

*The Role of District Leadership in
Establishing & Maintaining PBS*

North Kansas City Schools

Session Outcomes

- Review our universal behavior plan and levels of support document in order to begin developing plans for your own district
- Determine your needs and an action plan for building district capacity and sustainability strategies

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
- Educators Handbook
- Connecting across departments

Maintaining & Sustaining



Data Digs



UNIVERSAL PLANS

UNIVERSAL ACADEMIC PLAN 2016-17 SCHOOL YEAR

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

5 Year Strategic Plan (currently in year 3)

Objectives:

- Consistently progress through challenging and thought-provoking educational experiences to master the skills and knowledge that will maximize his or her unique potential.
- Have a solid academic foundation and will explore options that lead to a dynamic career plan to extend his or her education for success beyond high school.
- Develop the critical learning skills needed to thrive in a rapidly changing, diverse world.

Belief:

- Education is a shared responsibility.

Rationale

In response to teacher and administrator requests for resources and support in meeting the needs of students.

Behavioral Goals from Boardroom to the Classroom

- Ready
- Respectful
- Responsible

(To increase instructional time)

Alignment of Behavioral Instructional Plan

- **Instructional Alignment** – A system will be utilized to teach and reinforce behavioral expectations that result in improved attendance, engagement and student achievement.
- **Rigor, Relevance and Relationships** – Education is a shared responsibility. Cultural norms will be taught and supported by students, Central Office, administrators, teachers, support staff and community members. Time will be allocated at the beginning of the year, and continue throughout the year, to teach and reinforce expectations.
- **Behavioral Data** – Building student support teams (i.e., CARE/SAT/PST) will consistently monitor and transparently share behavior management data with the school community. Data will be used to collaboratively make instructional decisions and determine interventions.
- **Professional Development** – Dedicated professional learning time will be provided to deepen our understanding and collaborate with colleagues regarding the delivery of instruction related to behavioral management. Tools, strategies and support will be provided to ensure student success.

LEVELS OF SUPPORT

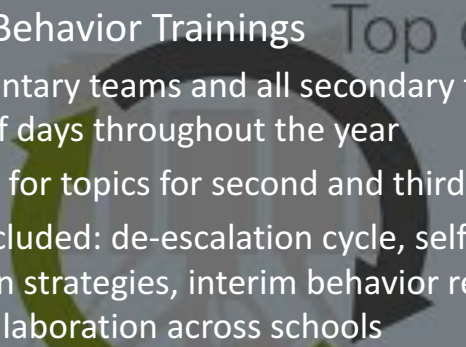
LEVELS OF SUPPORT
NORTH KANSAS CITY ELEMENTARY SCHOOLS

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 26th percentile in reading, math, and/or writing.</p> <p>Data teams meet regularly to review screening and intervention data</p> <p>Students below the 26th percentile receive additional instruction with an evidence-based intervention (see list)</p> <ul style="list-style-type: none"> At least 3 times per week / 15 minutes per session Small group of 8 students or less (depending on intervention) Ambitious goal for success is set (see guidance document) Progress is monitored weekly (min. 7 data points/4 weeks) Fidelity of instruction and progress monitoring is documented Data and progress toward goals is reviewed at least quarterly <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"> At least 4 days per week / 30 minutes per session Small group of 6 or less (depending on intervention) Goal, progress monitoring, and fidelity checks in place Data and progress toward goals is reviewed at least monthly <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"> Referrals should be submitted to school psychologist with completed SEST referral form SEST meetings are held weekly August-April 	<p>TIER 1</p> <p>QUALITY CLASSROOM INSTRUCTION</p>	<p>Teacher provides evidence of implementation of Tier 1 behavior system/Universal Behavior Plan - 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-FTT (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"> At least 3 times per week / 15 minutes per session Small group of 8 students or less (depending on intervention) Ambitious goal for success is set (see guidance document) Progress is monitored weekly (min. 7 data points/4 weeks) Fidelity of instruction and progress monitoring is documented Data and progress toward goals is reviewed at least quarterly 	<p>TIER 2</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>Emotional Health student support as needed</p> <p>* If student exhibits frequent high-intensity and/or dangerous behaviors, you may consider moving straight to Tier 3 with approval of the administrator.</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>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>Emotional health student support as needed</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>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"> Referrals should be submitted to school psychologist with completed SEST referral form SEST meetings are held weekly August-April 	<p>TIER 3</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>Emotional health student support as needed</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>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>
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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

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 


Top down
- Attend team meetings

Bottom up

From District to Building

Administrator Perspective

Elementary – Dr. Amy Casey
Secondary – Chad Valadez



Ravenwood

Elementary School

PBS- Tier 1
Ravenwood

(Individual)
Students will be given Raven tickets for being nice, being safe, and working hard. Students may then turn in their tickets to their classroom teacher for a small reward of the teacher's choice. There is also a menu of school wide rewards the student may choose from. Please remember PBS rewards positive behavior, therefore, tickets cannot be taken away.

(Classroom Whole Group)
The group as a whole will earn class compliments. This may or may not include getting a ticket. Once a class has earned a compliment, they will put up a letter on the RAVENWOOD COMPLIMENTS sentence strip. The goal is to spell out RAVENWOOD COMPLIMENTS. Once that is full your class may choose from the whole group menu of prizes. You will also be taking a raven off of the PBS bulletin board to help uncover the message below.

(School Wide)
Once all of the ravens are removed from the PBS bulletin board, then we will have a short all school celebration.

Classroom Environment and Teacher/Staff Strategies

Teach behavioral expectations (PBS lessons) Reinforce positive behaviors
Problem solve with students Continue building relationships
Elicit parents'/guardians' help Entire staff uses common PBS language

Observe and identify problem behaviors that fit into three categories:

<p>Behavior Handled in the Classroom/Safe Seat</p> <ul style="list-style-type: none"> *Failure to follow classroom rules *Classroom disruption *Inappropriate transition *Play fighting *Not able to work in assigned area *Inappropriate use of materials/equipment *Inappropriate language *Minor defiance (lying or cheating, stealing from peers) *Inappropriate tone, attitude, or body language *Psychomotoric devices 	<p>Behavior Handled in the Buddy Room</p> <ul style="list-style-type: none"> *Chronic talking *Inappropriate language *Minor physical contact *Chronic classroom problem behaviors *Minor disputes amongst classmates *Minor threats *Chronic Defiance/Disrespect 	<p>Behavior Handled by Office Administrator</p> <ul style="list-style-type: none"> *Chronic incidents of classroom and buddy room behavior *Talking from teacher or chronic talking from others *Severe Insultation/ Creditless Verbal *Threats/Bullying *Random Property Destruction *Inappropriate use of technology *Possession of weapons *Presence of or under the influence of an illegal substance *Fighting/Severe Aggression *Suicidal/Threat/Serious Statements *Leaves classroom with intent to get away *Talking with intent to leave premises
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Three reasons to refer a student to a Buddy Room:

1. Safe seat was unsuccessful.
2. Classroom behavior has become repetitive in one sitting/daytime period.
3. Student exhibits that he/she is not okay to be in the classroom.

Follow steps when problem behavior occurs:

1. redirect student; reteach behavior
2. safe seat in classroom; think sheet given
3. contact parent/guardian if warranted or if problem becomes repetitive

Student is sent to nearby buddy room with Educators Handbook completed by sending staff member.

Staff member must contact parent/guardian; think sheet sent home.

Enter a documentation in Educators Handbook

A student may be sent directly to the office, but only for severe offenses listed above and not if behavior in buddy room disrupts learning of others.

Remember this too: gifts referred from the Educators Handbook – I send with the student to the office, usually with an event if suitable.

Administrator contacts the parent/guardian and communicates with teacher what has been done (copy of referral put in mailbox).





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.

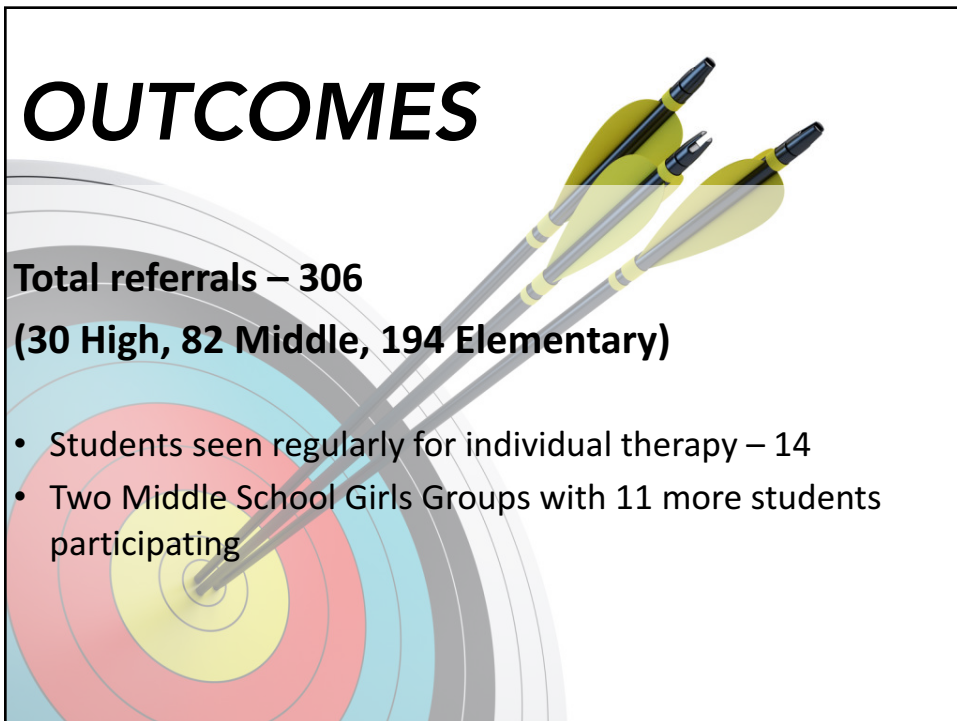


OUTCOMES

Total referrals – 306

(30 High, 82 Middle, 194 Elementary)

- Students seen regularly for individual therapy – 14
- Two Middle School Girls Groups with 11 more students participating





Over 3000
services provided to
district students by
Tri-County
Mental Health



Of Referrals
Hasn't Changed

Of Services
Provided Has



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

Through this partnership,
our No Show Rate is less
than **1.0%**

Parent/Guardian Satisfaction Survey Results

- I felt comfortable and welcomed with the School 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



NORTH
KANSAS CITY
SCHOOLS

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QUESTIONS?

- Dr. Lisa Friesen (District Instructional Coordinator)
lisa.friesen@nkcschools.org
- Janelle Porter (Coordinator, Student Services)
janelle.porter@nkcschools.org