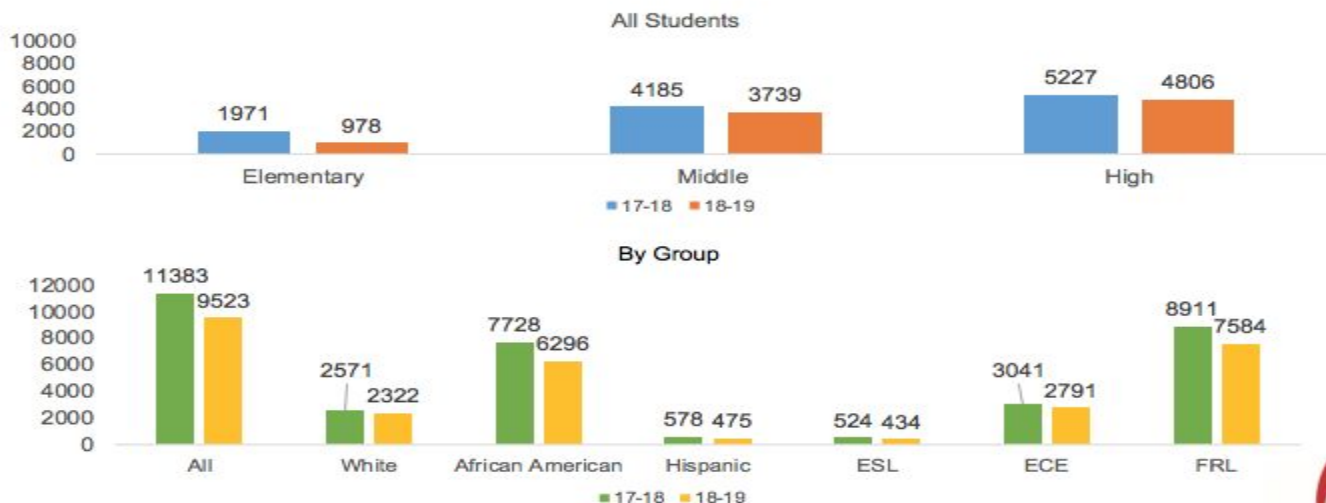
3: Number of Referrals -

Decrease of 5,600 referrals
– 5% overall



How are we doing?

4a: Number of Suspensions - Decrease of over 1,800 suspensions – 16% overall



- This year, 66% of all suspension incidents involved African American students, compared to 68% for the same period of time last year (77% by end of year).



Next Steps

- ❑ Continue to support schools in their development and implementation of an effective MTSS Behavior system as part of System 5
- ❑ Continue to identify and address the potential root causes of disproportionality
- ❑ Hire a Bullying Prevention Coordinator (Summer 2019)
- ❑ Train all schools to implement PBIS (Spring and Summer 2019)
- ❑ Provide Trauma Informed Care Modules to every school (2019-20)
- ❑ Revise the Student Support and Behavior Intervention Handbook (Spring 2019)
- ❑ Redesign alternative school programming and district supports for students who are returning from an alternative school (2019-20)
- ❑ Onboard 10 additional Restorative Practice schools (Summer 2019)
- ❑ Create an advanced level behavior response team to help create and implement plans for students with extreme behaviors (BCBAs/Psychologists) (2019-20)