

OFFICE OF THE SPECIAL SERVICES DIRECTOR
Millburn Public Schools

INFORMATIONAL ITEM

January 18, 2011

To: Board of Education Members
From: Elizabeth Keefe
Subject: Special Services Report

The principals, their internal coaches, staff, and I have been busy attending PBIS trainings in the weeks leading up to winter break and continuing into the new year. As you may recall, PBIS is an RtI initiative that addresses the “behavior side” of the triangle (see next page).

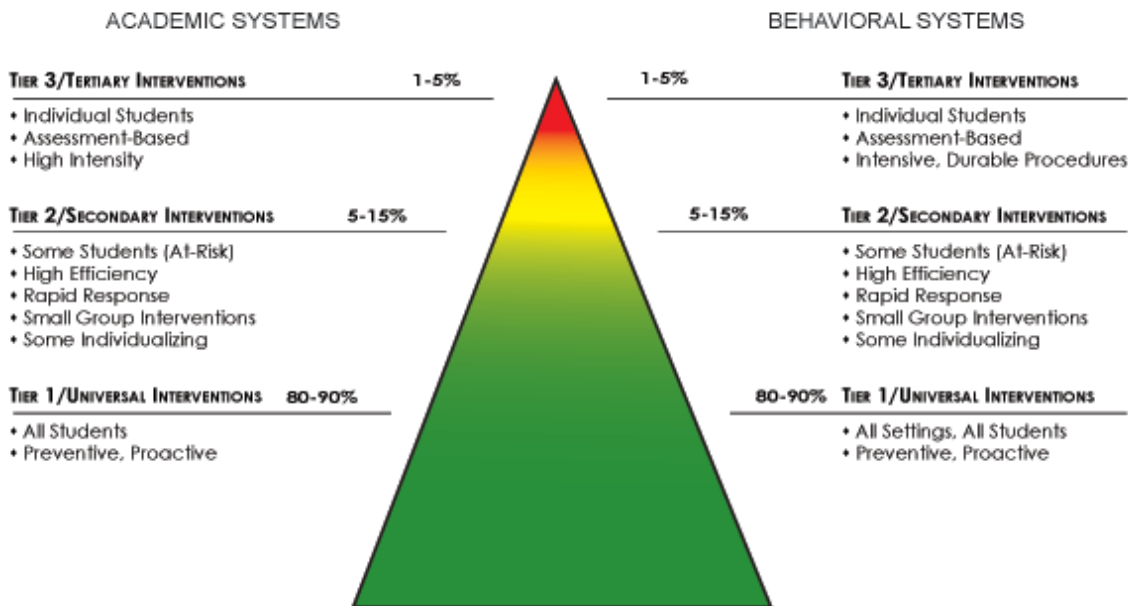
The team’s main goal for the next few months is to start planning for the staff and student “kickoff” events that will be taking place on the first few days of school in the fall. We will be adding a parent or two from each building to the District Planning Team in order to get input from all the stakeholders as we move forward.

As the External Coach for PBIS, my role is to coordinate and lead the District Team and Building Teams through the process of establishing and maintaining the implementation of PBIS. This includes training, scheduling, funding, and evaluation. This is an initiative that will take 3 to 5 years to fully implement. So an important aspect is to build the systems at each building that will promote sustainability.

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional, and academic success.

As a Response to Intervention model, PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students.

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



Illinois PBIS Network, Revised May 2008. Adapted from "What is school-wide PBS?", OSEP Technical Assistance on Positive Behavioral Interventions & Supports. Access at <http://www.pbis.org/schoolwide.htm>

Data-based decision-making aligns curricular instruction and behavioral supports to student and staff needs. Schools applying PBIS begin by establishing clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. This provides a host environment that supports the adoption and sustained use of effective academic and social/emotional instruction. PBIS has proven its effectiveness and efficiency as an Evidence-Based Practice. (Sugai & Horner, 2007).

The principles and practices of PBIS are consistent with federal education mandates such as the *No Child Left Behind Act* (NCLB) and the *Individuals with Disabilities Education Act of 2004* (IDEA 2004). PBIS integrates state school improvement initiatives including Systems of Support, Standards Aligned Curriculum, and Response to Intervention to assist schools in meeting Illinois' educational goals and mandates.