

For more information on the intersection of PBIS
and CT Public Act 11-232



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PBIS

as an Effective Approach to Bullying Prevention & Intervention: *Complying with CT Public Act 11-232*

Schools must take comprehensive steps to ensure that every child learns without fear of teasing, humiliation, or assault. Public Act 11-232 requires all Connecticut public schools to create a specific structure by July 2012 to address behaviors typically associated with bullying.

PBIS schools—those implementing systems and practices in line with the Positive Behavioral Interventions and Supports framework with fidelity—are well on their way to complying with this bullying prevention law. PBIS includes certain components that will facilitate a school's ability to meet the personnel, data gathering, and reporting requirements of the law.

The PBIS framework gives schools the tools 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 related implementation. This publication illustrates the consistency between this framework and the structure established under Public Act 11-232.



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PBIS Current Practices / PUBLIC ACT 11-232

Public Act 11-232 requires the establishment of a **Safe School Climate Committee** to develop and foster a safe school climate. Specific responsibilities include the identification of patterns of student bullying and collaboration on data regarding bullying. 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. The Specialist is also required to meet with the **Safe School Climate Coordinator** during the school year to share information pertinent to the **District Safe School Climate Plan**. The Coordinator is appointed from existing staff by the district superintendent.

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.

Before Connecticut passed the anti-bullying law known as Public Act 11-232, PBIS schools had established a 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

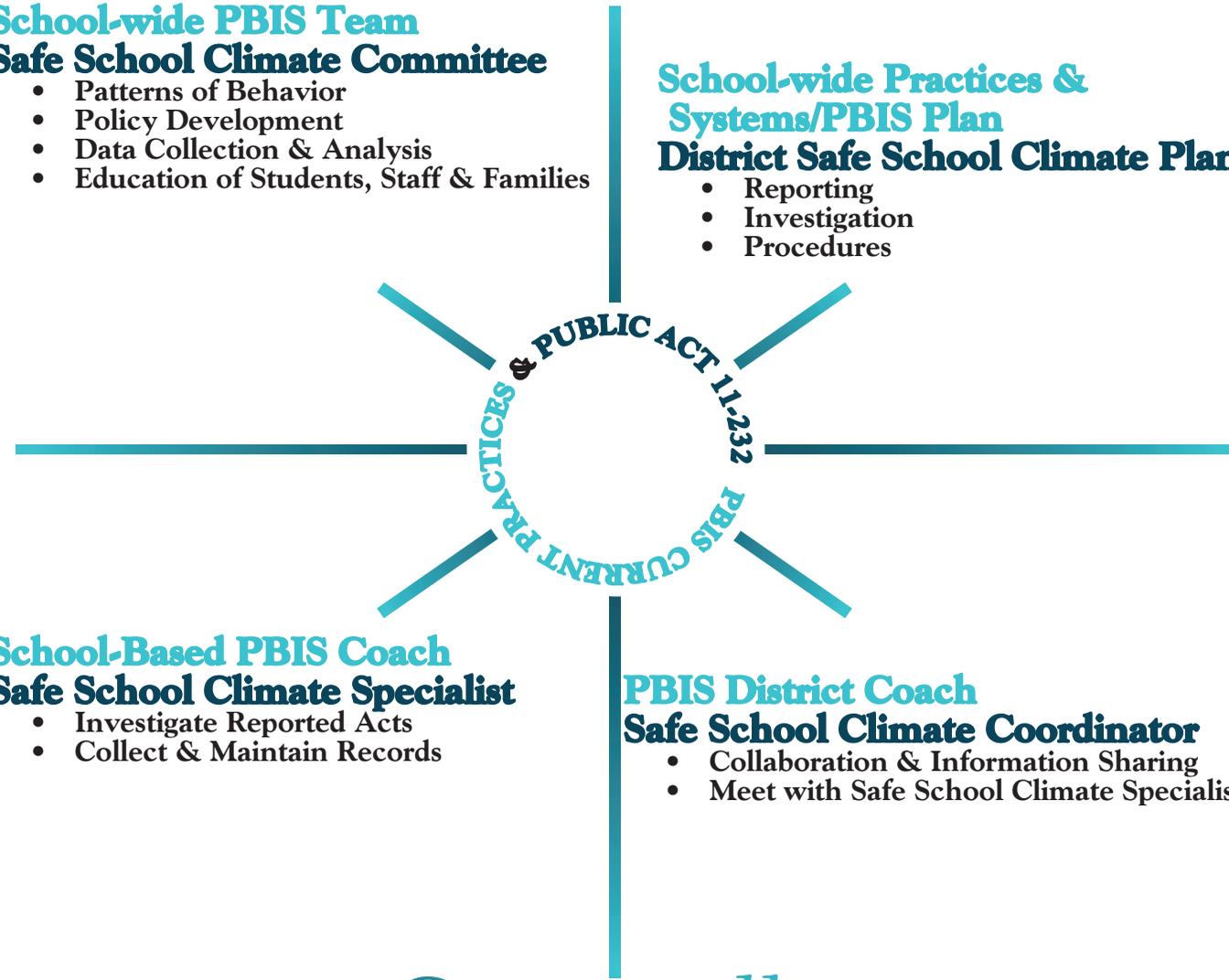
- Reporting
- Investigation
- Procedures

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 Public Act 11-232 and existing roles in districts and schools implementing PBIS. The Act also includes investigation, response, reporting, and other requirements not necessarily included in the PBIS framework.

P.A. 11-232 charges districts to create a **District Safe School Climate Plan** that addresses bullying at the school level. The law outlines several reporting and educational requirements regarding bullying behaviors.

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 behaviors typically associated with bullying and address these behaviors in their school-wide PBIS plan. Working collaboratively across all schools in the district, these school-wide PBIS plans can form the foundation of the District Safe School Climate Plan.

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

The PBIS framework provides a solid base for ensuring compliance with P.A. 11-232. 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.