



To: Members, Board of Education  
Dr. Carol Kelley, Superintendent

From: Dr. Carrie Kamm, Senior Director of Equity

Re: Positive Behavior Interventions and Supports (PBIS) Update

Date: October 6, 2017

Purpose: The purpose of this informational report is to provide an update on the district's work with our Positive Behavior Interventions and Supports (PBIS)

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## **Background**

Positive Behavioral Interventions and Supports (PBIS) is a systemic approach to teaching and managing behavior in schools. The goal of establishing a PBIS system is to enhance the capacity of schools, families, and communities to create and maintain positive learning environments so all students can thrive academically and socially. Our 2017-2018 work plan is focused on strengthening our current PBIS efforts and building on the systems, data, and practices already in place.

## **Elementary PBIS**

Our elementary school internal PBIS teams, facilitated by Michele Capio, met on August 14th in order to plan for Second Step implementation, deepen understanding of Tier 2 behavior supports (such as Check In/Check Out), and review procedures. During this time PBIS teams also set school goals related to Second Step implementation, classroom management (particularly responding to inappropriate behavior) increasing favorable student responses on the PLESS survey, and Tier 2 (Check In/Check Out) staff training and implementation. During monthly PBIS school leader meetings, team members will participate in analyzing problems of practice as it relates to meeting school goals. Potential examples include, implementation challenges and determining professional learning needs.

In recent years, our district-level PBIS work has emphasized school-level establishing a Tier 1 curriculum for social emotional learning (Second Step) and creating and maintaining common adult practices as it relates to discipline procedures. To optimize the fidelity and benefits of PBIS on a positive learning environment, classroom-level supports should be aligned with school-level supports. Classroom level supports include:

- System and process for teaching expectations, providing acknowledgements, and managing expectation violations
- Classroom management decisions informed by data

- Effective classroom management strategies implemented with fidelity and without bias
- Responsiveness to student needs

To support this work, the elementary PBIS leaders will review classroom management resources such as CHAMPS and Love and Logic to determine if a resource like this will support our PBIS/Tier 1 work.

## **Middle School PBIS**

To support our PBIS efforts at our middle schools, the district has hired a PBIS Middle School coach. Lauren Olson, who has served as a district social worker at Whittier School, will take on this role when she returns from her maternity leave in November. Lauren began her education as a member of Chicago Teaching Fellows and taught high school Spanish and Sociology in Chicago. She then served as a dean of students at Rowe Elementary School developing systems for school culture and structures for social emotional learning. She transitioned to District 97 where she has served as a social worker at Whittier Elementary for the past two years. She has a Masters in Education, Social Work, and is currently pursuing her Masters in Educational Leadership. With Lauren's varied experiences, we believe Lauren will add value to the school culture and climate work that has already started at Brooks and Julian Middle Schools.

## **Second Step**

The *Second Step* program is a Tier 1, universal, classroom-based curriculum that teaches foundational social-emotional and self-regulation skills to all students, Early Learning–Grade 8. The *Second Step* program teaches specific skills that strengthen students' ability to learn, have empathy, manage emotions, and solve problems. With the ability to focus, listen, and stay calm and in control, students are better able to meet school wide behavioral expectations and benefit from learning.

District 97 is in year 2 of our Second Step implementation. At the elementary schools a weekly lesson is taught school wide at the same time and in year two of implementation the focus is on the daily reinforcers that support the weekly lesson. The middle schools have purchased the new online version of Second Step and are delivering the lessons during advisory.

## **PBIS and Restorative Practices**

PBIS and Restorative Practices are whole-school models that can be used hand in hand to increase positive outcomes for student behavior. Both emphasize prevention and positive responses to problem behavior. PBIS' multi-tiered structure for implementing practices and the systematic use of data provide a framework for using restorative practices that include a process for including youth, staff, and community voice within that framework. Both PBIS and Restorative Practices place high value on youth and staff engagement and involvement. PBIS shifts adults' focus from punishing and excluding to teaching and rewarding positive student behavior, while restorative practices encourage personal reflection, accountability, and healing for both students

and adults. Both approaches seek to enforce positive behavior and uplift student strengths [The California Conference for Equality and Justice, 2013].

There are many types of restorative practices, including restorative justice, peer juries, peer mediation, and circle processes. A circle process is a restorative practice that can be used proactively, to build classroom community, develop relationships, or respond to issues that are posing a challenge. Circle processes can also be used as a tool to teach social skills such as listening, respect, and problem solving. Participants have an opportunity to share their thoughts and listen to each other in a safe atmosphere.

District 97 has partnered with the Oak Park Youth Township to provide teacher training and classroom facilitation in our 5th grade classrooms of Cargo Circles, a circle process. The idea behind Cargo Circles, is the each person has their cargo, or gifts, to share with the world. It is through this sharing that we are able to grow and support our community. At our October 6th Institute Day, our 5th grade teachers from Whittier, Longfellow, Holmes, and Irving schools participated in Cargo Circles training led by John Williams and George Bailey, of the Oak Park Youth Township. For 10 weeks, Oak Park Youth Township facilitators will lead Cargo Circles in these 5th grade classrooms. Through this process, teachers will learn how they can incorporate Cargo Circles into their own classrooms to support a positive learning environment. 5th grade teachers from Mann, Hatch, Beye, and Lincoln will receive their training in January and the facilitation of Cargo Circles in their classrooms will begin in January and conclude in April.

The Beye 5th grade teachers have used Cargo Circles in their classrooms for the last two years and have noticed benefits. These benefits include students becoming more confident problem solvers, a decrease in behavior referrals, improved quality of student relationships, and a decrease in student interpersonal challenges at lunch and recess. We are encouraged by this data and feel positive that the Cargo Circles process will equip our students with important skills that they will take with them to 6th grade.