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Overview

During the 2021-2022 school year, Norfolk Public Schools administration convened a committee to develop a plan to improve student behavior. Committee members invited to participate included sixty-two people representing various positions in the school division. The Norfolk Parent Teacher Association president received an invitation to include families from across the school division as well. The committee met during the school year and shared perspectives on school discipline and student conduct. The committee identified student behaviors for all schools to address to the degree needed.

These behaviors listed below will be addressed through providing staff resources and strategies to decrease and/or eliminate them.

Student Behaviors

- Mutually conflictual behaviors
- Antisocial behaviors
- Attention seeking behaviors
- Disengagement behaviors

The committee identified student behaviors for all schools to address to the degree needed. These behaviors are listed below and will be addressed through resources and strategies to support students in developing these traits.

- Self-awareness
- Coping skills
- Social media use

The committee identified adult behaviors for all schools to address to the degree needed. These behaviors are listed below along with resources and strategies to support staff in building capacity in these areas.

Adult Wellness

- Classroom management
- Student engagement
- Addressing student disrespect
- Avoiding burnout
- Building staff morale
- Developing self-awareness
- Developing coping skills

The committee emphasized the need to support both student and staff behaviors on how to work and be a part of positive learning environments and what to do when behaviors that disrupt or distract from teaching and learning occur. Student education
and professional development provided through the multitiered systems of support will result in improved student behavior and academic outcomes.
Norfolk Public Schools frames its focus on improving student behavior within the multi-tiered systems of support through Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning (SEL), Trauma Informed Care, and Restorative Practices. The school division strives to ensure that every school has a comprehensive plan that is implemented with fidelity. Under these four areas, schools will provide ongoing high quality professional development and training to employees, ongoing and continuous social emotional support to students, and insight and information to families. School employees, students, families, and the community will learn about and engage in PBIS, social emotional learning, trauma informed care, and restorative practices to support improving student behavior in every school.

A division-wide plan to improve student behavior supports of creating a safe culture of caring in the school division. The timeline on the following page depicts efforts within the division beginning with the 2019-2020 school year and provides projected plans for further implementation through the 2024-2025 school year.
<table>
<thead>
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<th>School Year</th>
<th>Action Steps</th>
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<td>2019-2020</td>
<td>MTSS initialized pilot programs with a five-year cycle at Willard Elementary and Norview Middle. A program for restorative practices began at Lake Taylor School and Lake Taylor High School.</td>
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<tr>
<td>2020-2021</td>
<td>Willard Elementary, Lake Taylor School, and Norview Middle continued implementation models of MTSS. All NPS schools planned for deeper implementation of the PBIS program.</td>
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<tr>
<td>2021-2022</td>
<td>All schools implemented PBIS programs and began progress monitoring and implementation using the Tiered Fidelity Inventory (TFI). Thirty-two (32) out of 48 schools conducted Tiered Fidelity Inventory (TFI) learning walks with teams composed of internal and external observers. Prek-2 grades in elect schools piloted twice daily recess.</td>
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<tr>
<td>2022-2023</td>
<td>All schools will continue PBIS with intentional implementation of layered support to include social emotional learning, recess in prek-2, morning meetings in K-8 settings, teacher advisory pilots in elect secondary settings, trauma informed care, and restorative practices. Division leadership will define internal and external resources and fidelity measures to support behavioral, academic, and social emotional interventions for Tiers 1, 2, and 3.</td>
</tr>
<tr>
<td>2023-2024</td>
<td>All schools will deepen layered multi-tiered systems of support through PBIS to include social emotional learning, recess in prek-2, morning meetings in K-8 settings, teacher advisories in all secondary settings, trauma informed care, and restorative practices. All schools will incorporate proactive and positive behavioral supports into academic planning to provide effective academic instruction to increase successful student engagement and reductions in behavior issues.</td>
</tr>
<tr>
<td>2024-2025</td>
<td>All schools will deepen layered multi-tiered systems of support through PBIS to include social emotional learning, recess in prek-2, morning meetings in K-8 settings, teacher advisory continue in all secondary settings, trauma informed care, and restorative practices.</td>
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Goal of MTSS Plan

The goal of the MTSS Plan for improving student social emotional behavioral skills or competencies is to reduce behaviors that result in disciplinary incidents, to improve school climate, to increase the sense of school safety, and to provide professional development to staff so that schools will be nurturing communities with improved academic outcomes for all students.

Every stakeholder plays an important role in the development and well-being of students. School administrators, teachers, staff, students, families, and community members must work in partnership to support the overall development as students prepare for careers, college, and citizenship.

All staff within Norfolk Public Schools in partnership with students, families, staff, and community actively work to promote a positive and safe environment where students want to be and a school where families want to send their children. This partnership ensures equity, personalization, communication, visibility, and academic rigor. In working to improve student behavior, Norfolk Public Schools staff will operate under the following understandings:

- Appropriate behavior can be taught to and demonstrated by all students when we systematically select and implement evidence-based practices and design predictable environments that support student learning.
- All behavior functions to meet needs, and by collaboratively studying its patterns and exceptions, we can problem-solve with greater likelihood of success.
- By collecting and studying the right data, we can identify problems with better specificity, choose the most efficient actions for resolutions, monitor efficacy, adjust responsively, and minimize impact on human resources.
- Effective learning is the pivotal mechanism for any behavior change (student or adult); so, effective instruction is the pivotal mechanism to make and sustain change.
- A representative team that plans intentionally for involvement from its staff and families, studies data routinely with a mindset for inquiry, engages in collaborative dialogue, and implements a systematic problem-solving process will be a powerful agent of change.
- Staff works collaboratively with district and community support to:
  - Know the functions of the MTSS team and why we are investing in this work.
  - Know key definitions related to positive behavior like function, antecedent, consequence, and reinforcement.
  - Examine examples to determine key characteristics of evidence-based curriculum and instruction for academics, behavior, and social skills.
Tier 3: Intensive Interventions (Few)

Tier 2: Targeted Interventions (Some)

Tier 1: Universal Prevention (All)

• Recognize and define differences between classroom supported behaviors vs. administrative/counselor supported behaviors.
• Identify what data to collect for effective problem-solving.
• Reflect on how cultural norms intersect with teaching and learning behaviors.
• Identify key stakeholders and their roles in planning and implementation.
• Consider what factors make professional learning effective and fulfilling.

The plan will be implemented within the framework of Norfolk’s multi-tiered systems of support which include Positive Behavior Interventions and Support, Social Emotional Learning, Trauma Informed Care, and Restorative Practices. Each year school staff will update its school’s plan through data analysis and completion of a needs assessment.

Multi-Tiered Systems of Supports (MTSS)
## PBIS Classroom Management Checklist

### Teach and Review Positive Behavior Expectations
- Brief lessons on positive behavior expectations are taught at least weekly
- Students are actively involved in lessons
- Students have opportunities to practice behavior expectations
- Pre-corrections/reminders of expectations are given throughout the day

### Teach and Review Classroom Procedures and Cues
- Procedures for transitions are taught
- Rules associated with locations and materials are taught
- Physical environment is arranged to prevent congestion, minimize distractions, allow easy traffic flow
- All class attention-getting signal is used effectively

### Informal and Formal Systems of Positive Reinforcement
- 4 to 1 ratio of positives to corrections is used generally
- 4 to 1 ratio is used with Tier 2 and 3 students individually
- Classroom and/or school-wide reward system is implemented daily

### Active Supervision
- Unpredictable movement around the environment
- Scanning for problems or early warning signs of trouble
- Frequent positive contacts are given
- Individuals and groups are acknowledged for following the rules
- Behavior is corrected calmly and firmly

### Continuum of Consequences Enforced Consistently and Fairly
- Redirection to expected behaviors is used
- Corrective feedback is used to address problem behavior ("Try it the right way.")
- Corrections are done in private, if possible
- Minor non-disruptive behavior is ignored
- Increased assistance is provided to students as needed
- Students have been taught a simple problem-solving strategy for conflicts
- Classroom consequence system is implemented with effectiveness

### High Rates of Opportunities to Respond
- Whole group oral responses/choral responding is used
- Whole group written responses are used
- Whole group action responses are used
- Small group and partner responses are used
- Small groups share responses with the whole group

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**Wayne RESA PBIS 2013**

**MULTI-TIERED SYSTEM OF SUPPORTS—THE CLASSROOM**

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[https://resources.finalsite.net/images/v1568836530/resanet/uqbj3quz8ct9rmkfiw7/ClassroomMTSSQuickGuide.pdf](https://resources.finalsite.net/images/v1568836530/resanet/uqbj3quz8ct9rmkfiw7/ClassroomMTSSQuickGuide.pdf)
Universal Supports for Attendance Examples

- Promote the importance of attendance
- Inform students and parents of attendance policy and expectations
- Monitor daily attendance
- Complete parent contacts and follow up with parents to ensure that required documentation for specified days of absence is on file
- Complete personal phone calls to parents to provide support as needed
- Inform students and families about available school and community resources
- Send informational letters to parents
- Provide attendance contracts signed by the student and parent(s)
- Provide incentives for appropriate attendance

Tiered Supports for Attendance

- Monitor daily attendance
- Identify contributing factors
- Check status of underlying factors contributing to truancy
- Provide individualized interventions
- Family engagement specialists will conduct home visits to support students and families when required
- Contact school social worker to provide support
- Conduct home visits
- Conduct face to face meetings with parent(s)
- Complete attendance plans/contracts with students and parents
- Complete goal setting contract with students and parents
- Implement check-in/check-out
- Follow-up connections with in-building resources
- Increase communication with teachers
- Complete unscheduled class/lunch spot-checks
- Submit referrals to Teaching Assistance Team (TAT)
- Submit referral to the truancy Multi-Disciplinary Team (MDT)
- Complete MDT Review
- Follow-up on services recommended by MDT and connections to in-building and community resources
- Initiate a court petition, if warranted
- Support recommended actions suggested/required by the court
ANNUAL REVIEW AND COMPLETION OF NEEDS ASSESSMENT

The status of student and staff needs as it pertains to improving student behavior in each of the division’s schools is determined by conducting a yearly needs assessment. A needs assessment is a process that is used to identify needs and performance challenges in a school or division, determine their root causes, and set priorities for future action. The district examines each school's needs assessment to inform thought on emerging issues, trends, and future strategic planning concerning resource provision, use, policies, and alignment for school improvement planning.

Norfolk Public Schools seek successful educational and behavioral outcomes for all students, regardless of challenges. To ensure each school's plan is current and applicable to the school’s needs and goals for improving student behavior, each school will review and update its Multi-Tiered Systems of Support Plan annually based on the results of the annual review of the needs assessment. The needs assessment will identify behaviors to address as a whole school as well as behaviors that should be addressed for groups of students or individual students.

When developing a needs assessment, schools include a range of topics and review a variety of data. Topics to include are student and staff stressors, mental health concerns, knowledge of mental health supports in the school, preferences for different types of mental health and wellness services, usage of and satisfaction with current mental health and wellness services, student connectedness to school, school staff and peers, positive role models at school, student, staff, and family well-being, as well as family connections and support. Schools also review discipline data, school activities calendars, attendance, and academic outcomes. A thorough needs assessment allows schools to align actionable strategies and activities targeted to what the data gathered from the process reveals.

In assessing division-wide and school level needs, Norfolk Public Schools has determined Positive Behavior Interventions and Support, Social Emotional Learning, Trauma Informed Care, and Restorative Practices should guide its efforts in providing multi-tiered systems of support to improve student behavior.

For additional information on needs assessments see the sites below.

Links to Needs Assessment Resources

Behavior Management
VDOE: Behavior Management, FBA & BIP (virginia.gov)
POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS) FRAMEWORK

While PBIS has been in place in Norfolk Public Schools for many years, the Department of Student Wellness launched an intentional effort to ensure implementation with fidelity through a yearlong planning process during the 2020-2021 school year. The school division identified a division PBIS champion and charged this employee with leading the effort to ensure that every school developed a comprehensive PBIS plan to be implemented at the start of the 2021-2022 school year. Through a series of monthly professional development sessions with school teams and technical support partnered through Old Dominion University’s Center for Implementation and Evaluation of Education Systems (CIEES), Norfolk Public Schools guided 100% of schools in completing PBIS plans. At the beginning of the 2021-2022 school year, every school opened with a comprehensive plan in place and implemented those plans with varying degrees of success.

The 2021-2022 school year empowered staff to solidify implementation of the division’s multi-tiered systems of support within the PBIS framework. Tier 1 implementation is evidenced by universal practices where all students, teachers, and staff across all settings and departments within each school establish a predictable, consistent, positive, and safe climate that utilizes a set of guiding behaviors for every setting in the school community to include school buses, cafeterias, halls, bathrooms, assemblies, and most importantly, classrooms.

As the school year was planned, schools ensured they were ready with lesson plans and a yearly calendar for implementing PBIS. Each year, schools examine discipline and climate survey data, student achievement outcomes, school practices, and systems of support within the school community. Review of these data sets allow school staff to identify areas that need attention to improve student behavior and school climate.

Schools also identified students who would need Tier 2 support. Tier 2 support includes practices that are designed for groups of students who need more structure, feedback, instruction, and support than what is provided through Tier 1 implementation.
Tier III support of PBIS provides individualized practices that are designed to meet the needs of students who need support beyond Tier 1 and Tier 2.

Through its Scope of Work with ODU, Norfolk Public Schools has begun implementing PBIS in every school and began PBIS learning walks in the spring of 2022. Yearly Tiered Fidelity Inventory (TFI) through Learning Walks allow school staff to monitor implementation and work to reach fidelity across each school.

As PBIS implementation deepens each year, every school, on an annual basis, will reassess its schoolwide positive behavioral expectations and update these expectations to address needs based on its discipline, student achievement, and climate survey data. Furthermore, each school will ensure its PBIS plan aligns to the district-wide behavioral expectations with Tier 1, Tier 2, and Tier 3 supports.

Tier 1 support will be embedded into daily instruction. PBIS expectations will be taught to staff through professional development and explicitly taught to students through schoolwide lessons at specific times during the school day during the first days and weeks of the school year. These lessons will be repeated as needed throughout the year.

All schools will implement multi-tiered systems of support through PBIS while also focusing on social emotional learning, trauma informed care, and restorative practices.

The school division will provide summer professional development sessions in July-August for staff and administrators. Throughout the school year, staff will receive professional development on the division and school building levels.

Regular PBIS team trainings and office hours for PBIS teams for each school are provided as part of ongoing professional development. Resources for all schools will be made available through links provided in the NPS Administrators’ Briefcase.

Norfolk Public Schools employs behavior specialists to support schools with implementation and with students needing Tier 2 and Tier 3 interventions through both direct support (small groups, individual) and indirect supports (team meetings, T2 coordination).

To meet the needs of schools, the division’s PBIS Champion through partnership with Old Dominion University also provides individual sessions. This includes school visits with NPS administrators and the ODU facilitator who is a PBIS content expert.

Positive Behavioral Interventions and Supports (PBIS) is a nationally recognized approach to support positive academic and behavioral outcomes for all students. In Virginia schools, PBIS is the social emotional behavioral component of the Multi-Tiered Systems of Supports (MTSS).

PBIS helps teachers and administrators learn about and implement new techniques that reduce disruptive student behavior which typically leads to office referrals, in school
suspensions, and out-of-school suspensions that decrease instructional time for
students. Based on extensive research, PBIS utilizes a positive approach to discipline.
PBIS ultimately impacts the very culture of the school to shift attention to positive
behavior and successful learning systems for children, teachers, and administrators.

PBIS is not a specific intervention or curriculum. Through focused attention on data
collection and analyses, PBIS provides a framework of proactive, evidence-based
prevention and intervention behavioral strategies that aid schools in defining, teaching,
and supporting appropriate student behaviors in a positive school culture.

Within each school there is a PBIS team composed of at least one administrator, a
PBIS Lead Teacher, and members of the school community representing staff and
stakeholders.

This team facilitates implementation of evidence-based practices with the MTSS
framework using data to inform action plans and progress monitoring for fidelity and
impact. The PBIS plan consists of four components:

1. The teaching matrix
2. The learning plan
3. The acknowledgment plan; and
4. The professional development plan

Each school’s matrix will be specific to that school to address challenging behaviors
based on the school’s data.

In year one, NPS focused on an intentional relaunching of PBIS Implementation in each
school to support social emotional behavioral competencies based on school data,
values, and context. The focus was on establishing school level teams and developing a
comprehensive PBIS plan. In year two, the focus was on PBIS implementation and
PBIS learning walks to monitor implementation fidelity.

To assist schools and the division in implementing PBIS, Norfolk Public Schools
partnered with Old Dominion University to provide professional development and
differentiated support to all the schools in the division. These regular trainings focused
on relationship building, data-informed decision making, acknowledgment systems and
classroom support. In addition to structured training, all schools were afforded additional
support through virtual office hours. This was an opportunity to get additional clarity or
dive deeper into the implementation.

As of the beginning of the 2021-2022 school year, twenty-two schools were assigned
behavior specialists to assist in implementation of the PBIS plan as well as provide
support to classroom teachers in implementing PBIS in the classroom. Lastly, every school with new principals and assistant principals received individualized support from the consultant and division PBIS Champion to assist in PBIS implementation.

As NPS moves into year three of its intentional relaunch, education for students and professional development for staff will be provided to deepen use of social emotional learning strategies being embedded into daily instruction, trauma informed care being applied in working with students, and restorative practices being utilized to support positive student development.

Links to PBIS Resources

https://www.doe.virginia.gov/support/virginia_tiered_system_supports/index.shtml


Returning to School: Considerations for Students With the Most Intensive Behavioral Needs, A Guide to Supporting Students With Disabilities, Their Families, and Educators

Questions for Families to Consider when Concerned about their Child’s Behavior
https://www.pbis.org/topics/family

VDOE: Positive Behavioral Interventions and Supports (PBIS) of Virginia

VDOE, 2020;
https://www.doe.virginia.gov/support/virginia_tiered_system_supports/positive_behavior/index.shtml
SOCIAL EMOTIONAL LEARNING (SEL)

Social emotional learning is provided within the three-tiered framework, and district leadership is working to align SEL within the PBIS framework.

Norfolk Public Schools has a Social Emotional Learning (SEL) Plan that outlines efforts to be taken for staff and students in supporting SEL across the school division. Strategies specific to improving student behavior that will be implemented for the 2022-2023 school year include Morning Meetings in pre-k and elementary schools and teacher advisories in secondary schools. The Department of Student Learning Support Special Education Services (LS-SES) has successfully implemented Rethink strategies in special education settings, and this program will be implemented in the general education setting as well during the 2022-2023 school year.

Morning Meetings

Morning meetings will be implemented in all elementary schools daily. Teachers will spend 10 to 15 minutes with students gathered in circles or group settings to interact with each other in positive, inspiring ways as they start their day.

The primary goal of morning meetings is to give students a safe environment that:

- provides a sense of trust
- allows all students to feel important
- encourages respectful learning
- helps regulate emotions
- boosts empathy and teamwork
- separates home from school and prepares students for the day’s events

Morning meetings will set the tone for a safe and caring environment where students are encouraged to build trust with others.

Teacher Advisories

Secondary schools will adopt teacher advisories as an avenue to strengthen relationships and help students build positive relationships. According to GreatSchools Staff, “A good advisory program provides students with structured academic, social-emotional, and future-planning support. Critically, it’s also an opportunity for students to develop a relationship with a trusted adult — something research shows makes a significant difference in how well students do in high school.”

Effective teacher advisories will allow students to:

- ensure at least one adult in the school is getting to know each student well.
- make sure their learning needs are met.
- feel encouraged and make good academic choices.
• plan for the future.

Rethink
The Department of Student Learning Support Special Education Services (LS-SES) has made RethinkED available to all NPS special education teachers, paraprofessionals, and related services staff. Phased use of the skill success program as a requirement to collect data and monitor progress for IEP goals began in the 2021-2022 school year. Additionally, the program provides professional development modules and materials to staff supporting students with disabilities to include an applied behavior analysis, social emotional learning, and mindfulness series to meet a variety of student needs. The program is also used to provide staff with instructional materials in these areas to include a lesson library, instructional materials, and resources, SEL assessments, and student activities and assignments.

Counselor Generated SEL Lessons
Schools can also access SEL lessons created by NPS school counselors. SEL lessons can also be aligned to PBIS foundational practices (e.g., using a teaching matrix to include social emotional skills and providing explicit instruction) to support alignment of implementation efforts. The lessons/activities were written in such a way that families and educators could use and implement them. Listed below are links for lessons.

https://docs.google.com/document/d/1_MgxGTFU3Uv3txxXnxN2otqui6SUawAAXJOoT5mmUUs/edit?usp=sharing


Strategies to Support Mental Health Issues
For the 2020-2021 school year, the Mental Health Technology Transfer Center (MHTTC) focused its work and support around the following initiatives for school mental health:

● providing telemental health services
● social isolation, grief, loss, and bereavement
● mental health disparities and impacts of racial injustice
● increased risk of family violence
● returning to school amidst COVID-19
● educator well-being and self-care

Mental health support begins with Social Emotional Learning at Tier 1 where all students receive instruction. This along with mental health education and awareness
campaigns, such as suicide prevention, bullying prevention, grief awareness, and mental health awareness lay the foundation for advanced mental health support.

At Tier 2, mental health support is provided in the form of targeted interventions and small groups utilizing evidence-based practices provided by specialized instructional support personnel (SISPs) and other staff as appropriate. Examples include substance abuse prevention education and social skills groups.

Tier 3 support is provided at an intensive level and is further individualized to meet the individual student’s needs. These supports can include community-based resources in addition to resources available in the school setting.

As students are supported in improving their behavior, trained staff will need to be available to provide education on mental health awareness and where to find help for the challenges students face that impede their positive development. The school division’s SEL plan also provides resources for students to seek and to receive assistance.

Links to Social Emotional Learning (SEL) Resources

Home | Mental Health Technology Transfer Center (MHTTC) Network (mhttcnetwork.org)
https://www.rethanked.com/
CASEL’S SEL Framework - CASEL
VDOE: Social Emotional Learning (SEL) Guidance Standards (virginia.gov)
https://www.pbis.org/mental-health-social-emotional-well-being
TRAUMA INFORMED CARE

Trauma-informed approaches in schools use the MTSS framework in which whole school tiered practices and interventions utilize systems, data, and evidence-based practices to increase social, emotional, and academic success for all students. It is essential for school staff to have an understanding of trauma in order to be able to foster safety, resilience, mitigate impact, and support healing. Tier 1 practices include implementing universal Positive Behavioral Interventions and Supports that share trauma-informed principles including creating a safe and supportive learning environment, building relationships, and providing direct instruction of schoolwide expectations. Additionally, a trauma-informed universal system includes the direct instruction of social emotional skills. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five core competencies of social emotional learning. The competencies are self-awareness, social awareness, responsible decision making, self-management, and relationship skills. The explicit instruction of each of these competencies is essential in creating universal trauma-informed approaches in schools.

![Diagram of Multi-tiered Approach to Addressing Trauma in Schools](image)

(American Institutes for Research, 2018)

Up to two-thirds of U.S. children have experienced at least one type of serious childhood trauma, such as abuse, neglect, natural disaster, or experiencing or witnessing violence. Trauma is possibly the largest public health issue facing our
children today (CDC, 2019). Traumatized students are especially prone to difficulty in self-regulation, negative thinking, being on high alert. They have difficulty trusting adults and may exhibit inappropriate social interactions (Lacoe, 2013; Terrasi & de Galarce, 2017). They often have not learned to express emotions healthily and instead show their distress through aggression, avoidance, shutting down, or other off-putting behaviors. These actions can feel antagonistic to teachers who do not understand the root cause of the student's behavior, which can lead to misunderstandings, ineffective interventions, and missed learning time.

Neurobiologically, students cannot learn if they do not feel safe, known, and cared for within their schools (Aupperle et al., 2012). When teachers are proactive and responsive to the needs of students suffering from traumatic stress and make small changes in the classroom that foster a feeling of safety, it makes a huge difference in their ability to learn.

Norfolk Public Schools will provide professional development for staff to better prepare them to work with students who have experienced trauma. Students will also receive education and teaching on universal interventions and strategies. As students are identified as needing assistance, resources from the school division will be provided.

**Links to Mental Health Resources**

Integrating a Trauma-Informed Approach within a PBIS Framework

[https://www.ascd.org/el/articles/trauma-informed-teaching-strategies](https://www.ascd.org/el/articles/trauma-informed-teaching-strategies)

[https://www.pbis.org/mental-health-social-emotional-well-being](https://www.pbis.org/mental-health-social-emotional-well-being)
As with the PBIS, SEL, and trauma informed care, restorative practices are implemented on a continuum (or tiers). Informal practices such as affective statements, affective questions, small impromptu conversations, and proactive circles are implemented with all students. Responsive circles are held with some students, and formal restorative conferences are held with few students. Youth court is also a strategy used in schools as a restorative practice. These practices will allow students to have a voice and be validated within the school community.

To support student growth and promote understanding and respect, NPS will include restorative practices in its efforts to improve student conduct. According to the International Institute for Restorative Practices (IIRP), restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making. The use of restorative practices helps to:

- reduce crime, violence, and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and restoring relationships. 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.

When planning to train staff, we must keep in mind that restorative practices is a shift of mindset, a change in philosophy, a focus on building community and establishing relationships that is implemented by using various practices that ensure all community members' voices are routinely heard, understood, and valued. By doing those things, when harm is done, the harm can easily be identified, addressed, and resolved, and the relationships that were established through community building can be restored. Without those things, talking about things with students in circles is just talking.
When restorative practices are implemented in schools, faculty, students, families, and administrators will see evidence of fair process (one of the four components necessary for explicit implementation of restorative practices) occurring in each building.

All stakeholders will be involved in decision making by inviting their input and encouraging them to challenge one another’s ideas. Engagement communicates mutual respect for all parties involved and builds collective wisdom.

Building leaders will provide explanation clarity (the thinking behind final decisions) to building staff, students, and families. Teachers will provide explanations to students and families. This practice reassures students, families, and teachers that building leaders have considered their opinions and made decisions based on each school’s overall interest even if their ideas/opinions were rejected.

Building-wide expectations will be clearly stated and reinforced. These expectations will include performance standards, consequences for failure (or misconduct), and new responsibilities, if there are any. The PBIS framework will help in aligning restorative practices.

In restorative classrooms (and buildings) where staff focus on doing with others, observed behaviors will include:

- Engaging content delivery
- Providing clear and written objectives and goals
  - Use of affective language
  - Collaborative conversations
  - Everyone engaged in decision making
  - Circles conducted daily
  - High standards
- Resulting outcomes will include:
  - Positive atmosphere
  - High quality work output
  - Positive kind and supportive relationships
  - Sense of hope and optimism
  - Effective classroom management
  - Students feel a sense of safety
  - High job satisfaction

Further, including the School Resource Officers (SROs) in efforts to implement restorative practices will be beneficial. SROs are a great resource to communicate with students about Virginia law, public safety, and even good citizenship. They can participate in (or lead) circles with students who have engaged in the same patterns of
behavior found to be disruptive to the school environment. If we grow in our knowledge and training with restorative conferencing to address law violations in school between students and staff, they can participate to share how those behaviors affect them as part of the school community. SROs may also be instrumental in decreasing the number of charges being filed with intake against students if they are able to partner with trained staff to resolve the matter(s) with all parties involved through restorative conferencing.

NPS has a licensed trainer with International Institute of Restorative Practices (IIRP) to train others on Basic Restorative Practices and Restorative Circles. Licensing permits this employee access to IIRP training material with the requirement that it is facilitated over a two-day period. Reading materials will also be purchased, and book studies will be conducted with staff to build knowledge and understanding of restorative practices.

As part of the training and implementation plan, staff members in each building will be identified and trained to carry out implementation at their respective school sites.

All building administrators will receive the training to begin cultivating mind-set shifts so that when instructional personnel and school mental health professionals receive training and begin to implement these practices, everyone will be communicating the same restorative message.

Professional development will be scheduled during the summer to provide two 2-day IIRP Basic Restorative Practices training courses. More sessions will be scheduled to accommodate all staff.

Norfolk Public Schools recognizes the need to engage students in leadership opportunities, mentoring, volunteering, and altruistic experiences develop students' senses of belonging, community ownership, and overall self-worth. Interventions and replacement behaviors should be provided, taught, and practiced within the school community to help students feel respected and valued within a community that works with them in supporting their development in a positive way.

Instead of using out of school suspension, school staff must work to develop alternatives that keep students in school and learning. In-school suspension programs should have clearly defined structures and a curriculum that provides restorative practices and coping skills.

Students should be encouraged to take ownership, have a voice, and make choices within the school community so that equity and cultural appreciation become evident.

Links to Restorative Practices Resources

High School PBIS Implementation: Student Voice
www.pbis.org/resource/high-school-pbis-implementation-student-voice
SUMMARY – DIVISION-WIDE ACTION STEPS

The division’s plan for improving student behavior promotes positive school climates in every school where students feel safe and valued. Schools will continue to employ the following action steps to ensure the division plan is implemented with fidelity.

Schoolwide Implementation with Fidelity in Every School for Every Student
Every school will update its PBIS plan annually as part of its comprehensive needs assessment review.

Every school will provide education for students, information for families, and professional development for staff on PBIS, social emotional learning, trauma informed care, and restorative practices.

Source: Virginia Tiered Systems of Support (VTSS)

Using data, every school principal will ensure the school’s PBIS plan is updated annually and is aligned to the school division’s behavioral expectations.

Family Involvement
The school division, in partnership with school leaders, will provide annual updates of information and resources to families to support their knowledge and supporting PBIS, social emotional learning, trauma informed care, and restorative practices. The school division and school leaders will provide families tools and resources to reinforce the multi-tiered systems of support at home. Building relationships and getting families involved to support improved student behavior are essential to improving student behavior.
**Community Support**  
Mentors and volunteers from the community can be included in supporting schools, as they add value to schools’ efforts.

Faith based partners can provide needed support to school programs.

Wraparound services can provide support for students in developing positive relationships.

**Professional Development**  
A division-wide calendar as well as school level calendars will provide ongoing professional development in PBIS, social emotional learning, trauma informed care, and restorative practices.

The committee for improving student behavior will meet annually to review and update the plan to ensure:

- division wide behavioral expectations are clear.
- schools conduct a needs assessment of its work, accomplishments, and challenges in implementing PBIS, SEL, trauma informed care, and restorative practices.
- best practices and improved student outcomes are documented as evidenced by decreases in discipline infractions and by improved school climates in every school.

**Annual Review of the Plan**
- The MTSS Plan committee will meet annually to update the plan.
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<th>Name</th>
<th>Position</th>
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