

Positive Behavior and Support Advisory Group
September 24, 2014

Attending members: Chris Cochrane, Lurinda Ford, Steve Morse, Mylo Allen, Aileen Gardiner, Janae Hodge, Eric Paige, Heather Korbmacher, Bethany Verner, Charlotte Davis, Kevin Terpstra, and Stephanie Hawley

Discussed the current Bellingham Public Schools (BPS) expectations are around PBIS.

- Currently, PBIS is being offered as a support to schools that are interested. Our team is willing to come out and help in any way needed. The specific PBIS framework is not required, but it is very helpful and a “general expectation” that schools will have many/most of the PBIS concepts/practices in place at the Tier 1 level in all BPS schools.
- This is a journey. Our team is willing to help schools move forward and take the next step in implementing proactive practices to improve climate and culture around management and discipline. We would like to take on 2-3 schools as “case studies” to support. This will help our team learn how to better move the process forward, as well as hopefully help those schools and provide data and a case study/early implementer model for the BPS.
- There is a wide range of understanding about what PBIS is. Here are a few comments from our team.
- Not a program. More of a school-centered philosophy/framework around improving school-wide behavior/culture.
- PBIS is designed to be preventative rather than reactive
- It’s about using data to identify needs and teaching specific skills to students (and adults) to improve how we do business. (Just like reading/math, we use data to identify needs/skill deficits and teach both students and the adults how to build skills.)
- Emphasis on the positive and on creating an environment where kids know what they need to do and are provided specific feedback, rather than telling kids what they are doing wrong.
- 3 Rs.... Relationship, relationship, relationship. (Not just checking a box that we are doing a “program”.)

Staff were asked to complete a perception survey with the following questions:

1. What school are you in?
2. Does your school have clear school-wide expectations in place for non-classroom settings?
3. Does your school teach clear school-wide expectations in place for non-classroom settings?
4. Does your school collect and analyze behavioral data?
5. Do you consider your school a PBIS school?
6. Would you like support from the BSD PBIS team in identifying and taking the “next step” in this journey?
7. Comments/Suggestions (comment box)