

For more information on the intersection of PBIS
and Connecticut General Statutes §10-222d-k



Positive Behavioral Interventions & Supports (PBIS) Initiative

860-632-1485

Michelle Weaver, J.D., Consultant

weaver@ctserc.org

ext. 364

at



State Education Resource Center

Ingrid Canady, *Interim Executive Director*

Publications Unit

Jeremy Bond

Communication & Publications Coordinator

PBIS Initiative

Alice Henley, *Program Director*

Ebon McKnight

Terry Miller

Michelle Weaver

Consultants

Dana Gordon-Gannuscio, *Education Services Specialist*

25 Industrial Park Road • Middletown, CT 06457

Phone: 860-632-1485 • Fax: 860-632-8870

www.ctserc.org

It is the policy of the State Education Resource Center (SERC) that no person shall be discriminated against or excluded from participation in any SERC programs or activities on the basis of race, color, language, religion, age, marital or civil union status, national origin, ancestry, sex/gender, intellectual disability, physical disability, political beliefs, sexual orientation, or gender identity or expression. . Inquiries regarding SERC's nondiscrimination policies should be directed to Al Bruno at bruno@ctserc.org.

PBIS

as an Effective Approach to Bullying Prevention & Intervention: 2015 *PBIS Current Practices / Connecticut General Statutes §10-222d-k*

Schools must take comprehensive steps to ensure that each student has the opportunity to learn in an environment free from fear, teasing, humiliation, and assault. In recent legislative sessions, several public acts have revised the Connecticut General Statutes that cover bullying, CGS §10-222d-k. The law now requires that all Connecticut public schools have a specific structure to address behaviors typically associated with bullying as well as disturbing or threatening behavior that may not meet the definition of bullying.

Schools implementing PBIS with fidelity are well-positioned to comply with this law. PBIS schools organize systems and practices for behavior support along a continuum. PBIS includes certain components that will facilitate a school's ability to meet the personnel, data gathering, and reporting requirements of CGS §10-222d-k.

The PBIS framework includes the tools needed to focus on important student outcomes, integrate related practices and initiatives, engage positively and preventively with students and parents, and use data to provide contextually and culturally relevant intervention. This publication illustrates the consistency between this framework and the structure established under CGS §10-222d-k.



PBIS Current Practices / CONNECTICUT GENERAL STATUTES §10-222d-k

CGS §10-222k requires the establishment of a **Safe School Climate Committee** to develop and foster a safe school climate. Responsibilities include the identification of patterns of student bullying behavior and collaboration on data regarding bullying behavior. A principal can designate an existing committee in the school to assume these and other responsibilities outlined in the law.

The law also requires each school principal to serve as or to designate a **Safe School Climate Specialist**. According to the law, the specialist investigates reported bullying acts, collects and maintains records of school bullying behaviors, and is responsible for ensuring the school's preventive approach and appropriate response to bullying behaviors.

At the district level, the law requires each school to adopt a **Safe School Climate Plan** and to appoint a **District Safe School Coordinator**. The coordinator meets regularly with the specialist to share information pertinent to the **District Safe School Climate Plan**. The school-wide and district PBIS structure can effectively meet these criteria.

PBIS schools form a **School-wide PBIS Team** that works with staff to build the PBIS system in the school. Each team has a **School-Based PBIS Coach** responsible for facilitating the team process and ensuring the completion of certain tasks associated with the PBIS implementation plan. The School-Based PBIS Coach meets with the **PBIS District Coach** regularly to discuss the school's plan and progress related to supporting student behavior.

Connecticut General Statutes §10-222d-k has been revised and updated several times to establish requirements for how schools and districts respond to bullying and other like behaviors. PBIS schools have an established framework that parallels requirements of the law. The illustration below identifies the components of PBIS schools (**shown in light blue**) and of the anti-bullying law (**shown in dark blue**) that have similar objectives (**shown in black**).

School-wide PBIS Team Safe School Climate Committee

- Patterns of Behavior
- Policy Development
- Data Collection & Analysis
- Education of Students, Staff & Families

School-wide Practices & Systems/PBIS Plan District Safe School Climate Plan

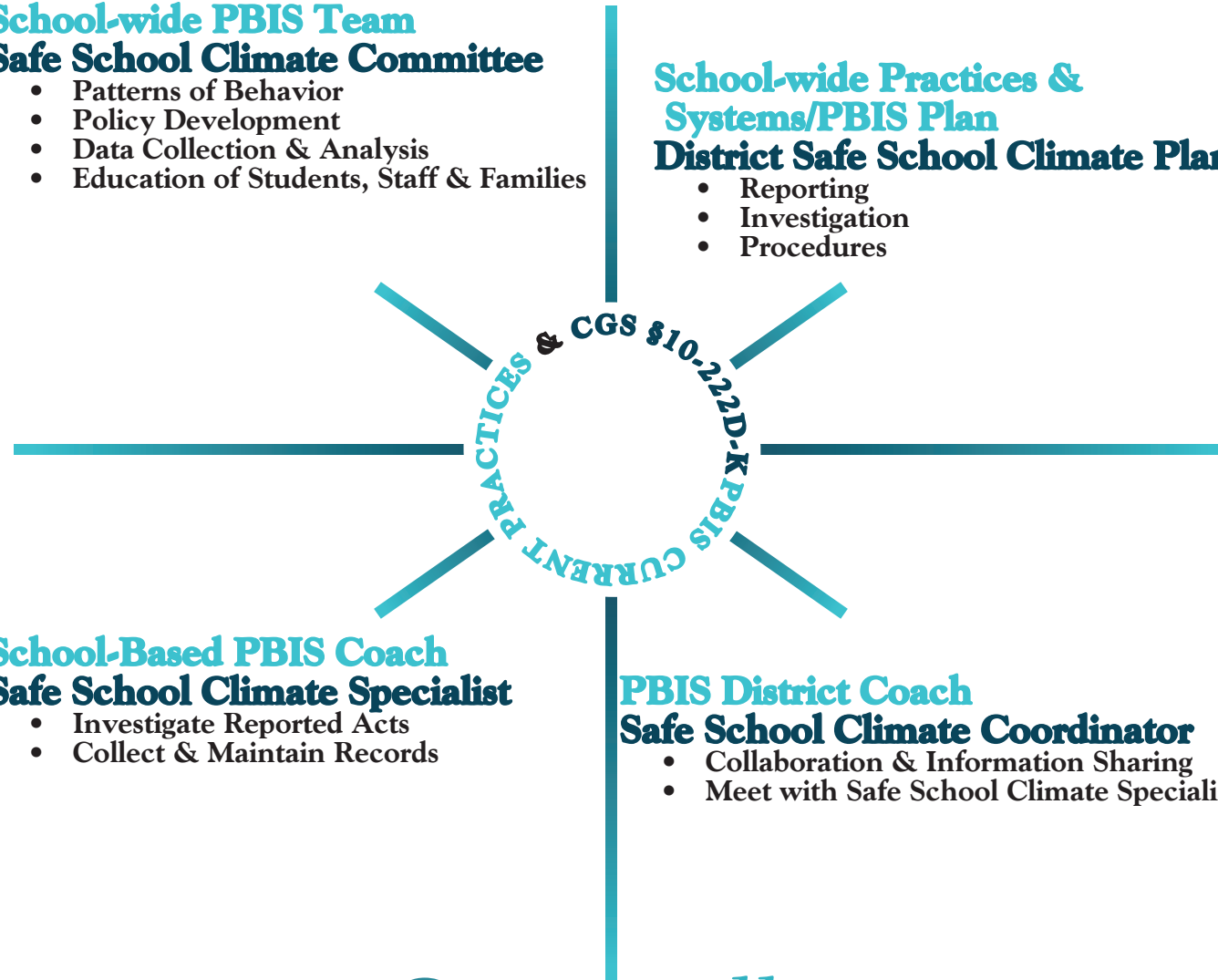
- Reporting
- Investigation
- Procedures

School-Based PBIS Coach Safe School Climate Specialist

- Investigate Reported Acts
- Collect & Maintain Records

PBIS District Coach Safe School Climate Coordinator

- Collaboration & Information Sharing
- Meet with Safe School Climate Specialists



Crosswalk

The information is intended to highlight the similarities between district and school appointments required by CGS §10-222 and existing roles in districts and schools implementing PBIS. The law also includes investigation, response, reporting and other requirements not necessarily included in the PBIS framework.

CGS §10-222d charges districts to create a **District Safe School Climate Plan** that addresses bullying at the school level. Recent updates to the law outline several reporting and educational requirements regarding bullying behavior generally and teen dating violence specifically.

PBIS schools create a **School-wide PBIS Plan** for analyzing behavior, teaching and reinforcing behavioral expectations, and discouraging the occurrence of behavior violations. To comply with the requirement in the bullying prevention law, PBIS schools might consider using structures within this framework to identify specific types of behavior and address these behaviors in their school-wide PBIS plan.

For example, if name calling, teasing, or other disturbing behaviors are observed in the cafeteria, staff should ensure the school-wide plan includes lessons on respectful and safe behavior in that setting. Staff would also be able to assess the need for more or better adult supervision in the cafeteria. Additionally, staff would consider whether appropriate behavior is sufficiently reinforced when students do meet behavior expectations in the cafeteria.

Working collaboratively across all schools in the district, these school-wide PBIS plans can inform the **District Safe School Climate Plan**. The PBIS framework provides a basis for ensuring compliance with many of the requirements of CGS §10-222d-k. PBIS schools and districts are encouraged to consider the function of each of the roles outlined in the legislation and consider their current staffing for PBIS to avoid duplication of efforts by staff and district personnel.