

Agenda



6:00 **Welcome**

6:05 **Office of the Ombuds**

- Ms. Monique "Mo" Bookstein, Ombudsman

6:25 **Code of Behavior Updates & Revisions**

- Mrs. Teresa Duvall, Director of the Student Hearings Office

7:00 **Break**

7:10 **MTSS Behavior and Behavior Specialist Role**

- Dr. Darwin Barker, Director of Tiered Interventions and Supports

7:45 **Work Session for February Meeting**

8:00 **Closing & Adjourn**

Office of the Ombuds

Ms. Monique "Mo" Bookstein, Ombudsman



2025-26 “Code of Behavior” Overview

**Superintendent's Advisory Council on Instruction (SACI)
January 8, 2026**

Teresa Duvall, Director for Student Hearings Department



Session Goals:

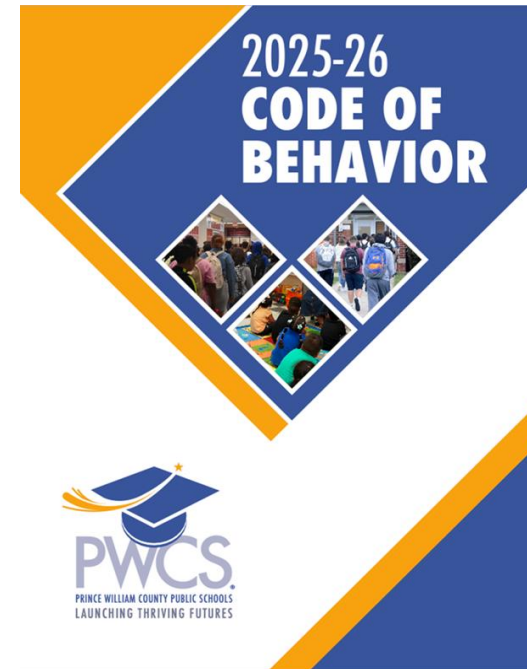
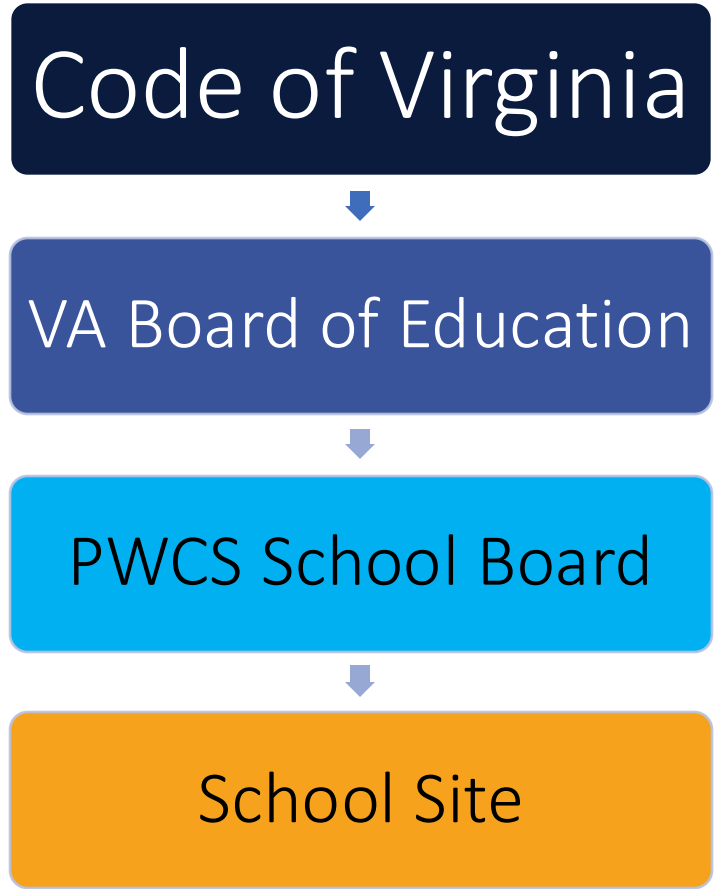
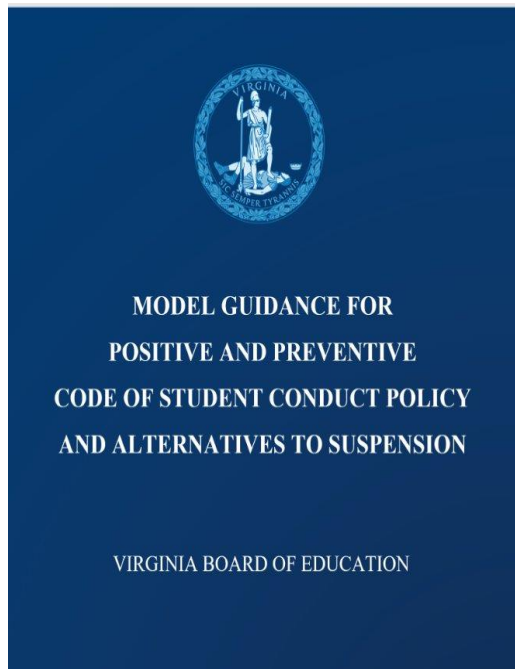
Goal 1:

Gain a clear and comprehensive understanding of the "Code of Behavior," including its purpose, structure, and key expectations for students.

Goal 2:

Engage in a meaningful discussion about the importance of applying the "Code of Behavior" fairly and consistently across all students, with attention to equity, cultural sensitivity and restorative practices.

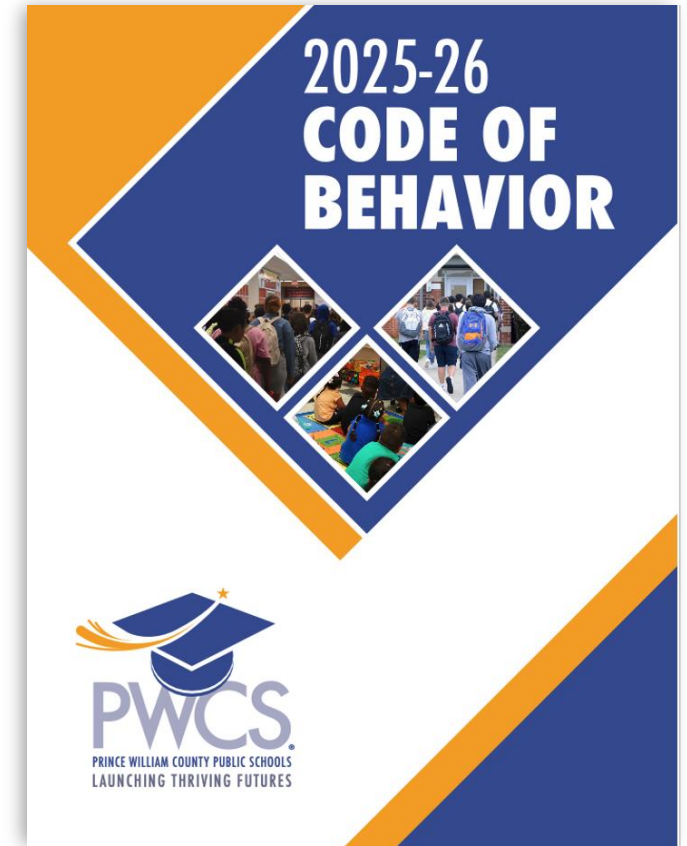
“Code of Behavior” Implementation





Purpose of the Student Code of Behavior

- Establishes the expectations for student behavior to enhance school safety.
- Supports preventative and age-appropriate responses to discipline before resorting to exclusionary practices.
- Provides access to quality education and behavioral interventions for students who are removed from the classroom.
- Encourages partnerships with students and families to improve school climate and learning conditions.



Accessing the COB:

- The COB is presented by administration to students in all grades at the beginning of each school year and as new students enroll in PWCS division.
- Families and school staff are notified at the beginning of each school year on the [COB](#) and how to access it online.
- Families may request a hard copy of the COB provided in 9 different languages, including English, from their student's school.



Areas of Focus for the COB:

- **Awareness and Expectations.**
- **Multi-Tiered Systems of Support and Restorative Practices.**
- **Leveled systems of responses to COB violations.**
- **Clarification of behavior definitions.**
- **Alignment with PWCS' policies, regulations, and procedures.**
- **Cultural Competency.**
 - **Community and Family Engagement.**
 - **Equitable and Inclusive Language.**
 - **VDOE Standard VI Cultural Competency Framework.**



Changes to the COB 2025-2026:

- **Student Voice Bill of Rights**
- **Student Behavior and Administrative Response (SBAR) codes**
- **Leveling Interventions and Discipline Responses**



Student Behavior and Administrative Responses (SBAR)

6 Categories per Code of Virginia:

SBAR Code	Description
BAP	Behaviors that Impede Academic Progress
BESO	Behaviors that Endanger Self or Others
BSC	Behaviors that Present a Safety Concern
BSO	Behaviors Related to School Operations
RB	Relationship Behaviors
PD	Persistently Dangerous

Actions Leading to FDA Due Process:

- **Student violates the COB.**
- **The offense is considered a Level 4 or Level 5.**
- **The school administration determines that the violation may warrant more than 10 days out of school suspension.**
- **The school schedules a hearing for a Further Disciplinary Action (FDA) to be considered.**

Due Process Rights:

Due Process Rights are the legal and procedural protections afforded to students before disciplinary actions are taken. These rights are grounded in the **5th and 14th Amendments** of the U.S. Constitution and are reinforced by **Virginia Code** and [PWCS Regulation 747-1](#).

- **Substantive Due Process:** Ensures that any disciplinary action is based on a valid reason and does not infringe on a student's fundamental rights.
- **Procedural Due Process:** Requires that schools follow fair, ethical, and equitable procedures.





Due Process Procedures:

Notice and Explanation

- Students must be informed of the alleged misconduct and given an opportunity to respond before disciplinary action is taken. In urgent cases, removal may occur immediately but notice and explanation must follow as soon as practicable.

Opportunity to Be Heard

- Students have the right to present their side of the story, either in a school-level conference or formal hearing, depending on the severity of the disciplinary action.

Appeal Rights

- Students and families may appeal long-term suspensions or expulsions to the School Board. Appeals must be submitted in writing within four business days. Communication with School Board members or the Superintendent about pending appeals is strictly prohibited to preserve impartiality.

Emergency Removal

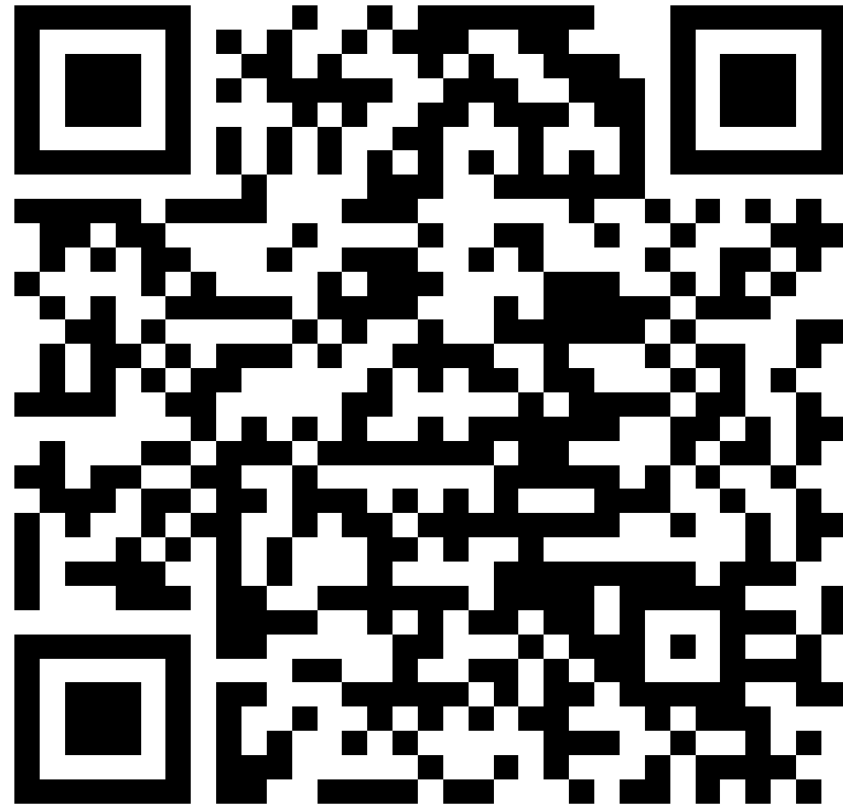
- PWCS may remove a student if they pose an immediate threat to safety. The student must be given notice and an opportunity to challenge the removal.



Activity



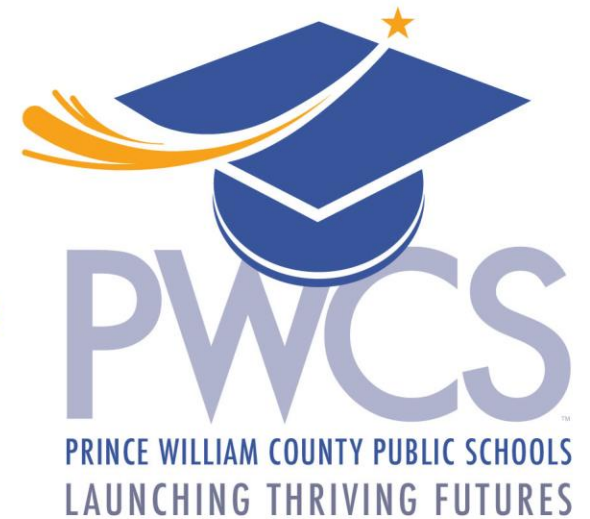
Code of Behavior Survey



BREAK TIME!

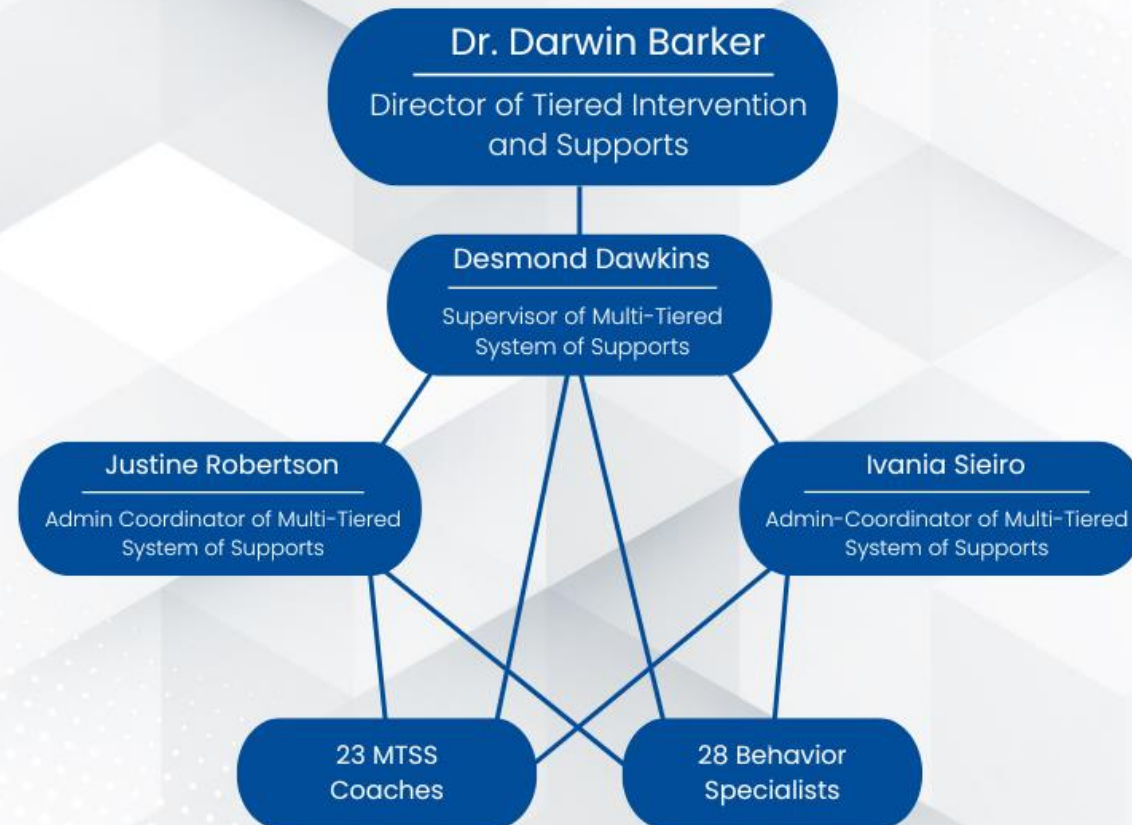
MTSS Behavioral Support

Director, Tiered Intervention and Supports:
Dr. Darwin R. Barker



TIERED INTERVENTION AND SUPPORTS

ORGANIZATIONAL CHART



- Provide a high-level overview of key actions taken to support behavior in schools.
- Highlight key components of the MTSS Behavioral Support Continuum.
- Explore the enhanced role of behavior specialists.
- Address questions shared by SACI members.



All PWCS students will graduate on time with the knowledge, skills, and habits of mind necessary to create a thriving future for themselves and their community!



PWCS Vision 2025

Five Strategies to Support MTSS Integration



- Align the vision of the work with goals of the organization.
- Build collective understanding at the division and school level.
- Provide professional learning on teaming, resource mapping, and best practices.
- Develop a school-based MTSS team (Student Support Team).
- Provide ongoing coaching support.

MTSS Priorities for SY 2025-2026



- Monitoring and assessing students' response to interventions.
- Enhancing the Student Support Team (SST) meetings and Student Support Plans (SSP).
- Resource Mapping (school and division).
- Implementation of MTSS Indicators.
- Leveraging Restorative Practices (RP) and Positive Behavior Interventions and Supports (PBIS).
- Supporting school staff in reducing exclusionary discipline.



MTSS Key Actions for Supporting Behavior



Facilitated scenario-based training for all school-based administrators in the division (principals, assistant principals, administrative interns, deans of students) on the following:

- Reviewing proactive and responsive resources for supporting behaviors more efficiently.
- Norming appropriate and consistent responses to supporting students with challenging behaviors.
- Providing ongoing considerations for supporting students with challenging behaviors.
- Fortifying growth mindsets around supporting students with challenging behaviors.

Restorative Practices Highlights



- Organized RP training - Summers 2023, 2024, 2025 – over 300 staff from 60 schools and five departments.
- Trained 38 staff members to serve as division trainers.
- Designed the “Embedding RP within a Positive Behavioral Interventions and Supports Framework” Canvas course (over 1700 staff completed the course).
- Initiated RP Facilitator Pilot in 13 secondary schools.
- Launched “Restorative Practices for Administrators” Canvas course (over 80 administrators completed the course).
- Developed RP Integrated within a PBIS Framework Implementation Rubric.



Behavioral Support Continuum



Behavioral Support Continuum



The MTSS Team launched an internal resource hub to assist school staff with supporting student behavior. The Behavioral Support Continuum contains a plethora of resources organized into the following sections:

- Ongoing Teaching of Schoolwide Expectations and Building Relationships (Tier 1).
- Managing Behavior at the Classroom Level (Tier 1).
- School Support for Managing Persistent or Progressive Behaviors (Tiers 2 & 3).
- Office of Special Education and Early Intervention (OSEEI) Supports.



The **Ongoing Teaching of Schoolwide Expectations and Building Relationships**

(Tier 1) section includes guidance on the following:

- Launching and/or strengthening Positive Behavioral Interventions and Supports (PBIS).
- Establishing and reviewing schoolwide expectations consistently.
- Embedding components of Restorative Practices (RP).
- Analyzing schoolwide behavioral data to inform the next levels of work.
- Leveraging Social and Emotional Learning (SEL) curriculum.
- Integrating Character Education curriculum.



The **Managing Behavior at the Classroom Level (Tier 1)** section includes guidance on establishing optimal conditions in classrooms to maintain the positive momentum of highly effective teaching and learning, to include the following resources:

- *Optimal Classroom Conditions to Promote High-Quality Teaching and Learning* document.
- *Teaching, Encouraging, and Building Relationships with Students* video.
- Leveraging School Status to communicate with families.
- *Best Practices for Verbal De-escalation* document.
- Restorative Chat guidance.
- *PWCS Behavioral Support Flowchart*.

Behavioral Support Continuum



The **School Support for Managing Persistent or Progressive Behaviors (Tiers 2 & 3)** section includes guidance on leveraging the Student Support Team (SST) and providing direct support for students exhibiting persistent or progressive behaviors. Some of the resources include:

- Tier 2/3 Behavioral Intervention Strategies from PBIS World.
- *Creating a Restorative Room* document.
- Initial Behavior Tracking Sheets.
- Mentor and Check-in Check-out videos.
- *Student Success Plan and No-contact Contract* templates.
- *Re-entry Plan and Safety Plan* templates.
- *PWCS Intervention Checklist*.



The **Office of Special Education and Early Intervention (OSEEI)** Supports

section includes guidance on leveraging OSEEI support staff, including:

- Assisting with generating a Student Support Plan (SSP) focused on behavior.
- Supporting the FBA & BIP processes.
- Initiating the support of an Autism Specialists or Board Certified Behavior Analyst (BCBA).
- Supporting IEP and/or Section 504 eligibility processes.

Collective Responsibility for Student Behavior



Shared Ownership: Supporting student behavior is not the job of one person—it's a collective responsibility across all school staff.

Unified Approach: Consistent strategies and collaboration ensure students experience predictable, positive environments.

Impact on Outcomes: When everyone works together, students thrive academically and socially.



Behavior Specialists





Expanded the team of behavior specialists from 13 to 28. Enhanced their roles to include the following:

- Coach teachers to strengthen proactive classroom management strategies to maintain the momentum of high-quality tier 1 instruction.
- Consult with school teams to strengthen PBIS, Restorative Practices, and de-escalation strategies.
- Participate in Student Support Team meetings focused on behavior.
- Partner with school administrators to respond to challenging student behaviors.
- Provide FBA & BIP support to school teams.
- Support school teams in utilizing the Behavioral Support Continuum to proactively and responsively manage student behavior.

Evolution of the Behavior Specialist Role



Shift in the level of support being provided to each school:

Prior to SY 2025-2026	SY 2025-2026
Supported an average of 10 schools.	Supporting no more than 4 schools.
Supported schools intermittently.	Consistent support provided (at least one full day per week at each school).
Focused only on tier 3 supports (FBA & BIP).	Providing continuum of supports; all tiers (school-wide and classroom).

Role of Behavior Specialists- Summary



Capacity Builders, Not Sole Fixers: Behavior specialists are here to empower PWCS staff, not replace their role.

Professional Learning: Specialists provide coaching and tools to strengthen staff confidence, competence, and skill set.

Sustainable Systems: Building collective capacity creates long-term success beyond individual interventions.



Thank you!



WORK SESSION

- Brief presentation on services, resources, etc. then panel Q&A
 - Gifted, SPED, English Learners

Next Meeting:

February 12, 2026

Grading Policy & Regulation Updates/Feedback

Dr. Stephanie Soliven, Associate Superintendent for Teaching and Learning

Brief presentation on services, resources, etc. then panel Q&A Gifted, SPED, and English Learner

Dr. Brenda Bailey, Supervisor of Gifted Education and Special Programs,
Dr. Aimee Holleb, Director of Special Education – Specialized Instruction and
Dr. Lynmara Colon, Director of Student Opportunity and Multilingual Services



Closing and Adjournment

