



Oak Park Elementary School District 97

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TO: Members, Board of Education
FROM: Dr. Carol Kelley, Superintendent
SUBJECT: Positive Behavioral Interventions and Supports (PBIS) Coach – Middle School
DATE: July 18, 2017
Type of Report: Proposal

Preview of purpose and content of report:

The Board of Education is being asked to approve creation of a new position titled Positive Behavioral Interventions and Supports (PBIS) Coach – Middle School, which will be included in the 2017-2018 tentative budget.

Budgetary Impact: \$75,000 + benefits (*included in tentative 2017-2018 budget*)

District goals aligned with report: Every student is a *known, nurtured, and celebrated learner*

A key element of the district's vision is for every student to feel a sense of belonging in our schools, and have meaningful, engaging and rigorous learning experiences (with their unique needs being met and their strengths leveraged).

In order to achieve this goal, I believe it is critical that we reintroduce the Positive Behavioral Interventions and Supports (PBIS) program in our middle schools. While our elementary schools have been utilizing PBIS for the past eight years, we moved away from it at Brooks and Julian when we undertook the implementation of the International Baccalaureate (IB) program at both schools during the 2012-13 school year. Although IB has greatly benefited our faculty, staff and students, the results of the recent external climate audit conducted by Dr. Michelle Demarray and Dr. Christine Malecki from Northern Illinois University reflect the need to provide the two buildings with additional support in the area of social-emotional learning. (*Note: The board will receive an informational report featuring an executive summary from the audit as part of the packet of materials for its meeting on July 18. A formal presentation on the audit findings will be shared with the community during the board meeting on August 15.*) By giving the two schools access to a coach, it will align their programs with the model being used in our elementary buildings. It will also help ensure that the programs are being implemented effectively and with fidelity.

Positive Behavioral Interventions and Supports (PBIS) – An Introduction (*source: AASA | Children's Defense Fund*)

PBIS is a multi-tiered, evidence based model that seeks to support and enhance both academic and behavioral outcomes for all students. PBIS was initially introduced during the reauthorization of the Individuals with Disabilities Education Act of 1997 (IDEA) to provide greater supports for students with emotional and behavioral disabilities. In 1998, the U.S. Office of Special Education Programs (OSEP) Technical Assistance Center for PBIS was created to provide resources and professional development tools for schools, districts and states seeking to develop, implement and sustain PBIS for students with disabilities. However, the center shifted from its original focus to include a PBIS framework that supports all students, not just those with disabilities.

Overview

PBIS is not a packaged curriculum, but a framework rooted in a positive discipline philosophy that celebrates students for appropriate behaviors. Rather than waiting for students to misbehave and punishing them, PBIS uses a proactive approach to teach and model appropriate behaviors, and reinforces positive expectations for behavior through affirmations and rewards. Schools and school districts throughout the country having been using this model/method for years to improve disciplinary outcomes and school climate. Since the year 2000, more than 19,000 schools in 14 states have implemented PBIS school-wide.

PBIS utilizes a tiered support model where interventions are targeted to meet students' specific needs, and exclusionary practices are explored as a last resort after corrective responses have been tried. The framework has three tiers of evidence-based strategies: universal interventions, targeted interventions and intensive individual interventions. Implementation of the framework includes providing supports at the universal level first and then moving on to the subsequent tiers as students with greater needs are identified.

Research shows that the PBIS framework must be implemented with fidelity in order maximize its benefits. Such implementation includes some of the following characteristics.

Clear Expectations: Expectations and rules are clearly developed, understood by students, and evident in the school's culture. Faculty and staff must also model the positive behavioral expectations and rules set for the school.

Commitment: The faculty and staff commit to the PBIS model, especially the school's leadership team. They also set goals and meet regularly to review student progress and outcomes and make necessary adjustments. Team-based problem-solving is essential for effective implementation.

Consistency: Positive reinforcements for appropriate behaviors and consequences for inappropriate behaviors are issued consistently on a school-wide basis. Consistent and reliable rewards and consequences ensure that students are getting a clear message about what types of behaviors are or are not appropriate.

Data: Data is collected and evaluated to support administrators in monitoring student progress and making decisions that refine practice, support implementation and gauge the efficacy of PBIS. Data is key for helping the PBIS team determine students' needs, align specific interventions with those needs and evaluate the impact of the interventions.

Last year, I was invited by AASA (The School Superintendents Association) and CDF (Children's Defense Fund) to attend a superintendent's summit on school discipline. During the summit, districts that have successfully implemented PBIS were highlighted. One of those districts was Denver Public Schools, which introduced the program in its buildings during the 2012-13 school year. Since that time, the average reduction in office discipline referrals (ODRs) in the district's schools has been 39 percent, with some schools seeing a drop of up to 60 percent. Denver also adopted new non-discrimination policies, added cultural-sensitivity training as part of professional development, and provided coaching and support to assist with the implementation of the framework.

Here in District 97, our plans for next year include providing cultural-sensitivity training to our staff. Our policies comply with the changes set forth by SB100. As mentioned above, we have PBIS coaches in each of our elementary schools. We also have a behavioral specialist (Michelle Capiro) based in our special education department. In addition, if the board approves the creation of the senior director of equity position, we will have a dedicated person to oversee the work of our MTSS

teams and ensure that our schools have the appropriate interventions in place (see appendix for a description of PBIS Tiered Support Framework). However, I believe returning the PBIS framework to our middle schools and adding the coaches will be just as critical as any of these other items to ensuring the advancement of our vision and helping provide our students with access to a safe and nurturing environment in which to learn, grow and achieve.

The Board of Education is being asked to approve one PBIS coach for our middle schools (shared FTE). This individual would report to the senior director of equity (with dotted line reporting to each principal). We will evaluate the success of this program and position by reviewing our progress on reducing the percentage of ODRs and increasing the percentage of favorable responses to climate survey questions.

Appendix

PBIS Tiered Support Framework

- Tier 1: Universal Interventions – All Students
 - The appropriate and desired behaviors and core expectations for positive behavior are clearly outlined, modeled or labeled, and positively reinforced by teachers, administration and staff. Creating a positive school culture centered around the core values and implementing evidence-based prevention strategies are key focuses at the universal level.
 - Disciplinary responses for when students misbehave are on a continuum – the consequence depends on the severity of the student’s behavior and other relevant factors, rather than a “one size fits all” approach to administering consequences. While each PBIS team decides what the consequences are, exclusionary responses are viewed as a last resort. Disciplinary responses at each level are consistently approached using evidence-based practices.

- Tier 2: Targeted Group Interventions – 5 to 10% of Students
 - Tier 2 is designed to meet the needs of students who aren’t responding to the universal interventions and who may require additional supports to help remedy any challenges/issues (academic or social-emotional) that lie at the root of misconduct.
 - In many cases, students who require Tier 2 support meet as a group and participate in a behavior education program. These programs remind students of the appropriate behaviors expected of everyone and equip them with tools and strategies that will aid them in demonstrating such behaviors. Some students may also receive a Functional Behavior Assessment (FBA) and targeted interventions and behavioral supports.

- Tier 3: Intensive Individualized Interventions – 1 to 5% of Students
 - Students who exhibit behaviors that are high-risk, disruptive or greatly impede their learning are supported with Tier 3 interventions.
 - Students are assessed with the FBA and are issued a detailed, tailored support plan that involves multi-element, targeted intervention strategies designed to meet that particular student’s needs. The support plan also outlines clear goals for the student, requires summary statements on the student’s progress, and is explicitly focused on the individual student’s demonstrated need.