

ebd/pbis network update

Illinois State Board of Education
Emotional & Behavioral Disabilities and Positive Behavioral Interventions & Support Network
A Training, Technical Assistance, and Evaluation Network

This newsletter is an information sharing tool of the statewide component of the ISBE EBD/PBIS Network

The Future of School-Wide PBIS in Illinois

Planning is underway for a reconfigured EBD/PBIS Network for FY06. A statewide team, incorporating regionally-based experts on PBIS and EBD, will continue guiding implementation of PBIS in Illinois schools by providing state-of-the-art training, technical assistance and evaluation supports. The statewide PBIS team will partner directly with ISBE's Autism Training and Technical Assistance Project and Project Choices to ensure schools increase their capacity to effectively educate *all* students, using research-based instructional/behavioral practices and data-based decision-making.

As PBIS enters it's eighth year of implementation in Illinois with close to 500 schools, the focus will be on developing regional and district-level capacity for sustainability and expansion through:

- Developing regional/local trainers and coaches
- Developing a web-based evaluation system for direct access by schools and districts
- Ensuring district-level structures support long-term implementation needs of schools
- Blending with related school improvement initiatives for efficient use of resources

What Do Districts Need to DO to Implement and Support School-Wide Approaches in their Schools? (see page 8)

How Can the Illinois PBIS Network Assist Districts in Improving Student Outcomes? (see page 9)

Results for Illinois Schools Implementing School-Wide PBIS Approaches

- *Gains in Instructional Time and Academic Performance (see page 3)*
- *Reductions in Out-of-School Suspensions and Discipline Referrals (see page 4)*
- *Academic/Behavioral Gains that Sustain Over Time (see page 5)*
- *Students with Disabilities Succeeding in Less Restrictive Environments (see page 7)*
- *Referrals to Special Education Decreasing (see page 6)*
- *Improved Performance in High-Poverty Schools (see page 2)*

The EBD/PBIS Network builds capacity of schools, families, and communities to promote social and academic success of all students, including those with emotional/behavioral and other disabilities.

- **Prevention-based** school-wide systems of positive behavior support
- **Data-based decision-making** for instruction of behavior and academics
- **Wraparound planning** for students with EBD and their families
- **Community-based** supports for families, youth, and schools

2005 PBIS Summer Leadership Conference

MAKING

CONNECTIONS

FOR SUCCESS

AUGUST 3 & 4, 2005

Hilton Lisle/Naperville

See page 11 for more information.

illinois honor roll

in the
spotlight

PBIS School Earns Academic Improvement Award

Jamie McGee Elementary School in Valley View District 365 was included in the 2003-04 Illinois Honor Roll for Academic Improvement due to an 8% increase in ISAT scores (from 69% in 2003 to 77% in 2004.) During the past three years, their Office Discipline Referrals (ODRs) have decreased by about 45%; ODRs for students with IEPs have decreased over 70%. SET scores show significant increase in PBIS implementation from 2003 to 2004. Their 'Expectations Defined' score went from 75% to 100% while their 'Behavior Expectations Taught' increased from 50% to 100%. Jamie McGee has been implementing PBIS for nearly seven years.

PBIS Schools Make the Illinois Honor Roll for Academic Performance

The Illinois State Board of Education (ISBE) and Northern Illinois University (NIU) have announced the Illinois Honor Roll Schools for the 2003-2004 school year. Award categories included:

- **Spotlight Schools:** High-poverty, high-performing schools that achieve despite the odds. Criteria include at least 50% low income students, 60% of students meet or exceed standards on state tests.
- **Academic Improvement Awards:** Schools that make significant gains in performance over three years and those that manage to change direction from failure to success. Criteria include an upward trend in test results, 7.5 points gain in scores above last year or 15% over two years OR release from the Academic Early Warning List.

Twenty-two PBIS schools from 15 districts made the honor roll, as indicated below.

Academic Improvement Schools

- Central Elementary, Kewanee CUSD 229
- Central Jr. High, Kewanee CUSD 229
- Dewey Elementary, Evanston District 65
- Graham Elementary, Springfield District 186
- McClelland Elementary, Springfield District 186
- Elverado Jr. High, Elverado District 196
- Illiopolis Elementary, Illiopolis CUSD 12
- Irving Elementary, Kewanee CUSD 229
- Jamie McGee Elementary, Valley View CUSD 365u
- Mark Twain Primary, Kankakee District 111
- Steuben Elementary, Kankakee District 111
- Mulberry Grove Senior High School, Mulberry Grove CUSD 1
- Murphysboro High School, Murphysboro CUSD 186
- Prairie Du Rocher Elementary, Prairie Du Rocher CCSD 134
- Stratton Elementary, Champaign CUSD 4

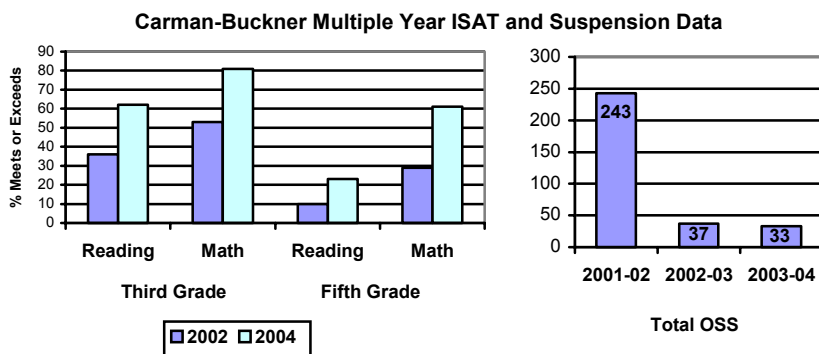
Spotlight Schools

- Central Elementary, Kewanee CUSD 229
- Central Jr. High, Kewanee CUSD 229
- Earl H. Hanson Elementary, Rock Island District 41
- Edison Primary, Kankakee District 111
- Franklin Elementary, Jacksonville District 117
- Stockton Elementary, Chicago Public Schools 299
- Tilden Attendance Center, Sparta CUSD 140

featured schools

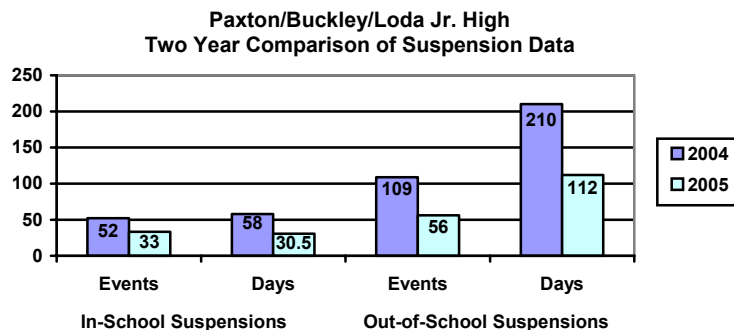
Academic Achievement Increases as Suspensions Decrease

Carman-Buckner Elementary School in Waukegan School District 60 had 243 out-of-school suspensions (OSSs) during the 2001-02 school year. PBIS training began during the 2001-02 school year and was fully implemented during the 2002-03 school year. OSSs dropped 85% to 37 in 2002-03 and 33 in 2003-04, gaining approximately 386 days of instructional time. Solid increases in the number of Carmen-Buckner third and fifth graders meeting/exceeding state standards are indicated below.



More Decreases In Suspension

At Paxton/Buckley/Loda Junior High School, District 10, there was a reduction in suspensions between 2003-04 and 2004-05. In-school suspension (ISS) days decreased by 47% and the number of students who received an ISS decreased by 23%. There was a 47% decrease in out-of-school suspensions (OSSs) and a 40% drop in the number of students who experienced an OSS.



Waltonville High School, District 1, experienced a 38% decrease in out-of-school suspensions and a 69% decrease in in-school suspensions when comparing August to March 2003-04 and 2004-05.

Mark Twain School Sustains PBIS, Meets AYP, Reduces Special Education Referrals

Mark Twain Elementary School, Kankakee District 111, has been implementing PBIS for three years. Their SET scores have been 80/80 for 2003-04 and 2004-05, indicating that school-wide PBIS is being fully implemented. Adequate Yearly Progress (AYP) has been achieved this year. Targeted Interventions are showing success for students at risk of failure.

Out-of-school suspensions (OSSs) have declined for the past four years. From the beginning of school to the end of March 2002-03, there were 36.5 days of OSS. For the same time period 2003-04, there were 22 days. From the beginning of school until the end of March 2004-05 there have been 9 days of OSS.

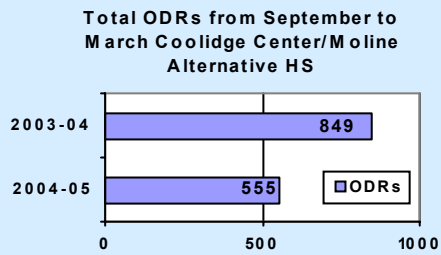
See page 7 for examples of Mark Twain's success with targeted interventions.

For additional information or questions about this newsletter contact Cheryle Kennelly at (708) 482-4860 or email ckwrapil@aol.com

district showcase

District Successes

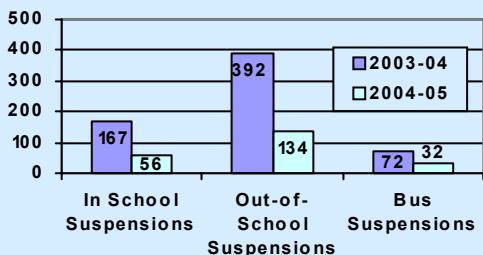
In Moline, the Coolidge Center/Moline Alternative High School reports in FY04 (September-March), the office handled 849 ODRs vs. 555 for the same period of time in FY05, a 34.6% reduction in ODRs.



Garfield Elementary, Moline District 40, has seen a 52.5% reduction in ODRs over three years. From September to March of FY03 they handled 217 ODRs. For the same time period, they saw 206 ODRs in FY04 and 103 ODRs this year.

The nine schools in Blue Island School District 130 are in their first year of PBIS implementation. A comparison of suspension data from August to March in the 2003-04 and 2004-05 school years revealed significant decreases. Out-of-school suspensions (OSSs) decreased 66%, in school suspensions (ISSs) decreased 66%, and bus suspensions decreased by 56%.

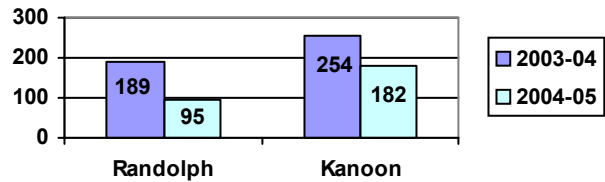
**Blue Island #130 August-March Suspension Data
PBIS Implementation Pre-PBIS Compared to Year 1**



Chicago Public Schools

Kanoon Elementary School, Chicago Public Schools District 299 - During the third quarter of 2003-04 there were 254 Office Discipline Referrals (ODRs) compared with 182 during the third quarter 2004-05. This is a 63% decrease.

Randolph Elementary School, Chicago Public Schools District 299 - In the third quarter of 2003-04 there were 189 ODRs compared with 95 during the third quarter in 2004-05. This is a decrease of 50%.



A 2 Year Comparison of Total ODRs for 3rd Quarter

Canty Elementary School, Chicago Public Schools District 299 – ODRs for third quarter decreased 29% from 2.08 referrals per day per month in 2003-04 to 1.47 in 2004-05.

Infinity Alternative School, Chicago Public Schools District 299 - ODRs this year have decreased 64%, from 133 in second quarter to 47 in third quarter. New administrators and teachers continue the teaching and reinforcement of expected behaviors. Consequently, they have reduced the number of referrals for physical aggression/fighting from 38 in second quarter to eight in third quarter.

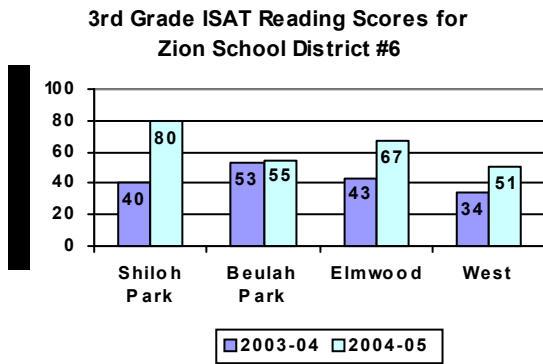
Medill Elementary School, Chicago Public Schools District 299 – Medill has experienced a reduction in ODRs during the lunch hour, despite the elimination of support personnel positions. There were 100 referrals in 2002-03. As of March 2005 there were no reported referrals from the lunch hour for 2004-05.

Coles Elementary School, Chicago Public Schools District 299 - In January 2005, there were 183 referrals averaging 9.6 referrals per day. In February, for a similar 19 day period, referrals decreased to 78 for an average of 4.1 referrals per day resulting in a decrease of 57%.

district showcase

Zion Schools ISAT Scores Improve as PBIS is Implemented

Zion School District 6 began implementing PBIS in four elementary schools during the 2002-03 school year. Schools include: **Shiloh Park Elementary, Beulah Park Elementary, Elmwood Elementary, and West Elementary.** SET scores have shown steady increases in implementation. ISAT scores are going up while discipline problems are decreasing in these schools.



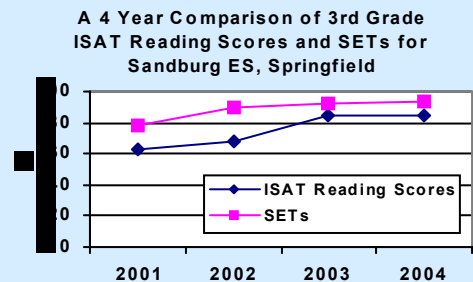
Elmwood Elementary, Zion District 6, has had significant increases in their SET scores from 2003-04 to 2004-05. Their *Expectations Taught* score went from 20% to 70% while their *Mean* score increased from 60% to 77%. Elmwood's ISAT scores also increased significantly during this same period. Their third grade reading scores went from 43% to 67%, third grade math from 64% to 77%, fifth grade reading from 40% to 58% and fifth grade math from 57% to 85%. Office Discipline Referrals (ODRs) decreased 47%, from 137 in 2003-04 (August to March) to 72 in 2004-05 for the same time period. This represents a savings of 48.75 hours instructional time.

East Aurora Schools Experience Reductions in Discipline Problems

Four **East Aurora Schools (Rollins Elementary, Johnson Elementary, Waldo Middle School, and Simmons Middle School) District 131** are in their third year of PBIS implementation. An ODR comparison for August to December showed a decline when comparing the 2003-04 to 2004-05 school year for each school. Rollins Elementary's number of ODRs declined 13%, Johnson Elementary's declined 57%, Waldo Middle School's declined 37%, and Simmons Middle School's declined 38%.

Progress Continues in Springfield District 186

Sandburg Elementary School in Springfield, District 186 is in their fourth year of PBIS and their SET scores have continued to increase, indicating full implementation which has sustained. Comparing last year to this year, there has been a 48% decrease (156 to 81) in ODRs from August to February. In that same time out-of-school suspensions decreased 75% (32 to 8). Their academic scores as measured by the ISAT have steadily increased over the past four years. Parent involvement has also increased over the years - 2001-62%, 2002-66%, 2003-70%, 2004-78%, and 2005-82% - at the annual Bring Your Family to School Night.



Vachel Lindsay Elementary School in Springfield, District 186 is in their fifth year of implementation. The ISAT scores for reading in the third grade for all students have increased from 55% in 2001, 69% in 2002, 70% in 2003, to 69% in 2004. Their SET scores for the last two years indicate that they have maintained the 80/80 level of implementation.

student-specific interventions

Reducing Special Education Placements in Alton Schools

Alton CUSD 11 has been implementing PBIS for six years. This quarter several buildings reported reduction of students being referred to special education due to school-wide and targeted behavior interventions in place.

- *Alton Early Childhood Center deferred three children with BEST (Building Educational Support Team) from entering special education.*
- *East Middle School - Several sixth grade students moved from more restrictive to regular education.*
- *Gilson Brown Elementary - Twenty-six students in targeted interventions with BEST did not go to special education referral nor were retained.*
- *J.B. Johnson Elementary - Forty-two BEST referrals result in 29 deflections from special education during third quarter.*
- *West Elementary - Thirteen students on Behavior Improvement Plans and were not referred for special education.*

Individual Students Benefit from Intensive & Targeted Interventions

Stockton Elementary, Chicago Public School District 299 – In the second quarter of the 2004-05 school year, twenty-five percent (25%) fewer referrals were written for ‘aggression/fighting’ and ‘disrespect’ than the same quarter last year after targeting several groups for social skills training.

An example of a success with an individual behavior support plan includes a third grade girl who experienced a 96% decrease in Office Discipline Referrals (ODRs), from 23 in 2003-04 to one in 2004-05.

Stockton has nine families currently in Wraparound through System of Care - Chicago (SOC-C). Housing has been found for two shelter families being ‘wrapped’ this quarter. One of those families with new housing, counseling, and other support has a daughter attending Stockton who has gone from seven ODRs last quarter to only two in the third quarter.

Other examples of wraparound successes include:

- A fifth grade boy received 25 ODRs in 2003-04 and 25 ODRs in 2004-05, but zero since wraparound was initiated in February 2005.
- A third grade girl received seven ODRs in 2003-04 and zero ODRs in 2004-05 since wraparound was initiated at the beginning of the school year.
- A Kindergarten boy had one or more temper tantrum per day in January and February of 2005, but none in March or the first three weeks of April as a result of wraparound.

More Special Education Deflections

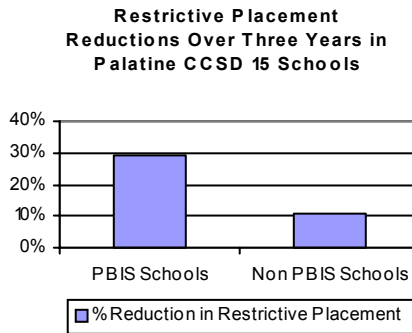
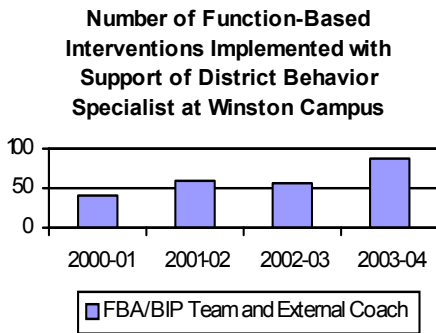
Belvidere South Middle School, Belvidere District 100 - Targeted team implemented a BUST program. Students with three or more discipline referrals were paired with a staff member in a mentoring relationship. Out of 12 students, five had been noted as possible Special Education referrals and only one ended up being referred.

McNair Middle School, Winnebago District 323, tracked six students with high rates of behavior problems from the last academic year to see if school-wide and targeted interventions could prevent Special Education referrals. As of March 24, 2005, their collective ODRs dropped 75%, and none of them have required a Special Education referral.

targeted/intensive successes

District Support for External Coach Yields Success

Winston Campus, Palatine CCSD 15, has seen a 29% reduction in restrictive placement of students referred for behavior support in PBIS schools over three years of implementation compared to only an 11% reduction in the non-PBIS schools in the district. This improvement can be attributed to PBIS implementation school-wide, an increased number of function-based interventions and positioning a behavior specialist to team with teachers implementing behavior support plans with students.



At-Risk Students Get Interventions Faster

McNair Middle School, Winnebago District 323, notes response for a teacher request for “help” with an at-risk student (after classroom interventions yield no results) dropped from two to three weeks to three school days. This is attributable to more school-wide interventions that have helped drop the number of “at-risk” students from 21 last year to 12 the current year.

Deflecting Placements with Targeted Interventions

Mark Twain Elementary School, Kankakee District 111 - Eleven children were tested for Special Education in 2003-04. Four students were tested for Special Education this year - a reduction of over 63%.

Check-in/check-out with six students - During the first 64 days of school, this group of students earned 20 office referrals or .31 per day. During the next 78 days, with check-in/check-out, this group earned only four referrals or .05 per day.

in the spotlight

Increasing Graduation Rates by Thinking Differently

Forest Trail Middle School, Park Forest District 163, targeted 11 eighth grade students who were retained in June 2004. The administrator made arrangements with the feeder high school for those students who achieved their target goal and a pre-determined grade point average to be promoted to the high school at the end of the first semester. Seven of the 11 students were promoted to the high school in January 2005.



For more success stories visit us on the web at:

www.ebdnetwork-il.org

district investment

What Districts Need to DO

The Statewide PBIS Network provides support to district and school-based leadership teams as they engage in a process of self-evaluation, implementation of systems change and selection of interventions to best address their school and community needs. The steps below will help districts prepare for PBIS implementation.

- Log into www.ebdnetwork-il.org and learn specific Illinois PBIS facts and data including:
 - ◆ Training Information
 - ◆ Evaluation
 - ◆ Coaches Network
 - ◆ Resources
 - ◆ PBIS Schools in Action and Success Stories
- Visit www.pbis.org for information from the National PBIS Center including research and resource materials.
- Review discipline data including ODRs, suspensions, retention and drop out numbers and academic data such as sub-group ISAT scores.
- Begin discussions with building and district stakeholders about discipline goals and links between academic achievement and behavior.
- Establish a PBIS Leadership Team to oversee and support the implementation of PBIS
- Participate in the PBIS Summer Leadership Conference and other IL PBIS Network events
- Contact the PBIS Network State Team office for technical assistance (708-482-4860)

Why Invest in PBIS Coaching Positions?

- By designating an external coach position, **McLean County Unit 5 in Normal** can initiate PBIS in additional schools while increasing targeted and intensive capacity of the 11 implementing schools.
- **Danville District 118** designated an external coach to support eight elementary and two middle schools next year as they move toward full district implementation. The external coach will provide technical assistance in data-based decision-making. All buildings utilize SWIS for data analysis.
- **Livingston County Special Services Cooperative** is proactively creating a support system for PBIS in the schools it serves by designating the upcoming Assistant Director to receive training as a PBIS Coach.

How Do External Coaches Expand & Sustain PBIS Implementation?

- The **Cooperative Association for Special Education (CASE) in DuPage County** funds an external PBIS Coach to assist teams at the building level, network teams from various districts, and provide technical assistance for Universal, Targeted and Intensive Interventions.
- **Springfield District 186** provides Universal, Targeted and Classroom Management training in-house utilizing their skilled PBIS Coaches.
- **Perandoe Special Education District** in Red Bud has PBIS Coaches that work within schools to support students with comprehensive needs by facilitating wraparound.

state investment

What Can the Statewide PBIS Network Provide?

- Data audits using process and impact measures in the area of discipline, academics and school climate (see below).
- Comprehensive training at the building, district and state level in conjunction with other staff development and service providers.
- Technical assistance to build capacity of schools to promote social and academic success of all students including those with significant challenges and disabilities.

What is the Focus of the PBIS Network's Training & Technical Assistance?

- Promoting data-based decision-making processes for continued school improvement.
- Empowering teachers to use effective behavior supports with all students, including those with significant challenges.
- Promoting systems change to develop safe school environments for all students.
- Developing classroom expertise that provides opportunities for learning to take place for all students.
- Ensure family/student voice and ownership in design and implementation of student success.

How Data Audits Set the Stage for Improving Outcomes

Schools interested in implementing PBIS are encouraged to conduct a pre-PBIS implementation audit, set outcomes for improvement and evaluate on an annual basis by repeating the audit process and comparing year-to-year changes. The following list of data can be readily accessed for all school buildings and can assist in identifying strengths as well as goals for improvement.

- Office Discipline Referrals, In and Out-of-School Suspension Data
- Attendance, Retention, Graduation Rates
- Special Education Statistics
- Scores on the Illinois State Assessment Test
- Student and Teacher Demographic Trends
- District Finances

Your PBIS State Team Coordinator is available to assist you in the audit process.

Examples of PBIS Training Offered

PBIS Training for School-Based Leadership Teams

Provides the "How-to's" for initiating the PBIS process in a school. Includes self-assessing current systems in the building, problem-solving and action planning strategies for the school-based teams to design and implement school-wide positive discipline/behavior systems for all students.

Targeted Interventions Training

Teaches the concepts and process of developing small group interventions and simple individual student interventions for improving behavior and/or academic performance of students for whom the universal approaches aren't enough. Introduction to FBA/BIP process.

Intensive Wraparound Training

School-based personnel who take the lead (or who could be on teams) in planning for with students with chronic needs are provided with the concepts of the wraparound process and how it is applied within the PBIS system for students with intensive behavioral challenges. Includes family/community components as well as behavioral/academic interventions.

Coaches Training

The participants learn PBIS coaching strategies and procedures to prepare, support and guide schools in implementation of school-wide, targeted and intensive interventions.

Other trainings provided include:

- PBIS Overview (Administrator Academy courses available)
- Follow-up and Advanced Universal, Targeted, Intensive
- Classroom Management for Teams
- Functional Assessment of Behavior

what's new

PBIS Statewide Leadership Team Established

The first meeting of the PBIS State Leadership Team was held on February 23, 2005. Decision makers from around the state were brought together to build a coalition of private and public partners to guide the design and implementation of a long-range plan for ensuring all Illinois schools in need of support for PBIS implementation will receive the quality training, technical assistance and evaluation support required for success. Focus areas for planning include:

- *Sustaining capacity for the current 500 schools implementing PBIS.*
- *Maximize support to Districts.*
- *Increase linkage and collaboration with Mental Health and DCFS.*
- *Develop comprehensive evaluation in collaboration with Local, State and Federal education centers.*
- *Ensure efficient use of resources.*
- *Pursue funding from foundations, businesses and other collaborative partnerships.*

Future meetings are set for this spring and next fall. For a summary of the February 23, 2005 meeting including attendance list, visit our website at www.ebdnetwork-il.org.

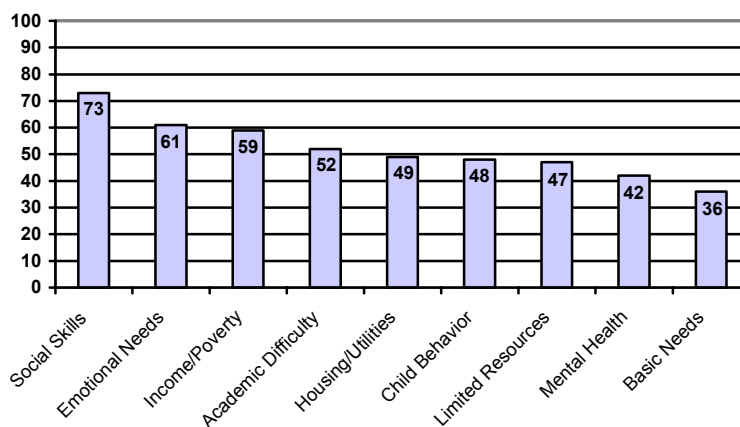
Chicago Tracks Progress of Students Receiving Wraparound Supports

The LANs unit of the Chicago Public Schools (CPS) entered over 100 students receiving wraparound planning supports into the Systematic Information Management of Educational Outcomes database (SIMEO). This virtual platform database system was developed to track data on students receiving wraparound supports in schools.

Who are the Students referred for wraparound in CPS?

- 58% male, 78% African American, average age 11, 52% in general education settings 100% of the school day, 78% female-led single-parent homes.
- Current educational placement was rated as at-risk for 84% of these students; 79% were at-risk in the home environment and 59% in their community environment.
- The most commonly identified risk factor was poor social skills (73%).

Risk Factors Identified at Baseline: N=100

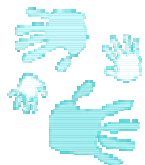


Sixty-one of these students had a second data point entered into SIMEO after four to six months of wraparound support. Of the 84% (51) of the students at-risk of removal from their school placement at baseline, 27% (16) of those students demonstrated a decrease in school placement risk.

A review of school-related risk factors four to six months later revealed that the social skills/poor peer relations of the student, academic difficulties, student behavior, the mental health needs of the student, attendance and truancy risk all improved and the educational placement risk was decreased by 25%.

save these dates

conferences



Assets & Evidence: Positive Strategies for Reducing Disparities and Transforming Children's Mental Health

**June 23 - 25, 2005
Downtown Hilton • Portland, OR**

Research & Training Center on Family Support and Children's Mental Health's 12th Annual Conference. Chances of rain are low; chances of learning, laughing, and leaving empowered are high! Visit the conference information website at www.rtc.pdx.edu/pgConference.shtml or contact Lyn Gordon at (503) 725-4114 or gordonl@pdx.edu for more information.



2005 PBIS Summer Leadership Conference: Making Connections for Success

**August 3 & 4, 2005
Hilton Lisle/Naperville**

This year's ISBE EBD/PBIS Network's summer conference with speakers Rob Horner, National PBIS Center; Hank Edmonson, Loyola University; and Mike Waford, Kentucky Center for Instructional Discipline. Featured strands include Universal, Targeted, and Intensive Implementation at Elementary, Middle, and High Schools; Data-Based Decision-Making; Classroom Management; Cultural and Economic Diversity; and Funding and Networking Success. Administrator Academy credit is available for attending a four-part breakout session. Reception and Poster Session. For more information including detailed conference offerings and registration information can be found at www.ebdnetwork-il.org or call Betty Tanzer at (708) 482-4860.



School-Wide PBS Implementation Forum for State & District Level Teams

**October 20-21, 2005
Hyatt Regency O'Hare • Rosemont, IL**

A National Forum on School-Wide PBS for state and district-level leadership teams developing, implementing and monitoring positive behavior support to enhance knowledge and fluency. Visit www.pbis.org for details on the program plan, agenda, travel/hotel and registration. Sponsored by the OSEP Center on PBIS with support from the ISBE EBD/PBIS Network.



Transforming Systems Through Youth and Family Leadership

**November 18-20, 2005
Renaissance Hotel • Washington DC**

Federation of Families for Children's Mental Health 17th Annual Conference. This conference will provide a forum for identifying how families and youth are leading the way to achieve the transformation of systems across America called for by the President's New Freedom Commission. For more information email Sandra Spencer at sspencer@ffcmh.org or visit the FFCMH website at www.ffcmh.org.

illinois events

Wrightslaw Boot Camp

**May 13-14, 2005
Renaissance Springfield**

Sponsored by the Illinois Federation of Families.
For more information call (800) 871-8400.

North Region PBIS Advanced Coaches Training

**June 14-15, 2005
Hilton Lisle/Naperville**

Contact your PBIS Coordinator for more information.

Using Your Data - PBIS/SOS

**September 16, 2005
KIDS, Loves Park**

For more information contact Ron Partch at
(815) 636-3040 or rpartch@kidsroe.org.



Butler Elementary School, Springfield District 186, has created a DVD titled "Respecting Yourself, Others, & Property" to show students. Footage from this DVD will be available on the National PBIS website at www.pbis.org. Contact David Curry via e-mail at dcurry@springfield.k12.il.us for more information.

Waukegan School District 60 developed a district PBIS website that is available to the public to obtain information about the PBIS program and activities in their PBIS schools. www.waukeganschools.org/bits

South Loop Elementary, Chicago Public Schools District 299, launched it's website and included PBIS "The South Loop Way" www.southloop.cps.k12.il.us

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isbe

ebd/pbis network update

An information sharing tool of the statewide component of the ISBE EBD/PBIS Network

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