



PBIS Update Behavior and Interventions Report

BOE Study Session

February 4, 2014

Outstanding Schools in an Outstanding Community

Mission

The mission of Urbana School District 116, a multicultural community committed to educational excellence, is to ensure that all learners acquire knowledge, develop skills, and build character to achieve personal greatness and help create a better global society, by providing innovative, comprehensive programs, respecting individual learning styles and cultural differences, and fostering caring and nurturing relationships, while engaging each student, every family and the entire community.



Strategy 5

Respective and Collaborative Learning Environments:

We will identify, model, integrate, and cultivate the positive character attributes valued by our multicultural community in order to create learning environments that foster mutual respect and collaboration.





USD 116 Character Traits

Strategy 5

The BOE approved six character traits to “*model, integrate, and cultivate*”:

Respect – The ability to honor, value, and demonstrate consideration and regard for others and oneself

Responsibility – The ability to act independently and to demonstrate accountability, reliability, and sound judgment

Integrity – Moral excellence, trustworthiness, professional, and ethical behavior

Cooperation – Working well with others toward a common goal

Compassion – Possessing the emotional capacities of empathy and sympathy for the hardships of others

Perseverance – Pursuing goals with determination despite difficulty, obstacles, or discouragement

Current Programming and Initiatives

- Core SEL Curriculum
 - Second Step (EC-8)
 - Morning Meeting (K-8)
 - Character Traits (EC-12)
- In District Professional Development
 - Building Professional Development – Principals
 - PBIS Coaches at all levels
 - Guide to Collaborative Framework
- Bully Prevention
 - Stop, Walk, Talk Program (K-8)
 - Bully/Disrespectful Behavior Statement (EC-12) *District Board Policy 7:180*
 - Reporting Procedures and Reporting Form



Blended Academic (RtI) and Behavioral (PBIS and SEL) Frameworks

ACADEMIC SYSTEMS

BEHAVIORAL SYSTEMS

TIER 3/TERTIARY INTERVENTIONS

1-5%

- + Individual Students
- + Assessment-Based
- + High Intensity

TIER 2/SECONDARY INTERVENTIONS

5-15%

- + Some Students (At-Risk)
- + High Efficiency
- + Rapid Response
- + Small Group Interventions
- + Some Individualizing

TIER 1/UNIVERSAL INTERVENTIONS

80-90%

- + All Students
- + Preventive, Proactive

1-5%

TIER 3/TERTIARY INTERVENTIONS

- + Individual Students
- + Assessment-Based
- + Intensive, Durable Procedures

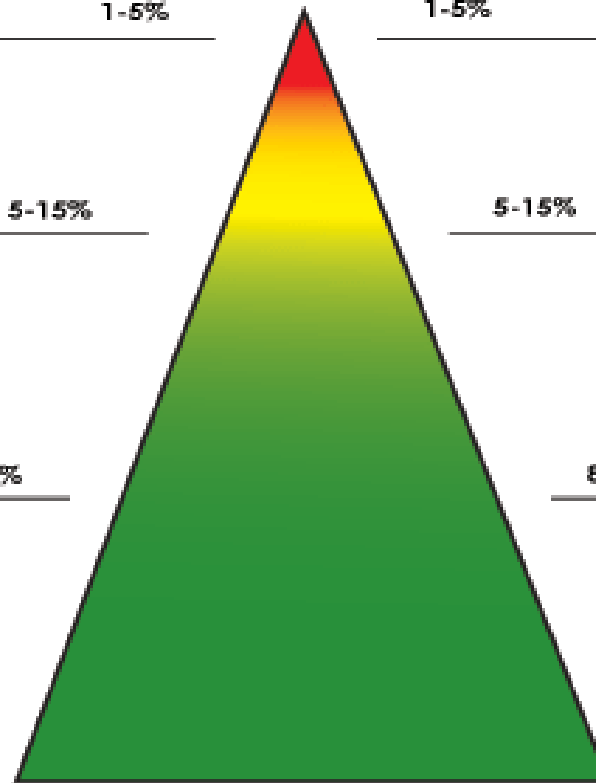
5-15%

TIER 2/SECONDARY INTERVENTIONS

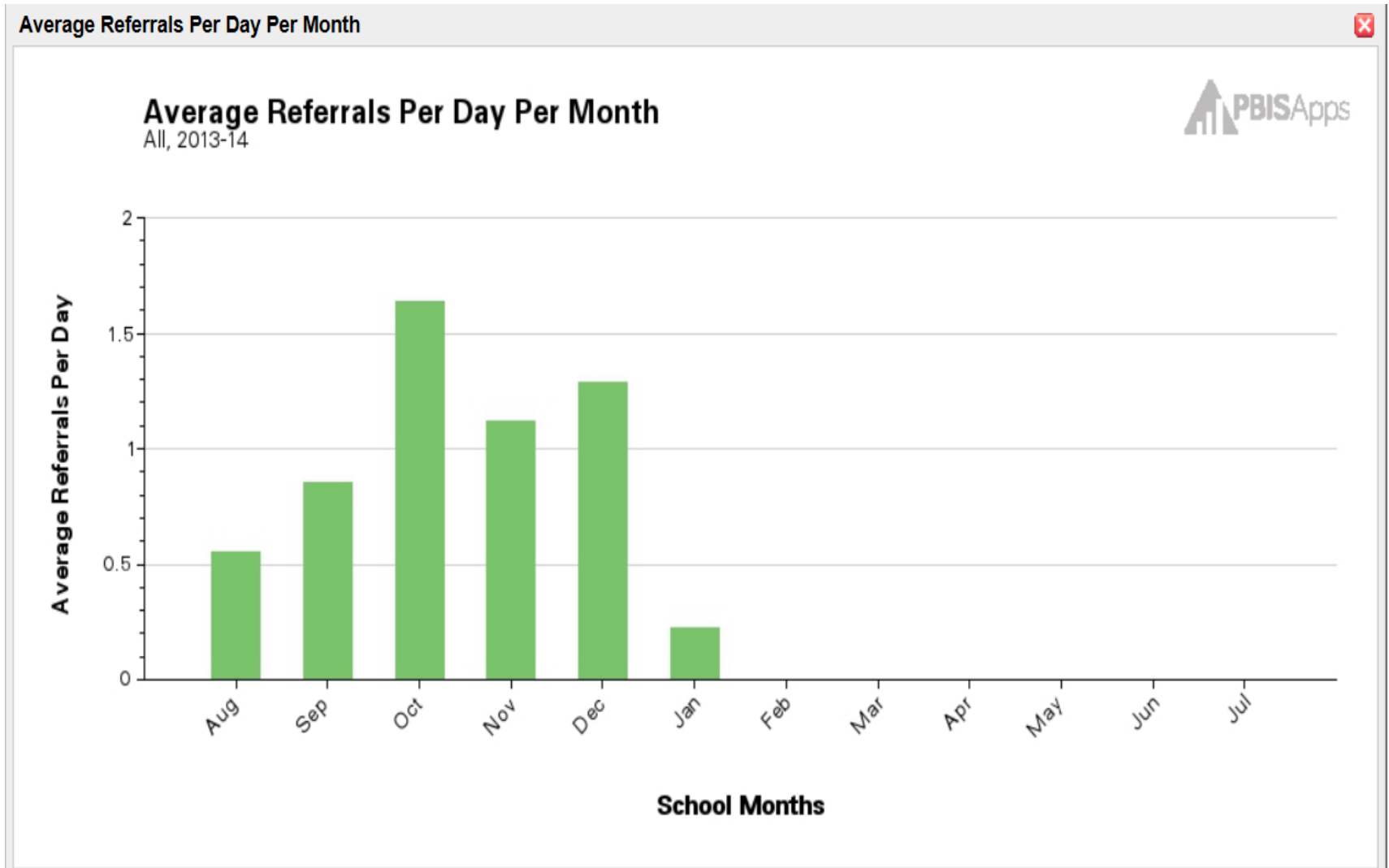
- + Some Students (At-Risk)
- + High Efficiency
- + Rapid Response
- + Small Group Interventions
- + Some Individualizing

80-90% TIER 1/UNIVERSAL INTERVENTIONS

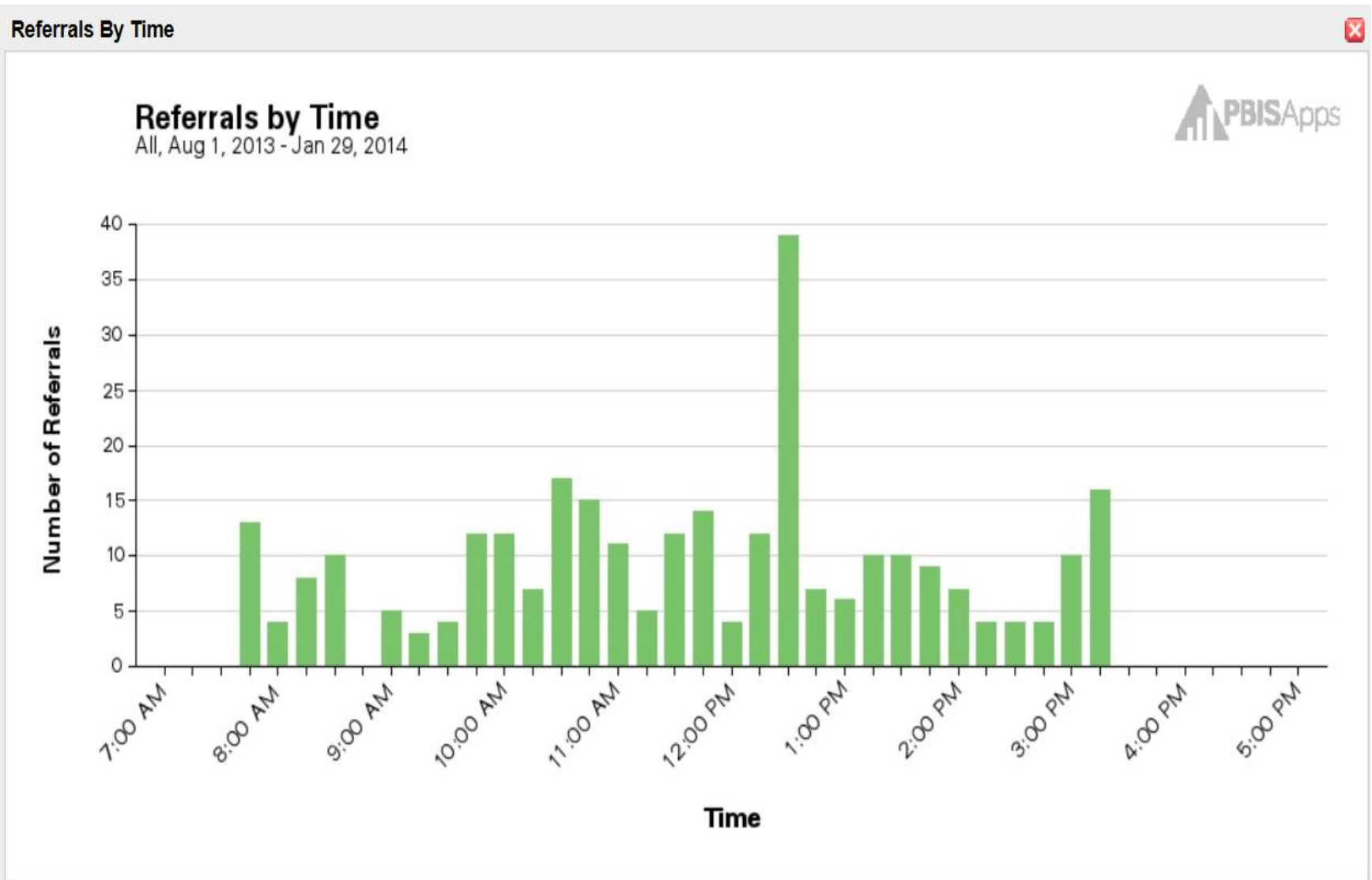
- + All Settings, All Students
- + Preventive, Proactive



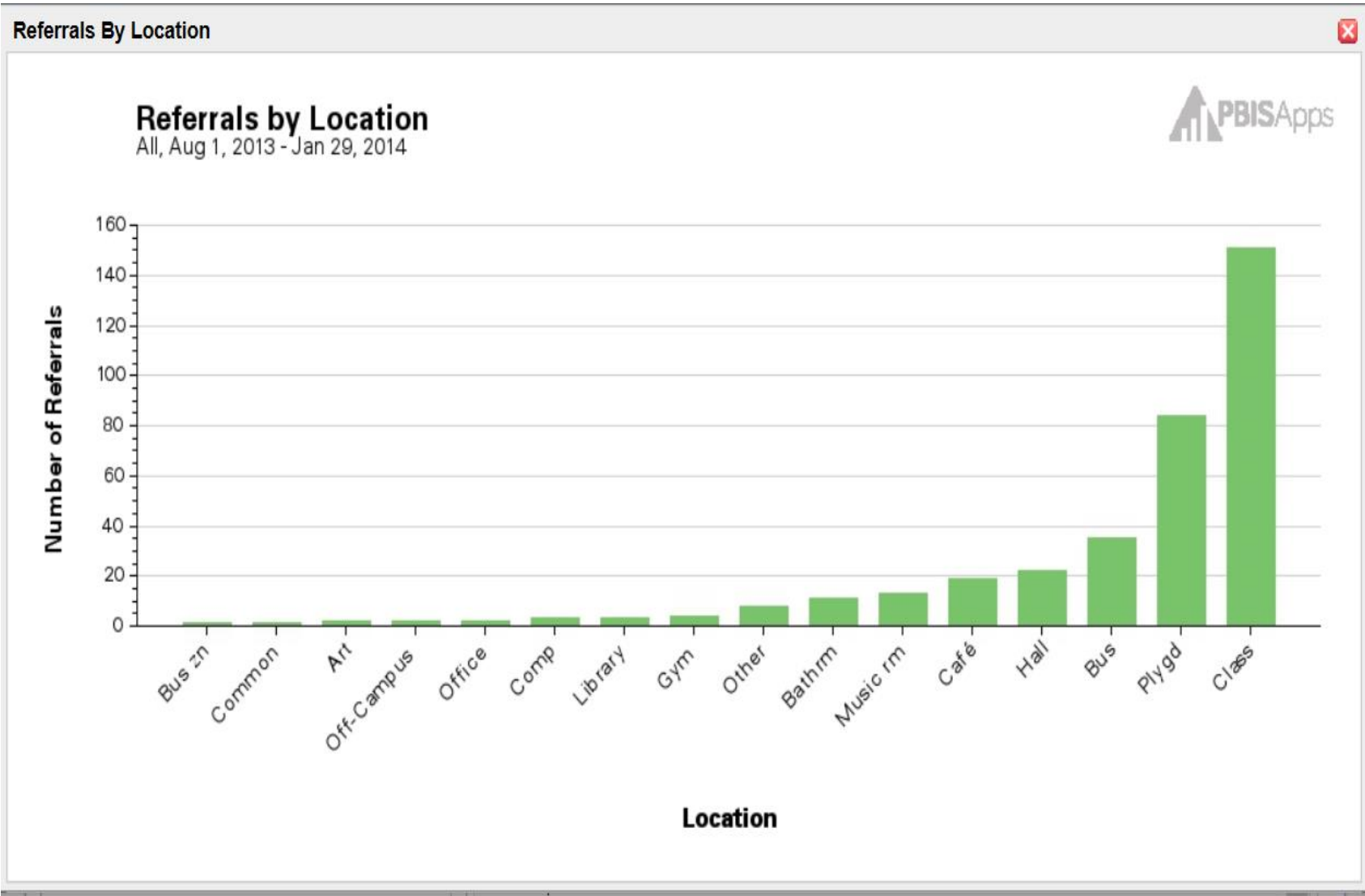
Examples of SWIS Reports by Average Referrals Per Day Per Month



Examples of SWIS Reports Referral by Time



Examples of SWIS Reports Referrals by Location



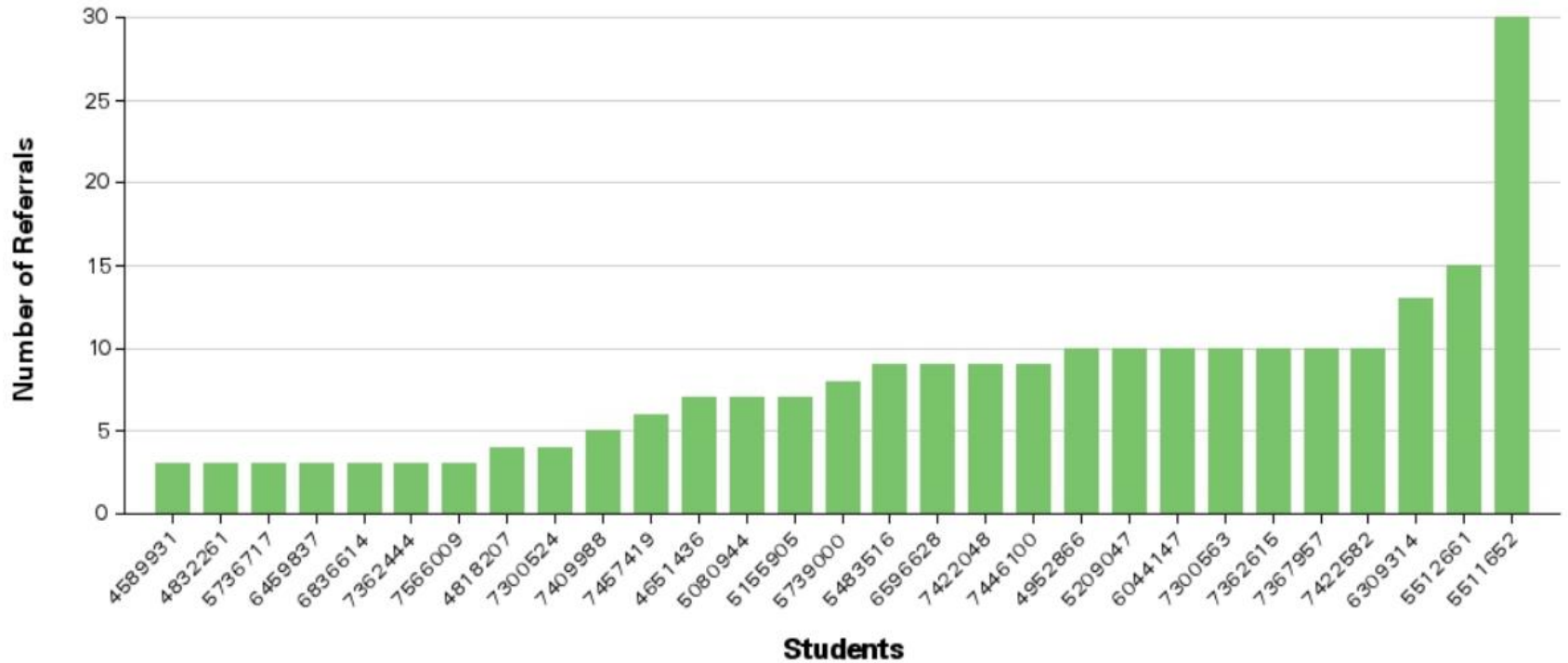
Examples of SWIS Reports Referrals by Student

Referrals By Student



Referrals by Student

All, Aug 1, 2013 - Jan 29, 2014, At Least 3 Referrals



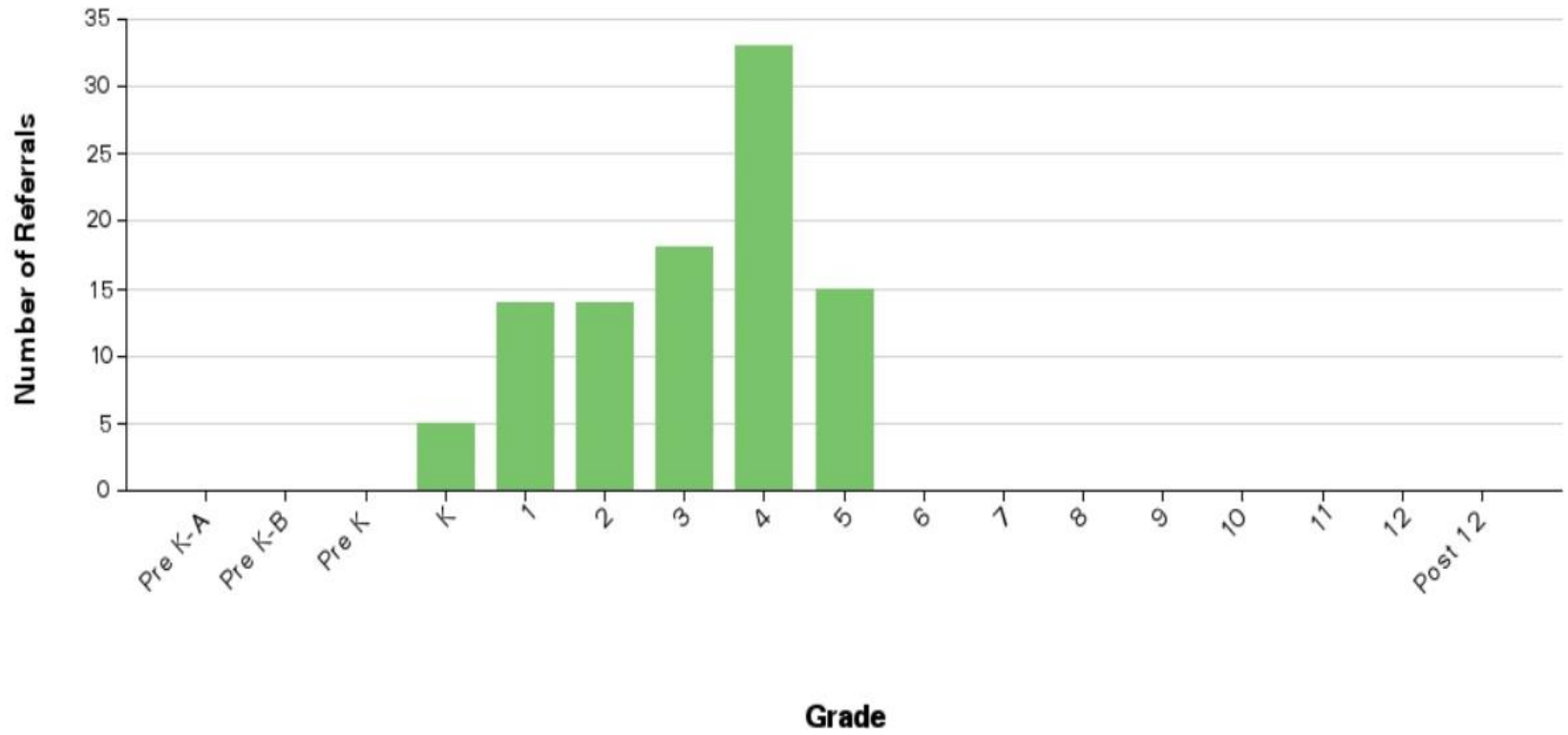
Examples of SWIS Reports Referrals by Grade

Referrals By Grade



Referrals by Grade

All, Aug 1, 2013 - Jan 29, 2014



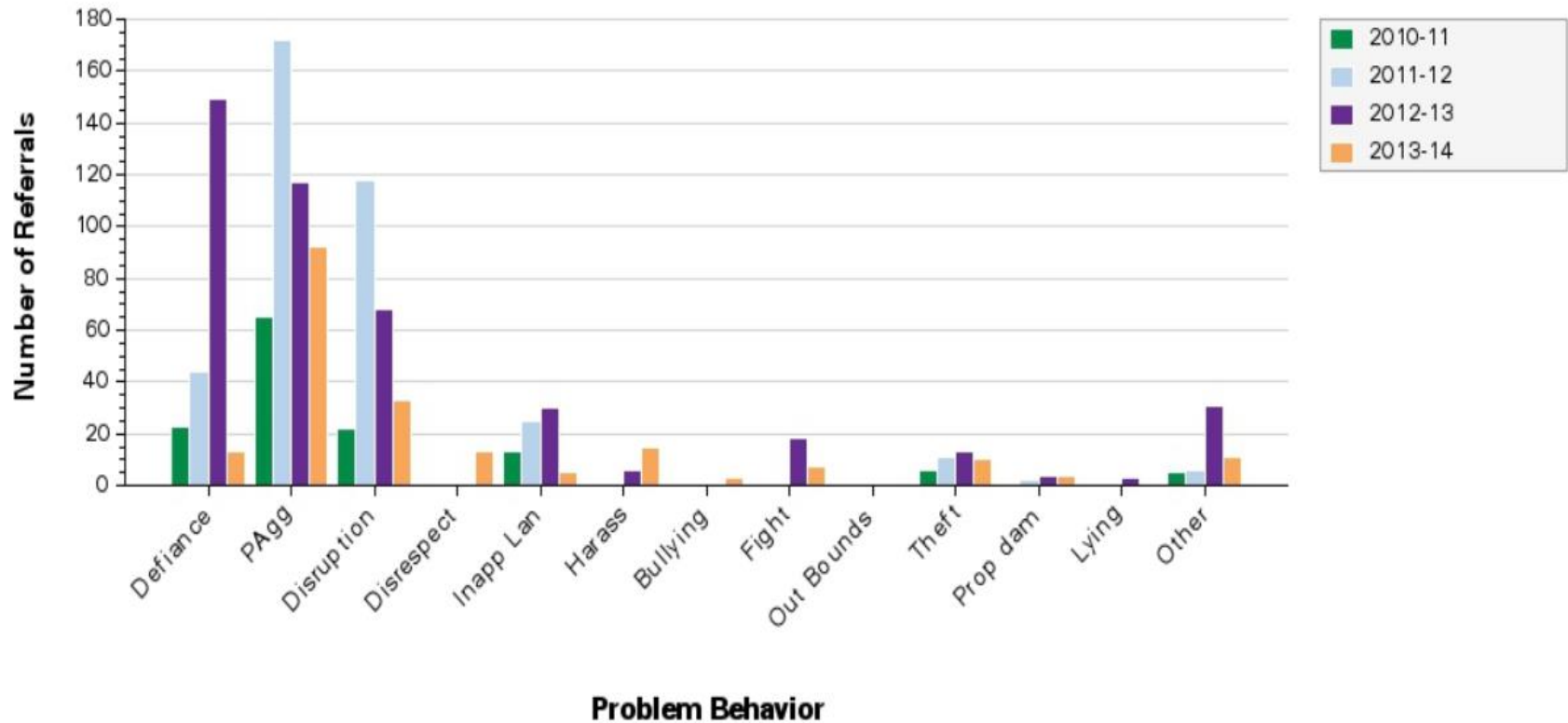
Examples of SWIS Reports Referrals by Problem Behavior Multi-Year 2010 - 2014

Referrals By Problem Behavior - Multi-Year



Referrals by Problem Behavior - Multi-Year

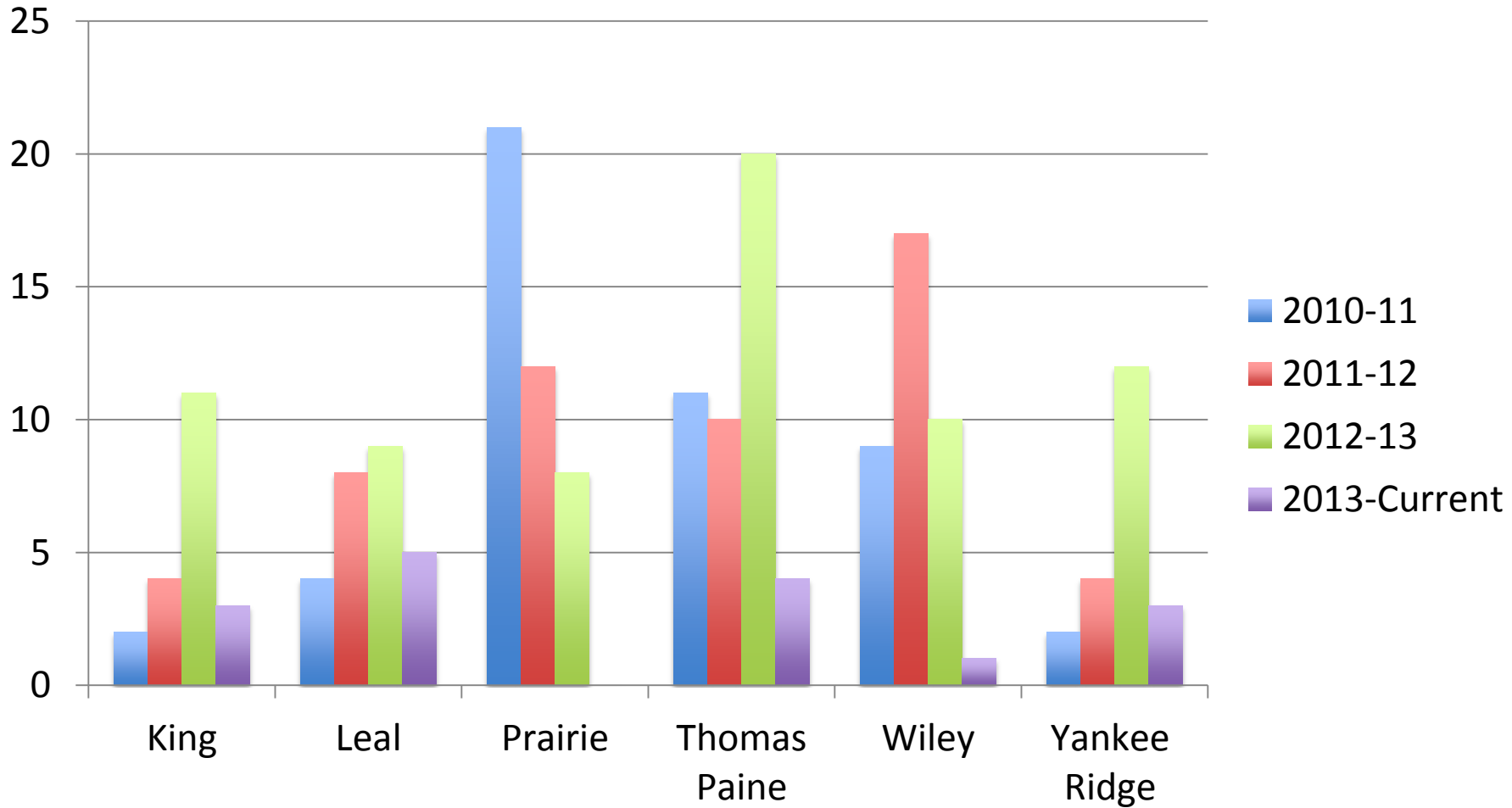
Major, 2010-11 - 2013-14



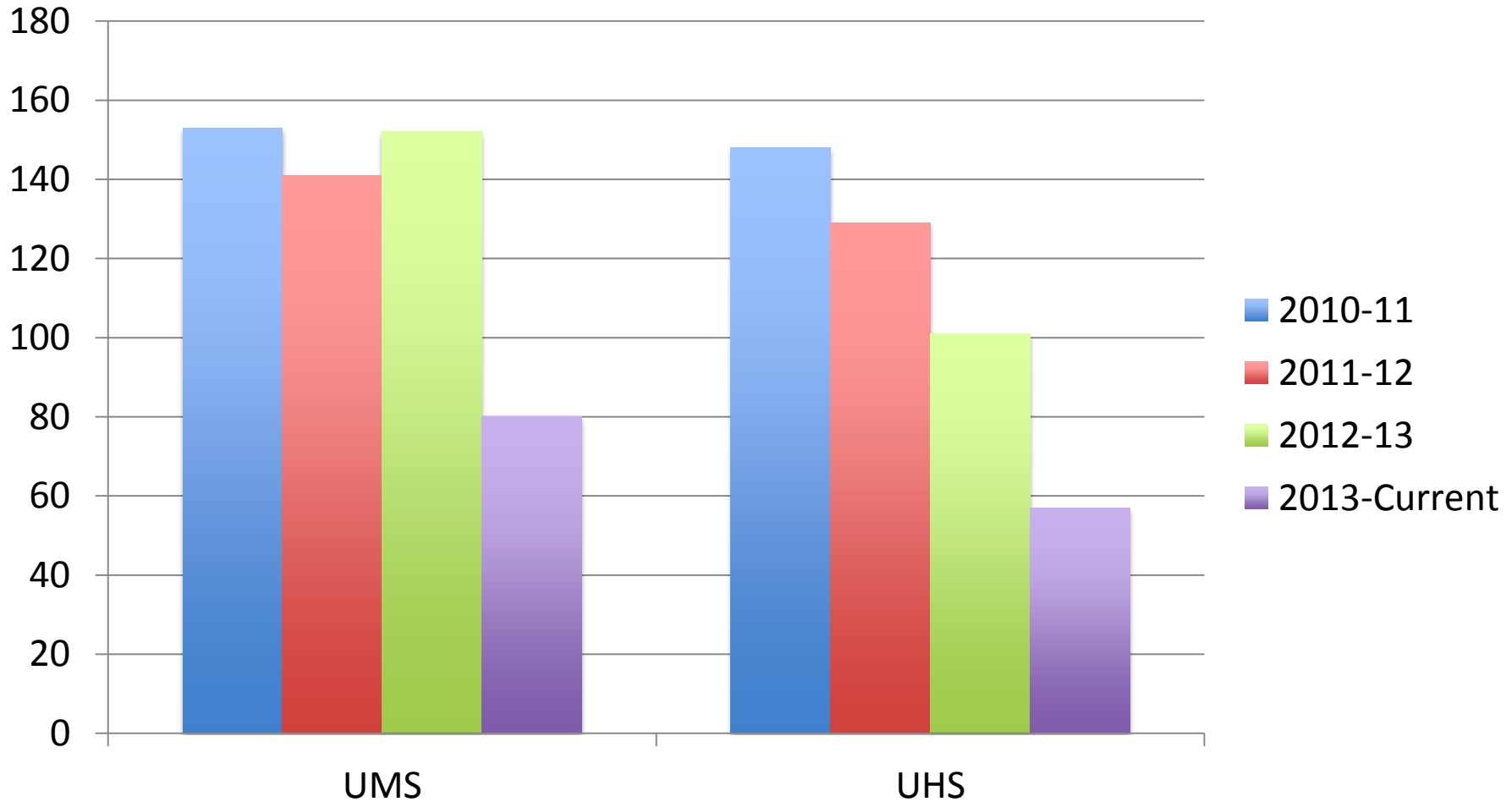
Top Referral Offenses Elementary

#1	Physical Aggression
#2	Classroom Disruption
#3	Abusive Language/ Inappropriate Language/ Profanity

Number of Students Who Received 1 or More OSS by Year by Elementary



Number of Students Who Received 1 or More OSS by Year by Secondary



Overview of Building Presentations

- Sandy Cooper – Elementary Principal Perspective
 - Teams – PBIS teams, Rtl Teams, Building teams
 - Processes
- Gennifer Gilbert – Thomas Paine, Parent
- Scott Woods – UMS Interventions and Supports
- Matt Stark and Travis Courson – UHS Positive Discipline

