

Parkland Community Advisory Council
Thursday, October 15, 2026

Co-Presidents: Desirée Pascal and Jennifer Jones

VP of Membership: Catherine Garon

Attendees: Jude Sandt, James Giaquinto, Terri Plattner, Monica Ouly-Uhl, Desirée Pascal, Maria Sussman, Nicole Mandry, Jenn Bush, Doreen Wynn, Shannon Shetayh, Catherine Garon, Desirée Pascal, and Jen Jones

Student Representatives: Nora Garon, Liana Zurinskas, and Sarah Avila

School Board Representative: Marisa Ziegler

Administration: Michelle Minotti

Positive Behavioral Interventions and Supports (PBIS) Presentation presented by Jude Sandt, Jamie Gianquinto, Monica Ouly-Uhl, and Terri Plattner

Overview of PBIS

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework designed to foster a positive school culture by providing support based on individual student needs. Similar to the Multi-Tiered System of Supports (MTSS), PBIS uses data to guide interventions, monitor progress, and ensure students receive appropriate support.

While MTSS is often associated primarily with academic intervention, PBIS addresses both academic and behavioral needs. The underlying principle is that just as students are taught foundational academic skills—such as reading, writing, and mathematics—they should also be explicitly taught behavioral expectations and appropriate social skills.

PBIS emphasizes proactive rather than reactive strategies. Its key components include:

- Clearly defined and consistently communicated expectations.
- A collaborative, team-based approach.
- Data-driven decision-making and ongoing evaluation.
- Layered interventions tailored to student needs.
- Recognition of positive behaviors and student progress.

Research-supported outcomes associated with PBIS include reductions in suspensions and bullying.

The Three Tiers of Support

PBIS uses three levels of intervention, with student placement guided by ongoing data collection and review.

- **Tier 1 – Universal Prevention:** Foundational support provided to all students; ideally serves approximately 80–85% of the student population.
- **Tier 2 – Targeted Support:** Additional interventions for students who need more support; typically serves approximately 10–15% of students.
- **Tier 3 – Intensive Support:** Individualized, intensive interventions for students with the greatest needs; typically serves approximately 5% of students.

These percentages represent general benchmarks. Student progress is monitored continuously, and interventions are adjusted as needed.

Elementary Schools: Cetronia Elementary

Cetronia Elementary has implemented its PBIS model, **STARS**, for approximately 17 years. STARS stands for Safe, Try Your Best, Accountable, Respectful, and Sensitive.

Key elements of the program include:

- Explicitly teaching expectations across school settings, including restrooms, stairways, playgrounds, art rooms, and assemblies.
- Having students recite a daily STAR pledge.
- Awarding yellow tickets to recognize positive behavior.
- Integrating behavioral expectations throughout the curriculum.
- Using data from teachers, playground aides, bus drivers, and other staff to monitor progress and adjust interventions.

All Cetronia teachers participate in a PBIS subcommittee. The school also uses a Tier 2 incentive plan that celebrates student progress and allows strategies to be reevaluated based on feedback and data. Two engaging, activity-based assemblies are held to motivate students and strengthen the school community. Consistent communication and collaboration among staff are essential to ensuring students experience similar expectations and support across the elementary schools. PBIS data is also subject to state review.

Middle Schools: Springhouse and Orefield Middle Schools

Springhouse Middle School and Orefield Middle School use **PAWS**, which stands for Practice Respect, Act Responsibly, Work Together, and Stay Safe.

PAWS is an evidence-based framework designed to create a positive school climate through proactive behavioral instruction and tiered support. Expectations are clearly outlined in a behavior matrix covering hallways, restrooms, buses, auditoriums, cafeterias, gyms, and classrooms.

Key program components include:

- **Tier 1:** Universal behavioral expectations and the Olweus Bullying Prevention Program.
- **Tier 2:** Targeted interventions, including parent meetings and MARS student groups.
- **Tier 3:** Intensive interventions, which may include behavior contracts or the St. Luke's YESS program.

Additional strategies include a positive behavior store where students can redeem coupons, tangible rewards, dance tickets, and group incentives such as Den activities. Springhouse and Orefield are also piloting a points-based system through Apptegy.

Program effectiveness is reviewed during monthly meetings, allowing staff to assess progress and refine interventions.

High School Implementation

Terri Plattner presented an overview of PBIS implementation at the high school level. Although the program has not yet been formally established, a PBIS committee has been launched to guide its development.

This year marks the introduction of three district-level committees:

- Vision 2030 Professional Development
- Vision 2030 Advisory
- PBIS Committee

The PBIS committee includes 24 teachers and will help shape a comprehensive, collaborative districtwide approach. Priorities include social-emotional learning, career exploration, and bullying prevention, with the broader goal of preparing students to succeed beyond the walls of Parkland.

Although tiered interventions have historically been used at the high school, they have not been formally organized under a PBIS framework.

The current support structure includes:

- **Tier 1 – Universal Foundation:** Health services and in-house child study teams.
- **Tier 2 – Targeted Interventions:** Student Assistance Program (SAP) and SAIP.
- **Tier 3 – Intensive Supports:** Outside professional services and programs, including CASSP, AIM, and KS MST.

The high school takes a team-based approach, with 11 counselors providing services alongside a licensed counselor. The goal is to meet the diverse needs of all students through appropriate levels of support. A formal acronym for the high school PBIS model is anticipated next year. The existing STAR (Students That Are Really Special) program provides positive recognition through awards, tangible incentives, access to outdoor spaces, social media shout-outs, and free Friday popcorn passes.

Key Takeaway

Across all grade levels, PBIS emphasizes proactive, data-driven, and collaborative approaches to student support. By explicitly teaching expectations, recognizing positive behavior, and providing interventions at appropriate levels, the district aims to create a consistent school experience that helps students thrive academically, socially, and behaviorally.

School Board Committee Meeting Updates

Board Structure and Atlas Data Center Resolution

The School Board has transitioned from three separate committee meetings, each attended by three board members, to a Committee of the Whole format in which all nine board members participate in discussions. No votes are taken during these committee meetings. The Board discussed a resolution opposing the proposed Atlas data center project, citing concerns about the safety and well-being of students and staff, particularly given the project's location immediately adjacent to the high school. District administration has previously communicated concerns and requested changes should the project move forward. The resolution represents the School Board members' formal position on the matter and is scheduled for consideration at the October 20th board meeting.

Proposed 2027–2028 School Calendar. The proposed calendar includes:

- First day of school: August 30, 2027
- Last day of school: June 9, 2028
- Two weeks off in December
- Continued use of remote learning days for weather-related closures

The calendar remains subject to approval.

Facilities and Operations

- **Cetronia Elementary:** A refrigerator is needed.
- **Food Services:** Meal counts and share tables are progressing well. The summer meals program was well utilized, with more than \$16,000 in program funds used.
- **Orefield Middle School Sewer Project:** The Board reviewed a bid award of \$725,230 for sanitary sewer construction as part of the Vision 2030 plan. The project is approximately \$180,000 under budget.

Policy and Finance

- Administration is seeking approval to apply for school safety and mental health grants.
- Several policy updates were reviewed.
- Vision and Mission Priority Goals were discussed.

Board/Student Updates

Academics, Arts, and Athletics

- **Artificial Intelligence:** Administration presented information on the use of AI throughout the district.
- **Junior ROTC:** The Board received a presentation regarding the program's feasibility, curriculum, benefits, and costs.
- **ESL Parent Night:** Scheduled for October 20, from 5:30–7:00 p.m. at the Parkland Community Library.
- **EWLE:** The eight-week program began October 14.
- **State Testing Results:** PSSA and Keystone results have been delayed due to continued analysis of statewide comparison data and the transition to a fully online testing format.

Arts, Activities, and Athletics

- Homecoming took place the previous week.
- *Shakespeare in Love* is currently being performed.
- The marching band is scheduled to participate in the Thanksgiving parade.
- Thirty students were named National Merit Scholars.

Athletic highlights reported:

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| • Field hockey: Second place. | • Boys' soccer: Second place. |
| • Girls' soccer: Third place. | • Cross-country: Undefeated. |
| • Volleyball: Undefeated. | • PIAA: Golf champions. |

Upcoming Meetings

- **School Board Meeting:** Tuesday, October 20, 2026 — Workshop at 6:00 p.m.; meeting at 7:00 p.m.
- **Committee of the Whole Meeting:** Monday, November 9, 2026, at 6:00 p.m.

New Business and Adjournment. No new business was reported.

Adjournment: 8:12 p.m.