POSITIVE BEHAVIOR INTERVENTION & SUPPORTS (PBIS)

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

DISCIPLINE DATA

Presented to the Kern High School District Board of Trustees
Monday, February 4, 2019

Brian Mendiburu, Director of Student Behavior and Supports
Instruction Division, Dr. Brenda Lewis, Associate Superintendent
FOCUS AREAS

- **Current Positive Behavioral Intervention and Supports (PBIS) implementation**
- **Current multi-tiered systems of support (MTSS)**
- **Suspensions, Expulsions & Transfers**
PBIS FRAMEWORK

- **Identify and define school-wide behavior expectations (Develop logical, consistent consequence system to correct problem behavior)**
- **Explicitly teach those expectations to students**
- **Acknowledge student behaviors**
- **Ongoing collection and use of data for decision-making**
GOALS

• Eliminate barriers to learning
• Focus on prevention
• Provide an effective integrated service delivery system
• Provide professional development for staff
• Implement evidence-based programs and strategies

OUTCOMES

• Increased academic performance
• Improved attendance
• Improved social emotional wellness
• Decreased truancy rate
• Decreased office referrals and suspensions
• Improved behavior
• Increased student engagement
PBIS/MTSS IMPLEMENTATION UPDATE

- Dr. Jon Eyler, Collaborative Learning Solutions, Consultant
- PBIS Framework (23 sites and 2 new for Special Education)
- Embedded Restorative Practices & Social Emotional Learning in District-wide Professional Development
- Started 8 National Alliance on Mental Illness (NAMI) Student Clubs
- Interventionist for Tier II Small Group On Each Site
- School Social Workers Shared at School Sites for Mental Health & Student Family Support
- Student Climate Surveys/Student Voice
- Coupling Consequences With Intervention and Supports When Applicable
PBIS/MTSS UPDATE

- District Leadership Advisory, PBIS-MTSS
- Teacher/Staff Advisory Council, PBIS-MTSS
- Tiers 1 2 3, structures at the sites/district
  - Matrix
  - Handbook
## Suspension Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Suspension Rate KHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>10.0%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>9.6%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>8.8%</td>
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</tbody>
</table>
EXPULSIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Expulsions KHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>63 students</td>
</tr>
<tr>
<td>2016-2017</td>
<td>26 students</td>
</tr>
<tr>
<td>2017-2018</td>
<td>29 students</td>
</tr>
</tbody>
</table>
IN VOLUNTARY TRANSFERS TO
CONTINUATION SCHOOLS

<table>
<thead>
<tr>
<th>Year</th>
<th>Total KHSD students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016:</td>
<td>120 students</td>
</tr>
<tr>
<td>2016-2017:</td>
<td>102 students</td>
</tr>
<tr>
<td>2017-2018:</td>
<td>61 students</td>
</tr>
<tr>
<td>Year</td>
<td>Total KHSD students</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>2015-2016:</td>
<td>681 students</td>
</tr>
<tr>
<td>2016-2017:</td>
<td>436 students</td>
</tr>
<tr>
<td>2017-2018:</td>
<td>603 students</td>
</tr>
</tbody>
</table>
QUESTIONS?