

111TH CONGRESS
1ST SESSION

H. R. 2597

To amend the Elementary and Secondary Education Act of 1965 to allow State educational agencies, local educational agencies, and schools to increase implementation of school-wide positive behavior supports.

IN THE HOUSE OF REPRESENTATIVES

MAY 21, 2009

Mr. HARE (for himself, Ms. SHEA-PORTER, Mr. LOEBSACK, Mr. COURTNEY, Mr. DAVIS of Illinois, Ms. SCHAKOWSKY, and Mr. CUMMINGS) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To amend the Elementary and Secondary Education Act of 1965 to allow State educational agencies, local educational agencies, and schools to increase implementation of school-wide positive behavior supports.

1 *Be it enacted by the Senate and House of Representa-
2 tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Positive Behavior for
5 Safe and Effective Schools Act”.

1 **SEC. 2. FINDINGS AND PURPOSES.**2 (a) FINDINGS.—Congress makes the following find-
3 ings:4 (1) Educators, parents, and the general public
5 cite a lack of discipline as a leading challenge facing
6 many public schools.7 (2) Negative and reactive school management
8 practices, such as metal detectors or surveillance
9 cameras, zero tolerance policies and other “get-
10 tough” approaches to school discipline, are ineffec-
11 tive and often counterproductive.12 (3) Research shows that “get tough” ap-
13 proaches to discipline reinforce bad behavior and
14 predict higher future rates of misbehavior among
15 suspended students.16 (4) However, suspensions and expulsions are on
17 the rise nationally, and according to the United
18 States Department of Education Office of Civil
19 Rights during the 2005–2006 school year over
20 3,300,000 students were suspended at least once
21 and over 100,000 students were expelled.22 (5) Students of color and students with disabil-
23 ities are disproportionately subject to zero tolerance-
24 based punishments such as suspension and expul-
25 sion.

1 (6) There is a high correlation between school
2 discipline and the student dropout rate. Suspended
3 students are more likely to be retained, to dropout,
4 to engage in delinquent activity, and to become in-
5 volved in the juvenile or criminal justice system.

6 (7) Teachers are also more likely to “dropout”
7 of our schools because of school discipline issues. A
8 2005 national survey found that 44 percent of
9 teachers, and 39 percent of highly qualified teachers,
10 listed school discipline as a reason for leaving the
11 profession.

12 (8) Learning is linked to student behavior. Suc-
13 cessful schools implement high academic and behav-
14 ior standards, where improvements in student behav-
15 ior and school climate are correlated with improved
16 academic outcomes.

17 (9) Evidence-based and scientifically valid prac-
18 tices for improving behavior and creating a school
19 climate more conducive to learning such as school-
20 wide positive behavior supports, have not been wide-
21 ly adopted, accurately implemented, or sustained.

22 (10) Effective implementation of school-wide
23 positive behavior supports is linked to greater aca-
24 demic achievement, significantly fewer disciplinary

1 problems, lower suspension and expulsion rates, and
2 increased time for instruction.

3 (11) Early intervening services are an effective
4 strategy for instructional support. Following imple-
5 mentation of school-wide positive behavior supports,
6 out-of-school suspensions at an elementary school in
7 Illinois decreased 85 percent, from 243 to 37 or
8 fewer in 2 subsequent years, with a resultant gain
9 of 386 days of instructional time. The percentage of
10 students meeting or exceeding proficiency on State
11 standards increased measurably.

12 (12) Many problems can be prevented or mini-
13 mized with early intervening services that have been
14 shown to be effective and reduce the need for more
15 intensive and more costly interventions. Upon imple-
16 menting such supports, an elementary school in
17 Maryland witnessed a decrease in office discipline re-
18 ferrals for major rule violations by 42 percent, re-
19 coupling 119 days of instructional time for students,
20 and 40 days of administrator time within 1 school
21 year.

22 (13) Schools that implement school-wide posi-
23 tive behavior supports are perceived by teachers to
24 be safer teaching environments. In South Carolina,
25 a school using a system of positive behavior supports

1 found that teacher transfer requests declined by 100
2 percent and teacher absence days decreased by 36
3 percent.

4 (14) When approaches such as school-wide posi-
5 tive behavior supports are employed, all students, in-
6 cluding those with significant and challenging behav-
7 iors, can succeed.

8 (b) PURPOSES.—The purposes of this Act are to ex-
9 pand the use of school-wide positive behavior supports in
10 schools in order to systematically create a school climate
11 that is highly conducive to learning, to reduce discipline
12 referrals, and to improve student academic outcomes.

13 **SEC. 3. DEFINITION OF POSITIVE BEHAVIOR SUPPORTS.**

14 In this Act, the term “positive behavior supports”
15 means a systematic approach to embed proven practices
16 for early intervening services, including a range of sys-
17 temic and individualized strategies to reinforce desired be-
18 haviors and eliminate reinforcement for problem behav-
19 iors, in order to achieve important social outcomes and
20 increase learning, while preventing problem behaviors for
21 all students including those with the most complex and
22 intensive behavioral needs.

23 **SEC. 4. SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORTS.**

24 (a) FLEXIBILITY TO USE TITLE I FUNDS TO IMPLE-
25 MENT SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORTS.—

4 (A) by redesignating paragraphs (1) and
5 (2) as subparagraphs (A) and (B), respectively;

6 (B) by inserting “(1)” before “Of the
7 amount”; and

8 (C) by adding at the end the following:

9 “(2) Of the amount reserved under subsection

10 (a) for any fiscal year, the State educational agency
11 may allocate funds to develop and implement coordi-
12 nated, early intervening services (including school-
13 wide positive behavior supports) for all students, in-
14 cluding those who have not been identified as need-
15 ing special education but who need additional aca-
16 demic and behavioral support to succeed in a general
17 education environment. Funds so allocated shall
18 be—

19 “(A) aligned with funds authorized under
20 section 613(f) of the Individuals with Disabil-
21 ties Education Act; and

22 “(B) used to supplement, and not sup-
23 plant, funds made available under such Act for
24 such activities and services.”

4 (A) in section 1116(b)(4)(B)—

5 (i) by redesignating clauses (iii) and
6 (iv) as clauses (iv) and (v), respectively;
7 and

19 (B) in section 1117(a)(3), by inserting
20 “any technical assistance center on school-wide
21 positive behavior supports funded under section
22 665(b) of the Individuals with Disabilities Edu-
23 cation Act.” after “2002).”; and

24 (C) in section 1117(a)(5)(B)—

1 (i) by redesignating clauses (iii) and
2 (iv) as clauses (iv) and (v), respectively;
3 and

4 (ii) by inserting after clause (ii) the
5 following:

13 (b) LEA FLEXIBILITY TO IMPROVE SCHOOL CLI-
14 MATE.—Section 1114(b)(1)(B)(iii)(I) of the Elementary
15 and Secondary Education Act of 1965 (20 U.S.C.
16 6314(b)(1)(B)(iii)(I)) is amended—

17 (1) by redesignating items (bb) and (cc) as
18 items (cc) and (dd), respectively; and

19 (2) by inserting after item (aa) the following:

20 “(bb) improving the learning
21 environment in the school, includ-
22 ing the implementation of school-
23 wide positive behavior supports,
24 in order to improve academic
25 outcomes for students and reduce

1 the need for suspensions, expul-
2 sions, referrals to law enforce-
3 ment, and other actions that re-
4 move students from instruction;”.

5 SEC. 5. TEACHER AND PRINCIPAL PREPARATION TO IM-
6 PROVE SCHOOL CLIMATE.

7 Section 2122(c)(2) of the Elementary and Secondary
8 Education Act of 1965 (20 U.S.C. 6622(c)(2)) is amend-
9 ed—

10 (1) by striking “subject matter knowledge and
11 teaching skills” and inserting “subject matter knowl-
12 edge, teaching skills, and an understanding of social
13 or emotional, or both, learning in children and ap-
14 proaches that improve the school climate for learn-
15 ing (such as school-wide positive behavior sup-
16 ports)”;

17 (2) by inserting “to improve the teachers’
18 schools’ climate for learning” after “instructional
19 leadership skills to help teachers”.

20 SEC. 6. SAFE AND DRUG FREE SCHOOLS AND COMMU-
21 NITIES.

22 Section 4002 of the Elementary and Secondary Edu-
23 cation Act of 1965 (20 U.S.C. 7102) is amended—

24 (1) by redesignating paragraphs (1) through
25 (4) as paragraphs (2) through (5), respectively; and

17 “(1) States for grants to local educational agen-
18 cies and consortia of such agencies to establish, op-
19 erate, and improve local programs relating to im-
20 proving the school-wide climate (including implemen-
21 tation of school-wide positive behavior supports);”.

1 **SEC. 7. EARLY INTERVENING SERVICES UNDER SCHOOL**2 **COUNSELORS PROGRAM.**

3 Section 5421(b)(2) of the Elementary and Secondary

4 Education Act of 1965 (20 U.S.C. 7245(b)(2)) is amend-

5 ed—

6 (1) by redesignating subparagraphs (C) through

7 (H) as subparagraphs (D) through (I), respectively;

8 and

9 (2) by inserting after subparagraph (B) the fol-

10 lowing:

11 “(C) describe how the local educational
12 agency will address the need for early inter-
13 vening services that improve the school climate
14 for learning and reduce the need for suspen-
15 sions, expulsions, referrals to law enforcement,
16 and other actions that remove students from in-
17 struction, such as through school-wide positive
18 behavior supports;”.19 **SEC. 8. OFFICE OF SPECIALIZED INSTRUCTIONAL SUPPORT**20 **SERVICES.**

21 The Department of Education Organization Act (20

22 U.S.C. 3401 et seq.) is amended by adding at the end

23 of title II the following:

1 **“SEC. 221. OFFICE OF SPECIALIZED INSTRUCTIONAL SUP-**
2 **PORT SERVICES.**

3 “(a) IN GENERAL.—There shall be, within the Office
4 of the Deputy Secretary in the Department of Education,
5 an Office of Specialized Instructional Support Services
6 (referred to in this section as the ‘Office’).

7 “(b) PURPOSE.—The purpose of the Office shall be
8 to administer, coordinate, implement, and ensure adequate
9 evaluation of the effectiveness of programs and activities
10 concerned with providing specialized instructional support
11 services in schools, delivered by trained, qualified special-
12 ized instructional support personnel.

13 “(c) DIRECTOR.—The Office established under sub-
14 section (a) shall be headed by a Director who shall be se-
15 lected by the Secretary and report directly to the Deputy
16 Secretary of Education.

17 “(d) ACTIVITIES.—In carrying out subsection (b), the
18 Director shall support activities to—

19 “(1) improve specialized instructional support
20 services in schools in order to improve academic
21 achievement and educational results for students;

22 “(2) identify scientifically valid practices in spe-
23 cialized instructional support services that support
24 learning and improve academic achievement and
25 educational results for students;

1 “(3) provide continuous training and profes-
2 sional development opportunities for specialized in-
3 structional support personnel and other school per-
4 sonnel in the use of effective techniques to address
5 academic, behavioral, and functional needs;

6 “(4) provide technical assistance to local edu-
7 cational agencies and State educational agencies in
8 the provision of effective, scientifically valid, special-
9 ized instructional support services;

10 “(5) coordinate specialized instructional support
11 services programs and services in schools between
12 the Department of Education and other Federal
13 agencies, as appropriate; and

14 “(6) ensure evaluation of the effectiveness of
15 the activities described in this subsection, as directed
16 by the Secretary and Deputy Secretary.

17 “(e) **SPECIALIZED INSTRUCTIONAL SUPPORT PER-
18 SONNEL; SPECIALIZED INSTRUCTIONAL SUPPORT SERV-
19 ICES.**—In this section:

20 “(1) **SPECIALIZED INSTRUCTIONAL SUPPORT
21 PERSONNEL.**—The term ‘specialized instructional
22 support personnel’ means school counselors, school
23 social workers, school psychologists, and other quali-
24 fied professional personnel involved in providing as-
25 sessment, diagnosis, counseling, educational, thera-

1 peutic, and other necessary corrective or supportive
2 services (including related services, as such term is
3 defined in section 602 of the Individuals with Dis-
4 abilities Education Act) as part of a comprehensive
5 program to meet student needs.

6 “(2) SPECIALIZED INSTRUCTIONAL SUPPORT
7 SERVICES.—The term ‘specialized instructional sup-
8 port services’ means the services provided by special-
9 ized instructional support personnel, including any
10 other corrective or supportive services to meet stu-
11 dent needs.”.

12 SEC. 9. DEFINITION IN ELEMENTARY AND SECONDARY
13 EDUCATION ACT OF 1965.

14 Section 9101 of the Elementary and Secondary Edu-
15 cation Act of 1965 (20 U.S.C. 7801) is amended—

16 (1) by redesignating paragraphs (33) through
17 (43) as paragraphs (34) through (44); and

18 (2) by inserting after paragraph (32) the fol-
19 lowing:

20 “(33) POSITIVE BEHAVIOR SUPPORTS.—The
21 term ‘positive behavior supports’ means a systematic
22 approach to embed proven practices for early inter-
23 vening services, including a range of systemic and
24 individualized strategies to reinforce desired behav-
25 iors and eliminate reinforcement for problem behav-

1 iors, in order to achieve important social outcomes
2 and increase student learning, while preventing
3 problem behaviors.”.

