



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Report on Implementation of School-wide Positive Behavior Support Training and Teacher Preparation – Follow-up on Board Action of December 2006

In December 2006 the State Board of Education (Board) adopted "Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint." In September 2006 the Board adopted a "Positive Behavior Support Policy," implementing a system of school-wide positive behavior support. As a follow-up to these Board actions, the Board requested in December 2006 that a report on the ". . . feasibility and timetable for requiring Positive Behavior Support training for all Michigan teacher candidates in all teacher preparation institutions and all teachers currently teaching in the field." Additionally, the Board requested a report on the ". . . feasibility of linking seclusion and restraint reports to individual teacher license renewal."

Attached is a report updating the Board on the status of these requests.

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**Report on Feasibility and Timetables:
Positive Behavior Support
and
Seclusion and Restraint**

Feasibility and Timetable for requiring PBS for all Michigan teacher candidates in all teacher preparation institutions in Michigan and all teachers currently in the field in Michigan:

Adding requirements for training on schoolwide Positive Behavior Support (PBS) to teacher preparation institutions would be subject to a recommendation from the Professional Standards Commission for Teachers (PSCT). Therefore, the State Board of Education should consider requesting the issue be added to the agenda of the next PSCT meeting. In addition, should any other process be developed for consideration of requirements for teacher preparation, the issue should be included in such process. Therefore, the State Board of Education should consider the following actions:

1. Forward recommendation to the Professional Standards Commission for Teachers for discussion and consideration (September 2007 is next scheduled meeting of the PSCT).
2. Forward for consideration to any future work group or process that might result from recommendations from the Superintendent regarding teacher preparation policies.

It is reasonable to consider interim actions to support the inclusion of Positive Behavior Support training at both the pre-service and in-service levels. Providing access to materials and modules that can support the inclusion of PBS to coursework at the pre-service level could include:

1. Develop PBS modules for teacher preparation institutions and place on the ASSIST website hosted by Michigan State University
 - a. identify appropriate (existing or new) grant and negotiate this component;
 - b. identify timeline for development and placement on website (once module is outlined, the timeframe is about six months)
2. Provide notice to Institutions of Higher Education regarding currently available resources; develop and/or disseminate PBS guidance and technical assistance documents and make available through the MDE website (ongoing) including:
 - a. Updating the current (2000) MDE guidance document on PBS entitled, Positive Behavior Support for ALL Michigan Students: Creating Environments that Assure Learning; anticipated publication date: October 2007 (new title: *Schoolwide Positive Behavior Support Implementation Guide*);

- b. Positive Behavior Support Assessment Tools (2001);
- c. Positive Behavior Supports for Young Children and Positive Behavior Support for Young Children Assessment and Planning Tools (2001);
- d. FOCUS on Results (GATA 06-05, Issue #7, 2006) "MiBLSi Outlines a Multi-level System of Support for Michigan Students."
- e. Resources available through the federally-funded Positive Behavioral Interventions and Supports Center at the University of Oregon (www.pbis.org)
- f. Others, as identified.

Supporting the implementation of PBS on a schoolwide basis across the state:

1. Make print and electronic resources (above) available through notices to educational, related services, administrative, parent and advocacy organizations (September 2007 and on-going);
2. Provide access to a variety of resources to assist in developing awareness of the effectiveness of schoolwide PBS, such as Podcasts, Powerpoint presentations, FAQs, etc. (on-going);
3. Engage Intermediate School Districts/Education Service Agencies in the provision of technical assistance on schoolwide PBS (MDE-ISD Partnership – present to Governance Committee at next meeting).
4. Consider adding schoolwide PBS to School Improvement Framework (SIF).

Feasibility: Linking Seclusion and Restraint reporting to teacher licensing

The Superintendent of Public Instruction's authority to refuse to grant or renew, or suspend or revoke, a teaching certificate is limited to the specific grounds set forth in the administrative rules (Rule 390.1201) and the Revised School Code (MCL 380.1535a). Violation of seclusion and restraint requirements would not, standing alone, affect the holding of a teaching certificate. If the violation of the seclusion and restraint requirements also involves a conviction (e.g., assault and battery), however, there may be grounds for taking action against a certificate.

The inappropriate use of seclusion and restraint should be addressed through the local school district's disciplinary procedures. If the involved teacher is tenured, a district also can bring tenure charges against the individual. For example, the State Tenure Commission recently upheld the dismissal of a tenured special education teacher who used inappropriate force and restraint against students. (*Alward v Manistee Intermediate School District* [04-34].) Districts currently discipline teachers for violations of their own excessive force policies and the School Code's corporal punishment prohibition. The violation of seclusion and restraint procedures falls within this area of local control by a district of its employees including hiring, firing, and discipline.

Update on current activities to provide training and technical assistance regarding the State Board of Education policy on seclusion and restraint

The Department is working collaboratively with staff of Intermediate School Districts to collect and disseminate models and guidance for training on the Board policy and models and guidance for collecting, reporting and use of data. These will be available in print and electronically through the Department website. This includes a powerpoint presentation that can be downloaded and used for annual training on the policy. Many Intermediate Districts/Service Agencies have already been engaged in the development and delivery of training and guidance to districts, have piloted data collection and reporting models, and have shared these resources across districts. The Department is building upon this foundation.

Additional resources will be made available as they are developed. Notice of the availability of all resources will be made periodically to superintendents, administrators, professional organizations, parents and advocacy groups, and institutions of higher education.