

The importance of  
**District Leadership**  
in establishing and maintaining  
**Positive Behavior Supports**  
throughout a Large District

# ***WHO WE ARE***

**Dr. Lisa Friesen**

District Instructional Coordinator

**Janelle Porter**

Coordinator, Student Services

**Chad Valadez**

Assistant Principal, Oak Park High School

**Dr. Amy Casey**

Principal, Ravenwood Elementary

# DISTRICT FACTS



19,554 students

21 elementary sites, 5 middle schools, 4 high schools

**7%**

English  
Language  
Learners

**10.3%**

Special  
Education  
Students

**48.4%**

Free and  
Reduced  
Lunch Rate

**36.9%**

Mobility  
Rate

# Building & Refining



# How We Began



# The Journey to Full Implementation

- 
- More Schools
  - RtI/PBS Facilitator
  - RPDC Training
  - Recognition
  - Connecting across departments

Maintaining & Sustaining



# Data Digs





# UNIVERSAL PLANS

## UNIVERSAL ACADEMIC PLAN 2016-17 SCHOOL YEAR

5 Year Strategic Plan (currently in year 3)

### 5 Year Strategic Plan (currently in year 5)

*Goals that were collaboratively identified by business partners, community members, Board representatives and school district employees.*

### Balanced Scorecard (annual)

*The Board's prioritization of goals to be accomplished.*

### Goals from Boardroom to the Classroom

**MSIP 5** – *One of the key goals from the Balanced Scorecard.*

- **Academic Achievement**
- **Subgroup Academic Achievement**
- **Career & College Readiness**
- **Attendance**
- **Graduation Rate**

*Systems and procedures are in place to constantly monitor our success on these important measures of our effectiveness.*

### Alignment of Instructional Plan

- **IAGs** – *curriculum as aligned to Missouri Learning Standards*
- **Workshop Model** – *instructional model that promotes student-centered instruction that is both rigorous and relevant*
- **Rigor, Relevance & Relationships** – *enhance instruction and student engagement*
- **Assessment** – *both formative and summative means of determining what a student knows and is able to do – tool for instructional decision-making*
- **Monitor Achievement / Inform Instruction** – *utilize Data Dashboard and collaborative data digs for periodic assessment, and utilize Professional Learning Community concepts on ongoing basis to inform instruction*
- **Professional Development** – *multitude of ways to deepen our understanding and collaborate with colleagues around district areas of focus, all with the intent of accomplishing the strategic plan goal of dedicating ourselves to educational excellence for every student*

June 2016

ent success.

# LEVELS OF SUPPORT

## LEVELS OF SUPPORT NORTH KANSAS CITY ELEMENTARY SCHOOLS

ACADEMIC		BEHAVIOR
<p>Teacher implements Universal Academic Plan.</p> <p>Screenings are conducted 3 or more times per year according to the district assessment plan.</p> <p>Screenings indicate that at least 80% of students are meeting grade-level expectations</p> <p>Screenings identify students who fall below the 25th percentile in reading, math, and/or writing.</p> <p>Data teams meet regularly to review screening and intervention data.</p> <p>Students below the 25th percentile receive additional instruction with an evidence-based intervention (see list)</p> <ul style="list-style-type: none"> <li>At least 3 times per week / 15 minutes per session</li> <li>Small group of 8 students or less (depending on intervention)</li> <li>Ambitious goal for success is set (see guidance document)</li> <li>Progress is monitored weekly (min. 7 data points/4 weeks)</li> <li>Fidelity of instruction and progress monitoring is documented</li> <li>Data and progress toward goals is reviewed at least quarterly</li> </ul>	<p><b>TIER 1</b></p> <p>QUALITY CLASSROOM INSTRUCTION</p>	<p>Teacher provides evidence of implementation of Tier 1 behavior system/<b>Universal Behavior Plan</b> - evidence of teaching school-wide and classroom expectations and implementation of reinforcement system (i.e. token system, class dojos, table teams, etc.).</p> <p>Teacher/Principal ensures Tier 1 Behavior system/PBS is being followed (4/1 ratio) and is documented.</p> <p>Teacher submits referrals through Educator's Handbook for specific behaviors as outlined in the building behavior plan/staff handbook. Teacher conducts a parent conference/communication and documents communication. Teacher teaches replacement behaviors.</p> <p>CW-FIT (if teachers are trained)</p>
<p>Students not making progress in Tier 2 - or with significant needs as determined by team - receive intensive research based intervention (see list)</p> <ul style="list-style-type: none"> <li>At least 4 days per week / 30 minutes per session</li> <li>Small group of 6 or less (depending on intervention)</li> <li>Goal, progress monitoring, and fidelity checks in place</li> <li>Data and progress toward goals is reviewed at least monthly</li> </ul>	<p><b>TIER 2</b></p> <p>ADDITIONAL SMALL GROUP</p>	<p>Each school has clear procedures for staff/students to access Tier 2 (Data decision rules or nomination/referral form).</p> <p>If Tier 1 fidelity checklist is followed and violent/disruptive/problem behavior continues, refer student to PBS/PST/CARE Team.</p> <p>PBS/PST/CARE Team provides additional ideas of strategies classroom teacher tries for a Tier 2 intervention based on the function of the behavior (check-in/check out, social skill training, etc.)</p> <p>Data is collected by the teacher: Check-in/Check-out data, or individual behavior plan data (needs to have yes/no or 1,2,3 system to check for progress) is collected in a manner that can be organized and analyzed. Progress monitoring occurs daily. Minimum of 4-6 weeks.</p> <p><b>Emotional Health student support as needed</b></p> <p><b>* If student exhibits frequent high-intensity and/or dangerous behaviors, you may consider moving straight to Tier 3 with approval of the administrator.</b></p> <p>If student is not making progress, work with school psychologist and behavior team to develop an individual behavior plan (based on ABC chart) with intensive supports that includes baseline data, specific goal and is based on the function of behavior.</p>
<p>Students that do not respond/do not make adequate progress to Tier 2 and 3 interventions may be referred to the Special Education Support Team (SEST). The team will provide suggestions for next levels of support.</p> <ul style="list-style-type: none"> <li>Referrals should be submitted to school psychologist with completed SEST referral form</li> <li>SEST meetings are held weekly August-April</li> </ul>	<p><b>TIER 3</b></p> <p>INTENSIVE SMALL GROUP/ INDIVIDUAL BEHAVIOR PLAN</p>	<p>Progress monitoring occurs daily. School psychologist will check in with classroom teacher to review data regularly and assist with data collection as needed. Minimum 4-6 weeks.</p> <p>If student is unsuccessful with Tier 3 intervention, school psychologist will take student to the psych team to determine next steps.</p> <p><b>Emotional health student support as needed</b></p> <p>Submit ACCESS help if PBS/PST/CARE strategies are unsuccessful based on data collection and weekly conferences with the school psychologist/counselor.</p>
	<p><b>Next Levels of Support</b></p>	<p>ACCESS help team provides additional support and strategies and continues to collect data</p> <p>If behavior is severely violent/disruptive on a consistent basis, school psychologist can schedule a meeting with the District Elementary Support Team to provide data on highly violent/highly disruptive student/s (team meets weekly). Required data will need to be submitted three days in advance of the meeting</p> <p>District Elementary Support Team meets with the PST representative to determine which next levels of support are needed to support the student</p> <p>Additional levels of support may include referral to Elementary Academy, Special Education or intensified support in Regular Education, or modified daily schedule</p>

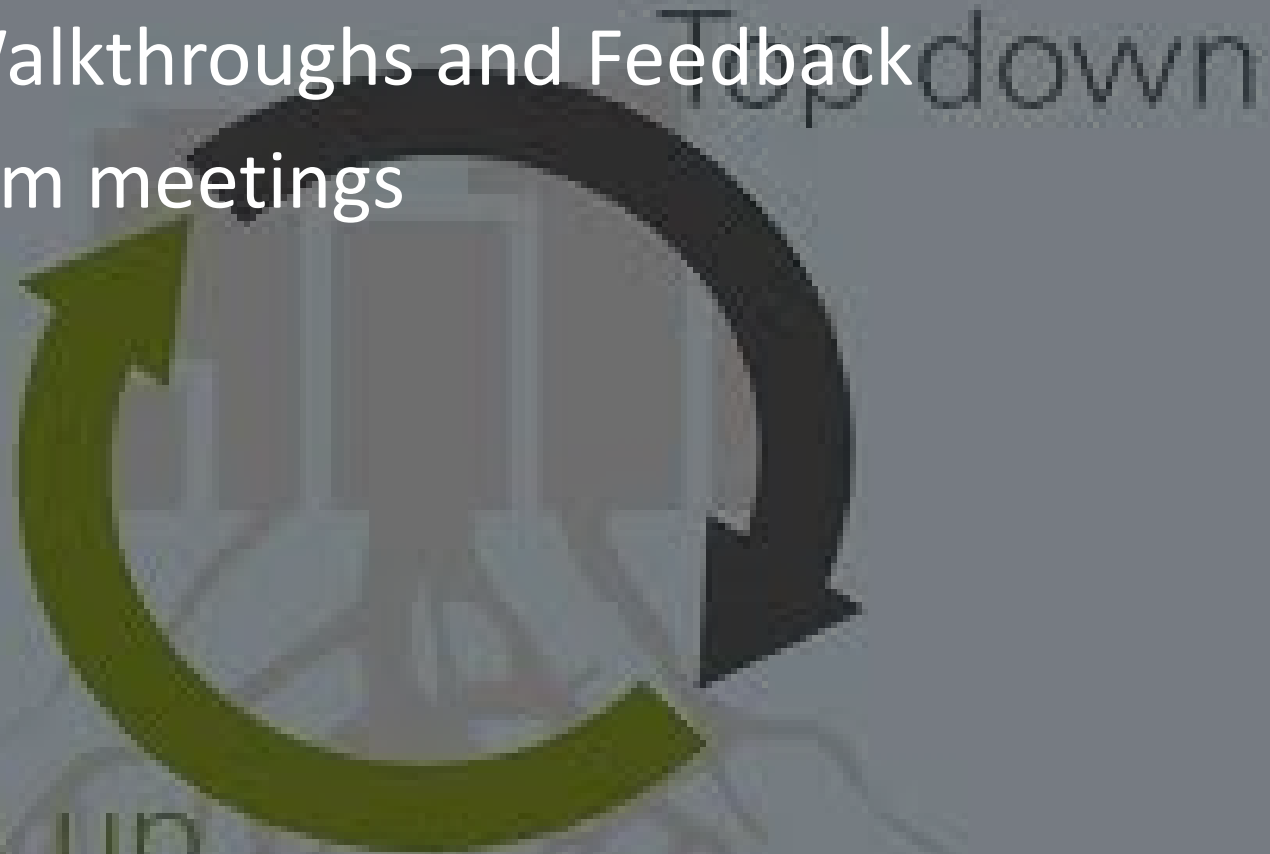
# District Support

- Universal Behavior Trainings Top down
  - All elementary teams and all secondary teams three half days throughout the year
  - Surveyed for topics for second and third sessions
  - Topics included: de-escalation cycle, self-regulation strategies, interim behavior response plans, collaboration across schools

Bottom up

# District Support

- Building Walkthroughs and Feedback
- Attend team meetings



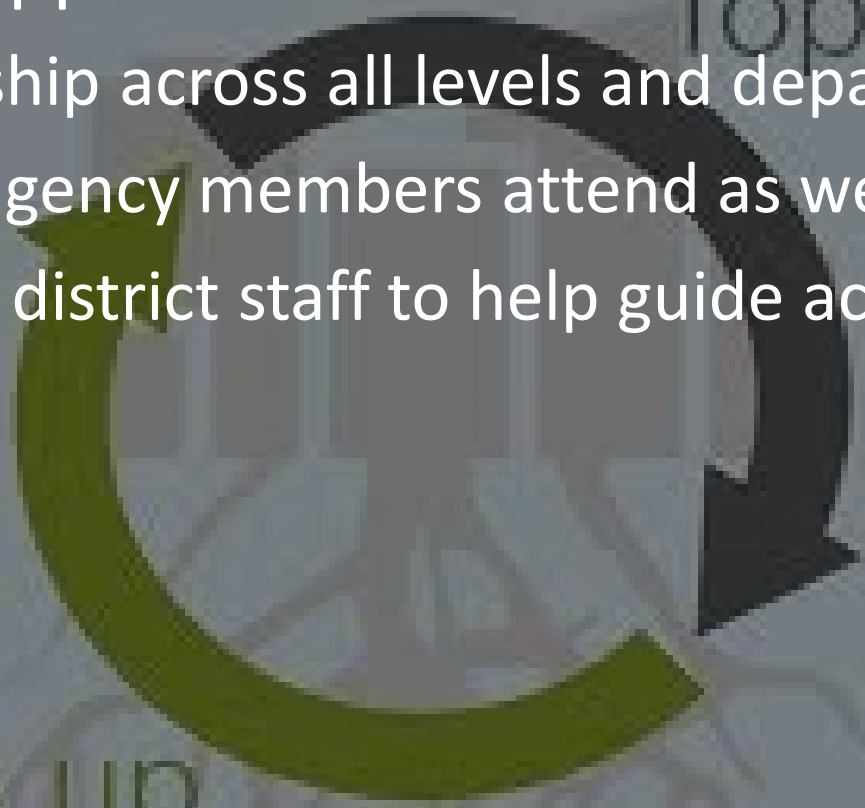
Bottom up

# District Support

- Student Support Task Force
  - Membership across all levels and departments
  - Outside agency members attend as well
  - Surveyed district staff to help guide action planning

Top down

Bottom up





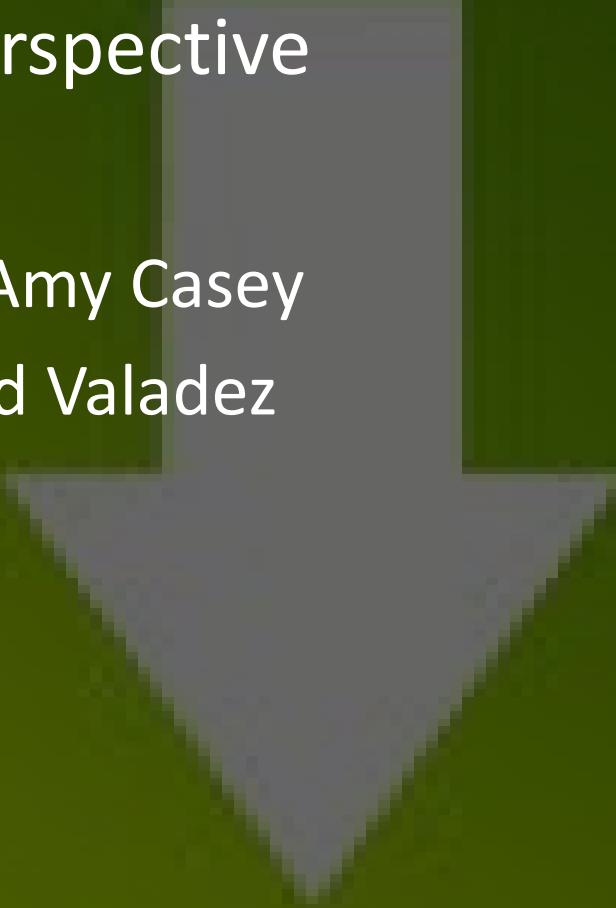
# From District to Building



Administrator Perspective

Elementary – Dr. Amy Casey

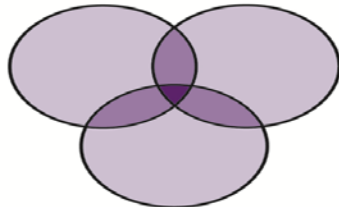
Secondary – Chad Valadez





# *Fostering*

- *Tri-County Mental Health Services*



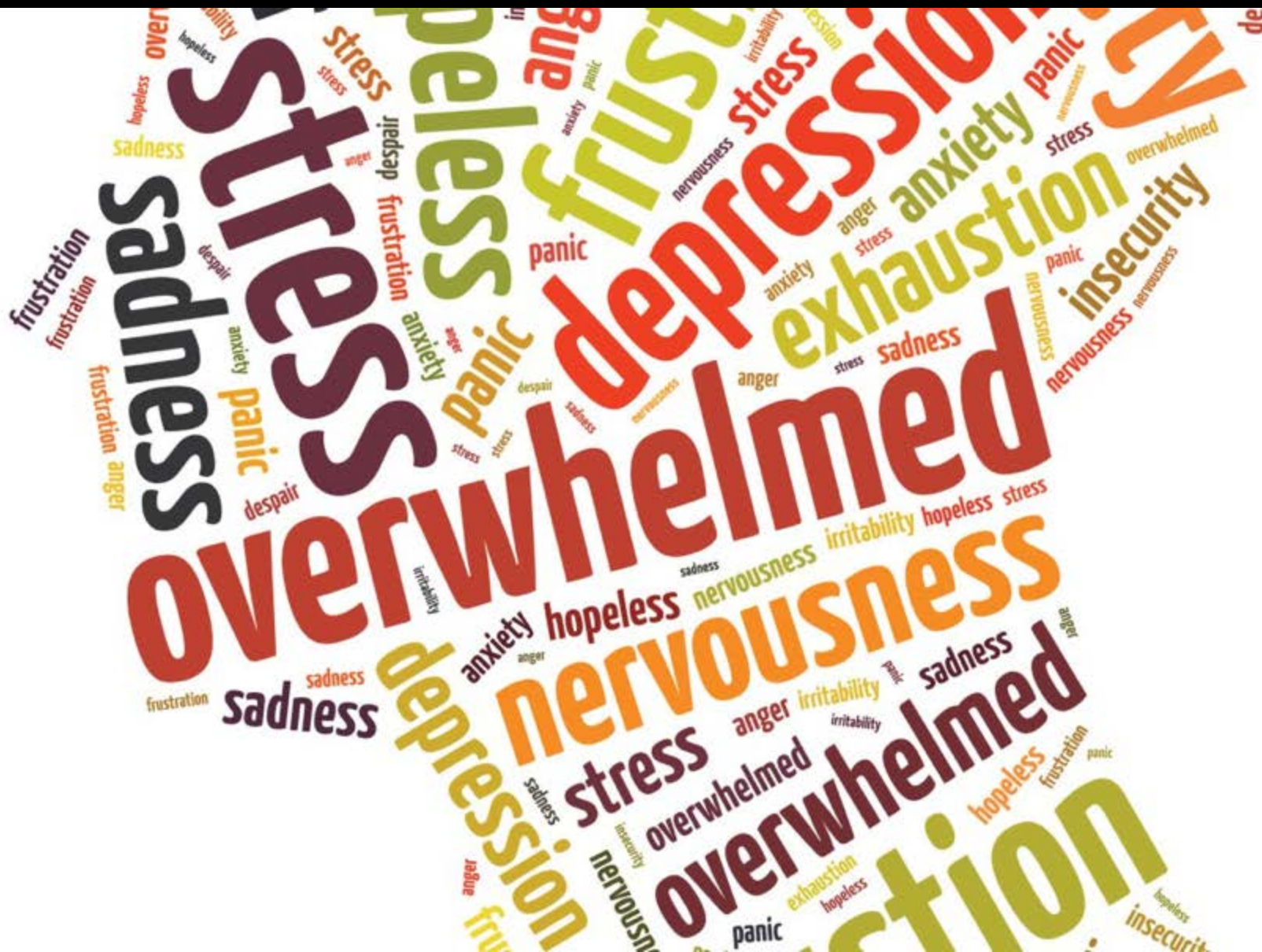
**TRI-COUNTY  
MENTAL HEALTH  
SERVICES, INC.**



**NORTH**  
KANSAS CITY  
SCHOOLS

*est. 1913*

# **GREATER NEED**





We provide space and  
the direct referral of  
clients

*if*

they provide a  
full-time clinician



The office provides intake appointments, referrals to other community mental health agencies, consultations, one on one therapy, and family therapy.



Bus transportation is provided to students who have individual therapy appointments during the school day.



**On-site staff training and phone consultations are provided by the therapist for all schools.**

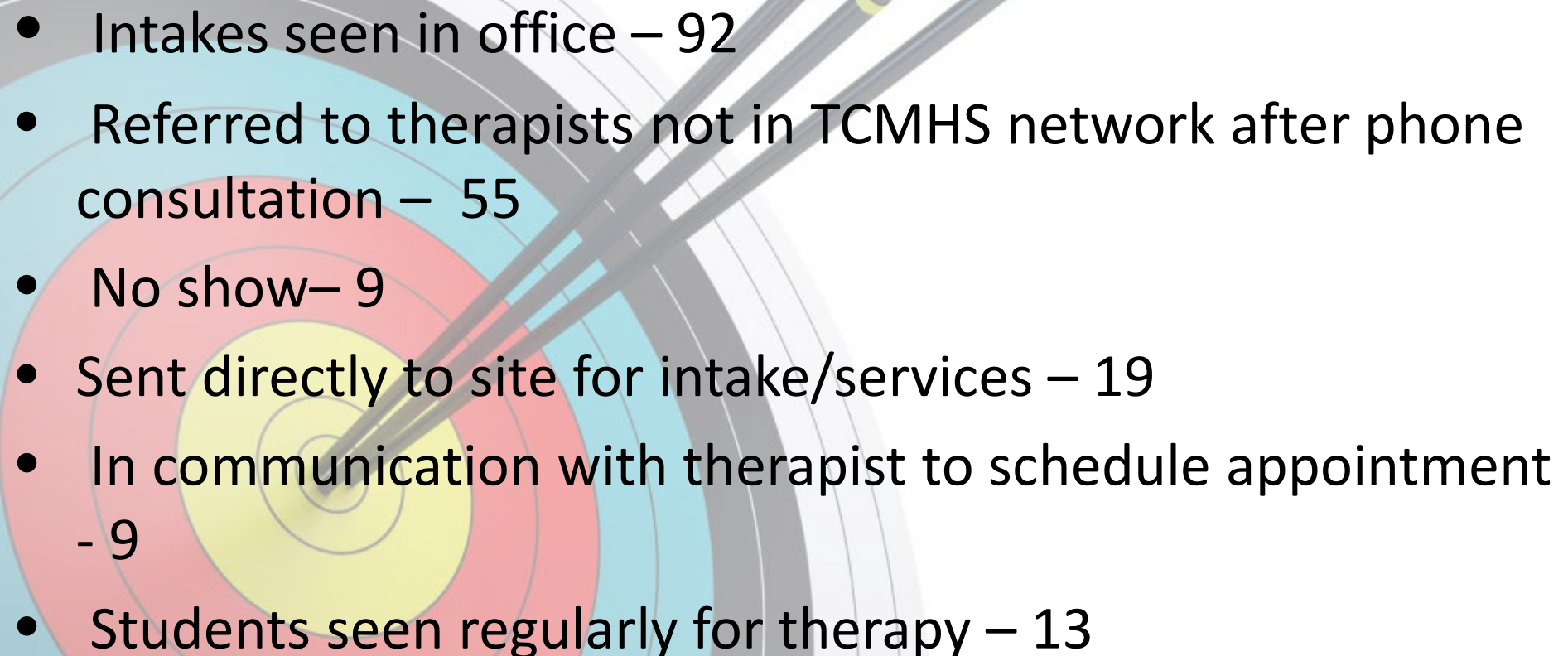




# ***OUTCOMES***

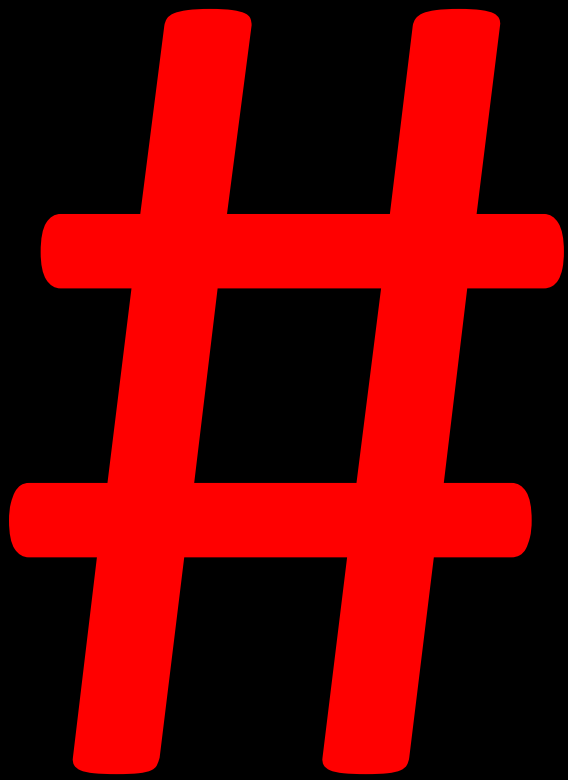
**Total referrals – 216**

**(20 High, 54 Middle, 142 Elementary)**

- 
- Intakes seen in office – 92
  - Referred to therapists not in TCMHS network after phone consultation – 55
  - No show – 9
  - Sent directly to site for intake/services – 19
  - In communication with therapist to schedule appointment – 9
  - Students seen regularly for therapy – 13

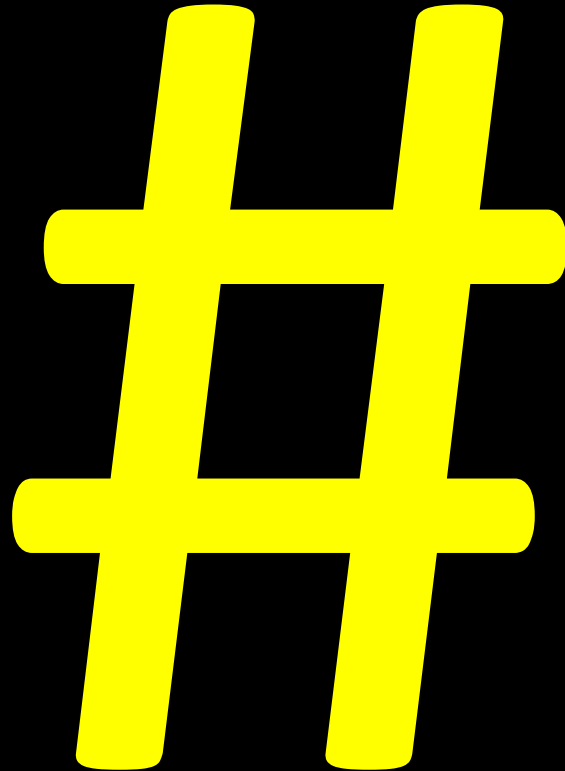


**Over 1000**  
services provided to  
district students by  
Tri-County  
Mental Health



**Of Referrals**

**Hasn't Changed**



**Of Services**

**Provided Has**


# Providing Access to Mental Health Services





Tri-County has a typical  
No Show Rate of **29%**

Through this partnership,  
our No Show Rate is  
**4.2%**



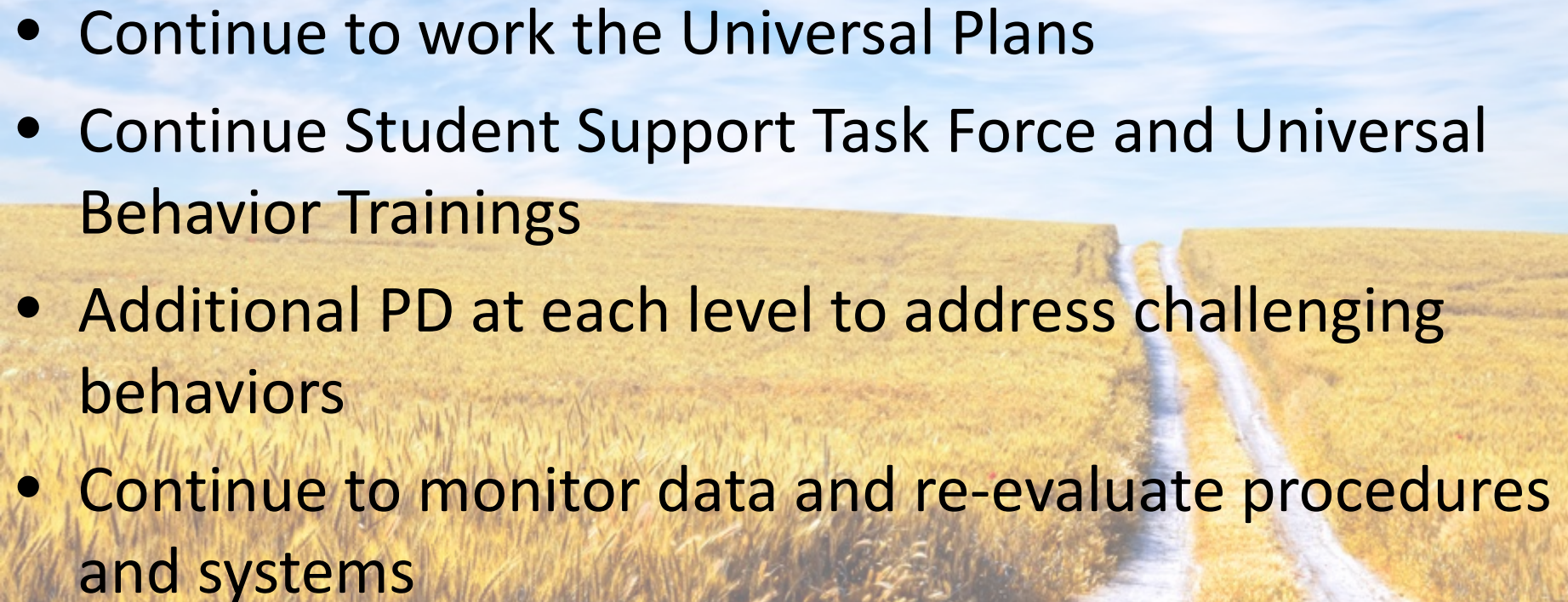
# *Parent/Guardian Satisfaction Survey Results*

- I felt comfortable and welcomed with the School Nurse Liaison
- I understand how to access crisis services for my child if needed
- I feel hopeful the services to which we were referred will help my child
- Overall I am satisfied with the services we received

**100% Strongly Agree/Agree**



# ***WHERE DO WE GO FROM HERE?***

- Continue to work the Universal Plans
  - Continue Student Support Task Force and Universal Behavior Trainings
  - Additional PD at each level to address challenging behaviors
  - Continue to monitor data and re-evaluate procedures and systems
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NORTH  
KANSAS CITY  
SCHOOLS

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# ***QUESTIONS?***

- Dr. Lisa Friesen (District Instructional Coordinator)

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- Janelle Porter (Coordinator, Student Services)

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