



Positive School and District Culture

Initiative 1A: Implement culturally relevant Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support

Saint Paul Public Schools (SPPS) recognizes that we must use culturally relevant practices to meet the social-emotional needs of all learners.

The SPPS Achieves Strategic Plan prioritizes positive school culture through authentic and **positive relationships**, a sense of **belonging** and physical and emotional **safety** for academic and social success.

Area of Focus

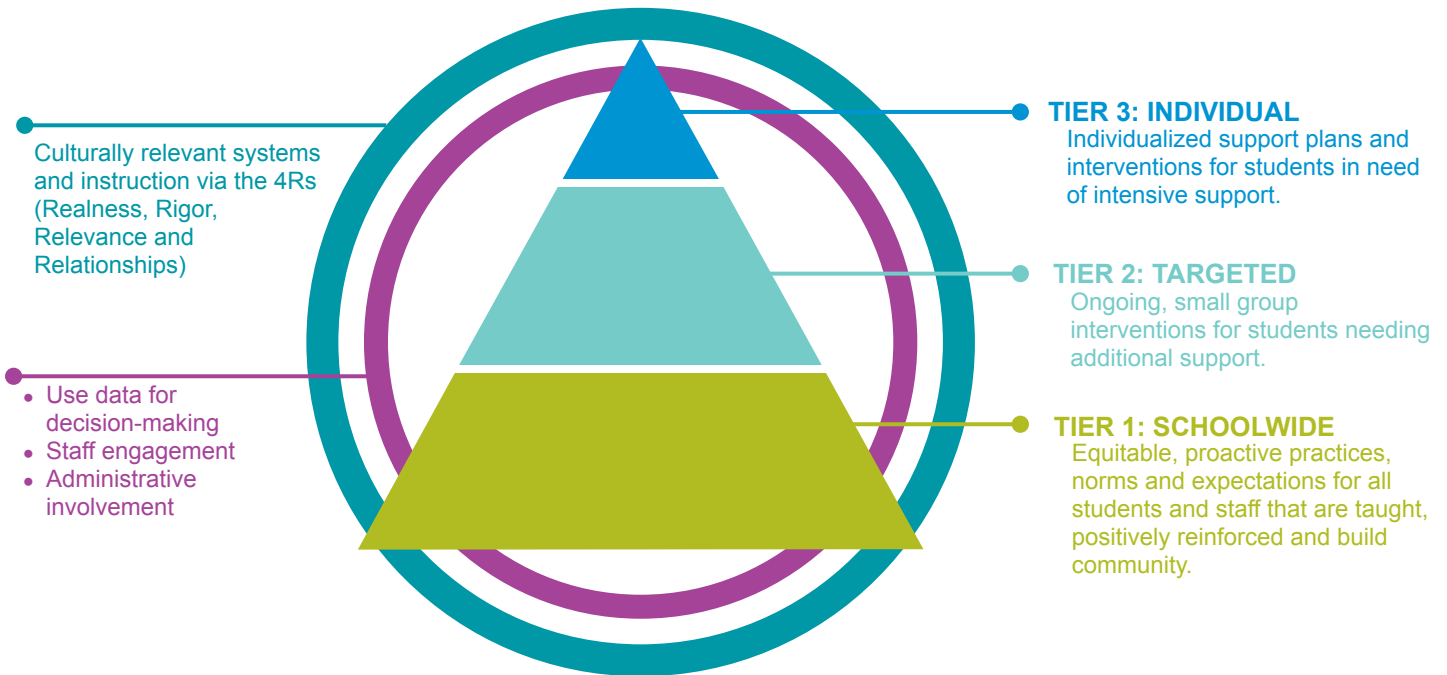
SPPS uses a **model of school support** that integrates social-emotional learning programs, restorative practices, and mental health and wellness and Positive Behavioral Intervention and Supports (PBIS) framework. PBIS is a set of ideas and tools used to set schoolwide expectations that create a predictable and safe environment where every student can learn.



We believe that social-emotional skills should be modeled, taught and practiced just like academics. SPPS will utilize an educational, preventive and restorative approach to behavior by:

- Developing a comprehensive and differentiated professional development plan
- Identifying district-supported social-emotional learning programs and interventions
- Creating clear expectations and accountability for the requirements at Tier 1, 2 and 3 at every school
- Supporting schools to implement specific practices that reflect the culture and unique needs of their school community
- Providing coaching and technical assistance to school teams

PBIS Multi-Tiered System of Support



For a consistent experience, school leaders are required to ensure the following practices:

Tier 1: Schoolwide Systems	Tier 2: Targeted Interventions	Tier 3: Individual Interventions
<p>Required at Every School:</p> <ul style="list-style-type: none"> • Establish a PBIS Team and PBIS Representative • Utilize the standard data collection system consistently • Use School-Wide Intervention System (SWIS) data to refine school systems that ensure equitable discipline practices • Create Schoolwide Discipline Plan • Create a Matrix of Behavior Expectations at school • Introduce and review expected behaviors through a teaching schedule • Require that the school support team meet regularly 	<p>Required at Every School:</p> <ul style="list-style-type: none"> • Utilize data-based decision making to identify students in need of Tier 2 support and to refine schoolwide systems • Identify the evidence-based interventions and social emotional programming utilized at the school • Match students to effective interventions • Evaluate the effectiveness of interventions 	<p>Required at Every School:</p> <ul style="list-style-type: none"> • Establish Student Assistance Team (SAT Team) • Identify a SAT chair • Document SAT referrals and interventions on student record • Develop individualized positive interventions to support academic and behavior needs • Monitor student progress

Action Steps for 2019-20

- Review report provided by Collaborative for Academic, Social and Emotional Learning (CASEL) summarizing their analysis of district SEL programming; develop a SEL implementation plan.
- Align and integrate social-emotional learning, restorative practices and the PBIS framework.
- Implement *Second Step*, an evidence-based social-emotional learning program, at 12 middle schools in Foundations Class as a Tier 1 support.



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