Welcome to DISTRICTWIDE WEEK!
June 30-July 1

MO SW-PBS SUMMER INSTITUTE

ROOTING FOR EACH OTHER!

TEAMS

- Keep cameras off
- Keep mics muted
- Participate during engagement opportunities when offered
- Limit use of Chat feature unless otherwise instructed

Tweet about your experience!

@MOSWPBS

#SI2021

If you lose connection during the session, go to pbismissouri.org and log back in.

Evaluation, Policy, & Systems Support

Heather L. Hatton, Ph.D

Assistant Research Professor
University of Missouri

Dr. Stacy King

Director of Family &
Student Services
Center School District

Renée Black, LMSW

Tier 1 PBIS Coach
Center School District

DISTRICTWIDE

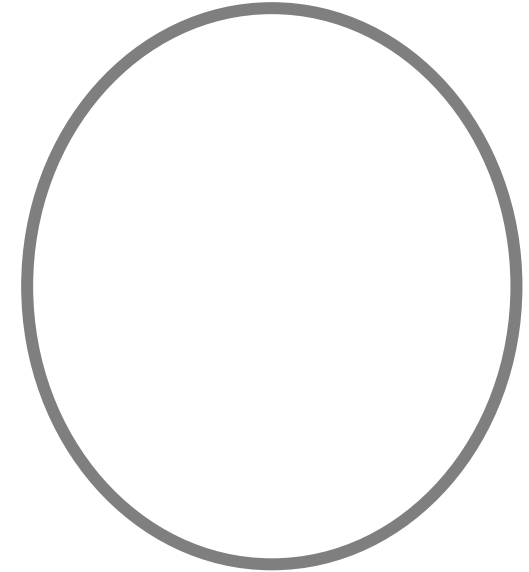# Introductions

DISTRICTWIDE

Presenters

Heather L. Hatton, Ph.D

Assistant Research Professor
University of Missouri

Dr. Stacy King

Director of Family &
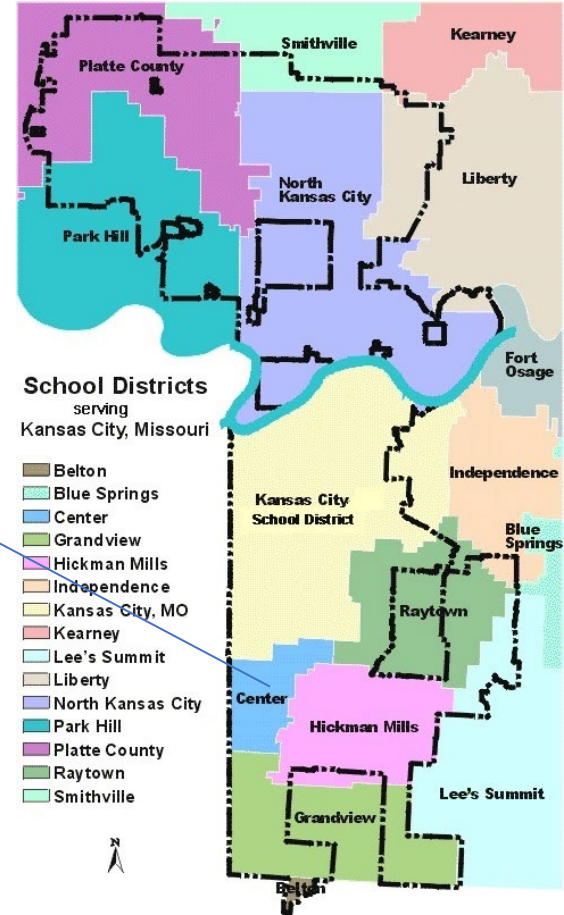Student Services
Center School District

Renée Black, LMSW

Tier 1 PBIS Coach
Center School District

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Center School District

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Center School District at a Glance

- School Buildings   2700 Students

- 1: Early Childhood Center   62% minority

- 4: Elementary Schools   74% FRL

- 1: Middle School (grades 6-8)   13% Identified SPED

- 1: Alternative School (grades 9-12)

- 1: High School (grades 9-12)   *Approximately 500 Staff Members
                                                               (certified & classified)

District Leadership Team

Stacy King – Director of Family & Student Services and District PBIS Team Lead

Renee Black - PBIS Tier 1 Coach/Mentor

Sasha Grossman – Teaching and Learning Coach

Rebecca Lahann – Parent and Former Board Member

Melissa Snell – Assistant Principal

Amelia Stern - School Psychologist

Joyce Suedmeyer - Supervisor of Systems Management

Rebecca Lahann – Parent and Former Board Member

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Evaluation, Policy, and Systems Support

is about

supporting building-level implementation by

conducting — cultivating a — action planning with

Annual Policy Reviews   3-5 Year Evaluation Plan   Integrated Data

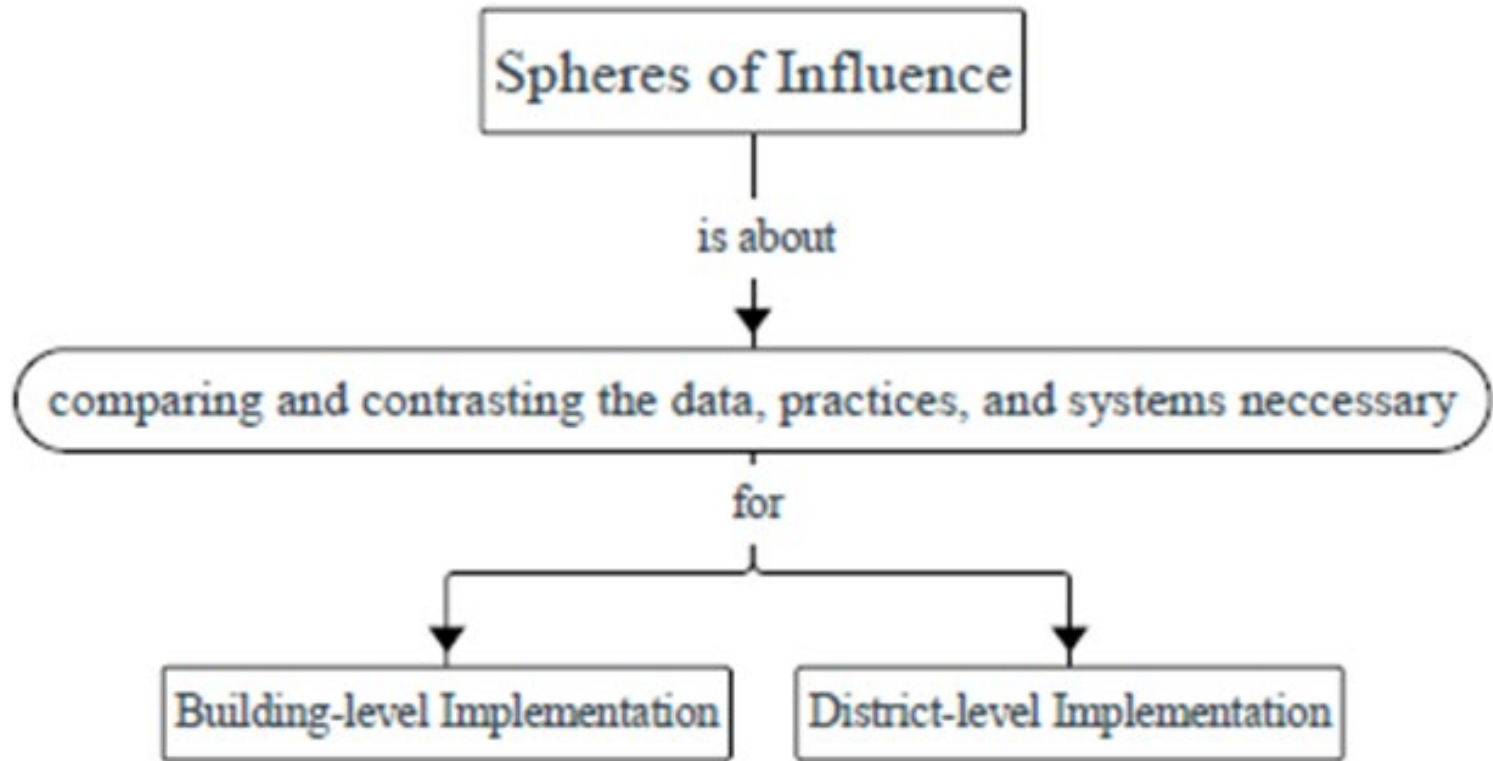**DISTRICTWIDE**

Spheres of Influence

How does the work of the District Leadership Team differ from the work of building teams?

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Spheres of Influence

is about

comparing and contrasting the data, practices, and systems neccessary

for

Building-level Implementation | District-level Implementation

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Building-level

Social Competence &
Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting
Staff
Behavior

Supporting
Decision
Making

Supporting
Student Behavior
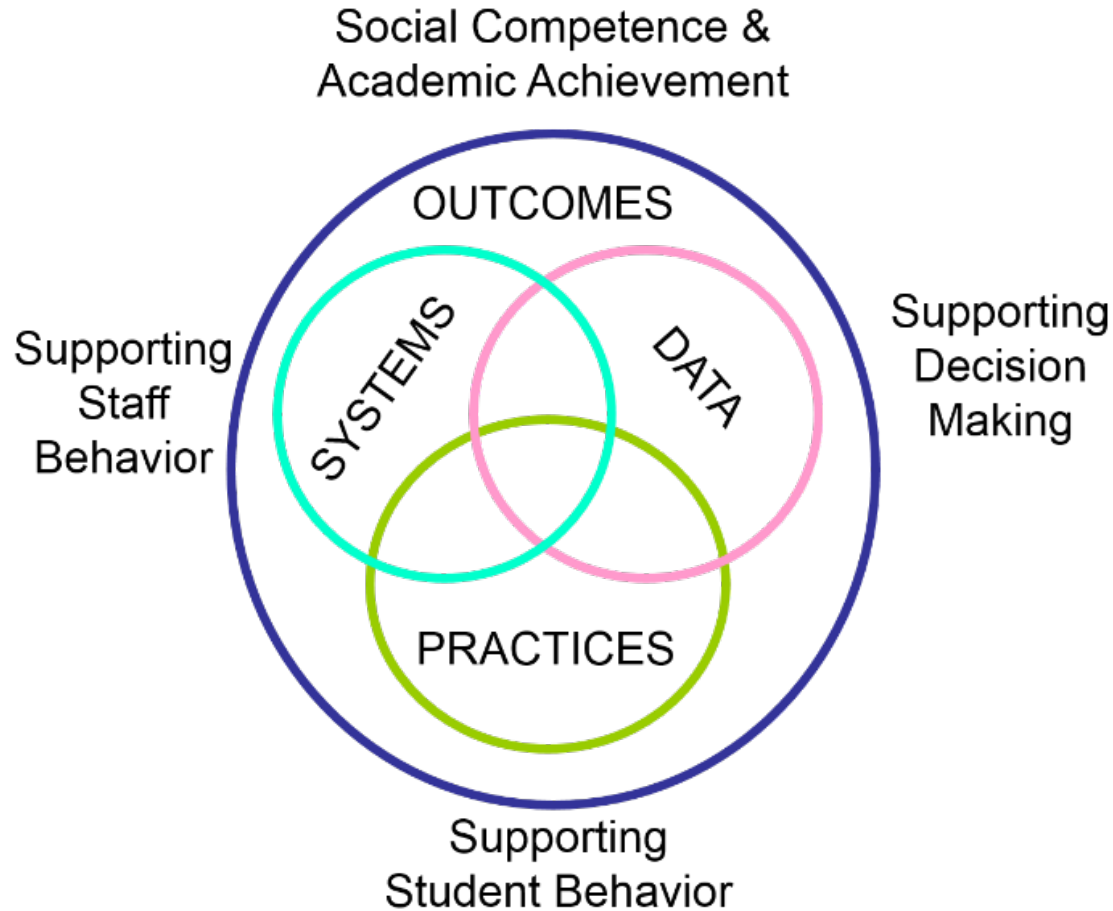
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District-level

Implementation Fidelity,
Social Validity, &
Critical Outcomes

Supporting
Leadership
Behavior

Supporting
Decision
Making
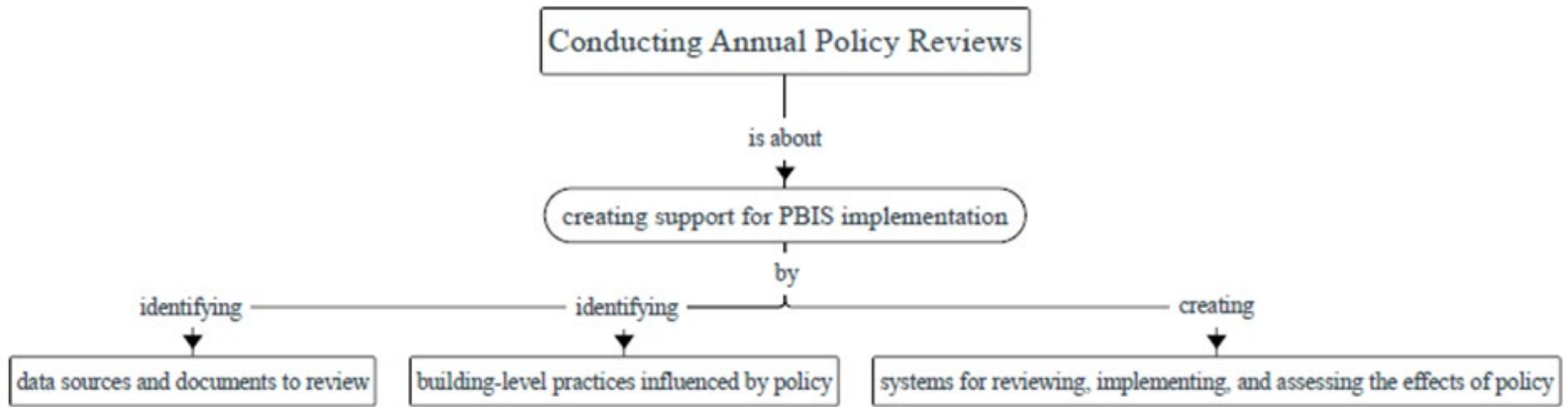
Supporting School Team &
Staff Behavior

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Annual Policy Reviews

How will you alter your district-level policy, when needed, to provide more support for PBIS implementation?

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Conducting Annual Policy Reviews

is about

creating support for PBIS implementation

by

identifying → data sources and documents to review

identifying → building-level practices influenced by policy

creating → systems for reviewing, implementing, and assessing the effects of policy

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DSFI – Item 4.4

4.4 Discipline Policy Review:

District Leadership Team regularly reviews and refines discipline policy to enhance their effects on fidelity of implementation and social-emotional-behavioral and academic outcomes for all student groups.

0 = Discipline policies are not reviewed and refined annually.
1 = Discipline policies are reviewed and refined annually but not to enhance their effects on fidelity of implementation.
2 = Discipline policies are reviewed and refined annually to enhance their effects on fidelity of implementation and association with behavior and academic outcomes for all student groups.

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Data, Systems, Practices - Preview

Data	Systems	Practices
• Board Policy • Long-Term Suspension Requests	• Annual DSFI Administration	• Building Administrator use of Resource Guide

DISTRICTWIDE

Exemplar

Center School District 58

Things to Consider with any Discipline Consequence and a Referral for a District Hearing

1. **Considerations tied to any Discipline Consequence**

- Who was the instigator? What was the other person's response? What was the intent? Were there other options for a response to the behavior infraction? What was the timeline of events?

- When possible, collect written statements from all involved including witnesses. Be sure to gain verbal clarification when needed.   Collect pictures/videos as appropriate.

- Reminders: All things do NOT have to be equal when determining consequences. The above questions should help guide what is appropriate for the individual. Resist the urge to make exclusionary decisions in the moment, when emotions could be high. Responding to a concern does not mean an immediate decision must be made. Asking a parent to keep their child at home for the next day until the investigation is complete, could lead you to a more thought out conclusion which might include, letting the parent know that as a result of the investigation the student can come back to school the next day (one day out of school suspension). If you do suspend for additional days beyond the one, you are showing parents you are taking the situation seriously and gave the situation its due through a proper investigation.

2. **Considerations tied to a Referral for a District Hearing**

- The administrator or his/her designee is authorized to suspend a student up to 10 days without a district hearing. A referral for a district hearing should be made only if the administration would like to consider more than 10 days suspension or in cases of Safes School Violations. Please see the list of questions below when determining if a referral should be made for a district hearing.

Is the offense in violation of the Safe Schools Act?
- If yes, please make a referral for a district hearing.
- If no, suspension can occur for up to 10 days. Consider having a parent meeting prior to returning.

Does the offense provide just cause for more than 10 days of suspension to be imposed?
- *If yes, please consider the questions below.*
- If no, suspension can occur for up to 10 days. Consider having a parent meeting prior to returning

What interventions/supports have been implemented to date? Is there a need to adjust the interventions/supports to help the student be successful?

Is there information within the discipline history, which would help explain/support the behavior?

Has the student been referred for Tier 2 or Tier 3 support? Is this a needed next step?

Has the student previously had a district hearing referral? If so, what was done to support the behavior after the last referral?

What role has the parents played to date in helping to modify the inappropriate behaviors?

Does the student have an IEP or 504, which might play a factor in the behavior displayed? Does the student have a BIP tied to IEP or 504 Plan? If so, does the BIP need to be modified? If not, does one need to be developed?

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Data, Systems, Practices - Review

Data	Systems	Practices
Policy Documents • Vision Statement • Board Policy • Code of Conduct • Student Handbook • Faculty Handbook Implementation Fidelity • DSFI • TFI • SAS Outcomes • SEB • Academic • Discipline • Attendance • Social Validity	Policy Review Tools • DSFI • CADPPE Protocols for policy: • Definition • Dissemination • Implementation • Review	• Building Administrator Training • District Administrator Training • Stakeholder updates

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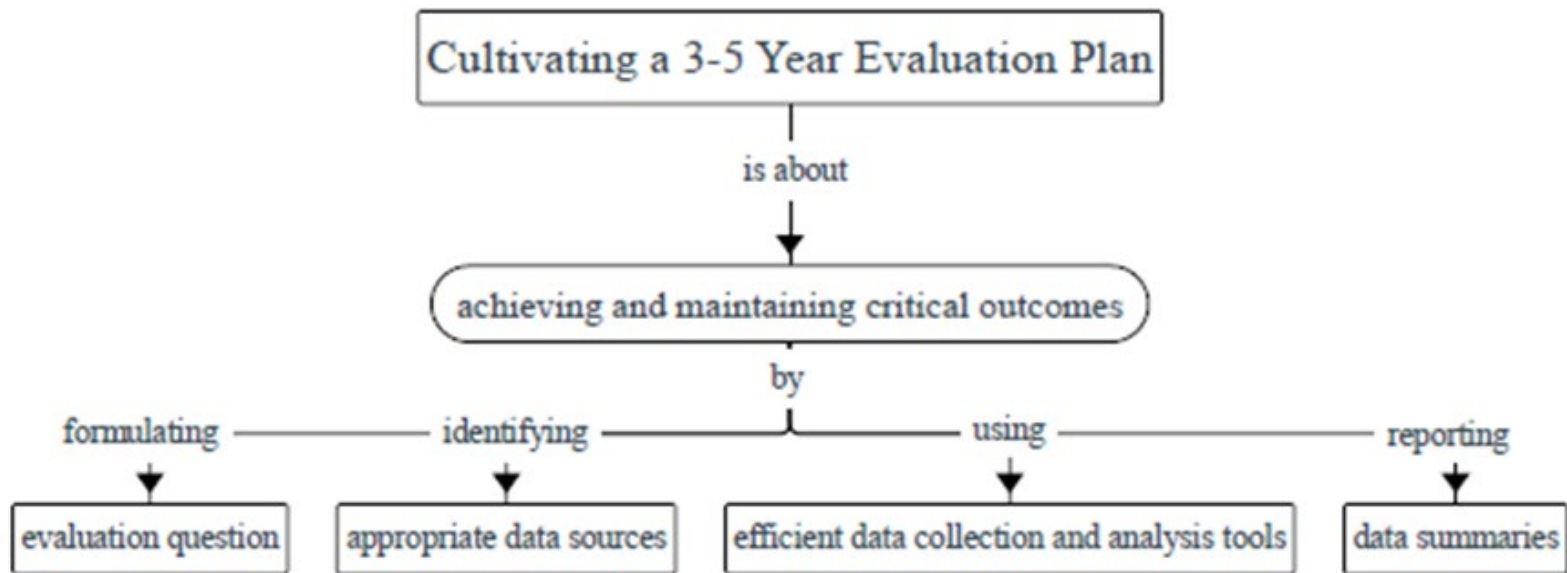# 3-5 Year Evaluation Plan

What actions will you take to develop and maintain a 3-5 year evaluation plan?

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Cultivating a 3-5 Year Evaluation Plan

is about

achieving and maintaining critical outcomes

by

formulating → evaluation question

identifying → appropriate data sources

using → efficient data collection and analysis tools

reporting → data summaries

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DSFI – Item 8.1

8.1 Evaluation Plan:

District Leadership Team completes a 3 to 5 year evaluation plan guided by district assessment schedule and school implementation data, social validity survey results, and important district outcomes.

0 = District Leadership Team has no 3 to 5 year evaluation plan.

1 = District Leadership Team has an evaluation plan that is less than 3 to 5 years in length or does not include use of an evaluation process.

2 = District Leadership Team completes a comprehensive 3 to 5 year evaluation plan using an evaluation process. The plan includes: clearly identified assessments, evaluation questions, school implementation data, social validity survey results, and important district outcomes.

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Data, Systems, Practices - Preview

Data	Systems	Practices
• Social Emotional Behavior Screener • Self Assessment Survey • Tiered Fidelity Inventory • School Safety Survey	• Regular discussion and review of balance and priorities • Integrated assessment calendar	• Building administration of assessments • Data-based decision-making team training

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Exemplar

Center School District MTSS (Academic) Schedule- ████		
Dates	**Activity**	**Staff**
August 15	Classes begin- ALL students · Tier One Instruction begins	Classroom Tchr
September 4 - 21	Fall Universal Screening: ● Aimsweb Plus K-8 ● Aimsweb Plus RDG/MATH 9-12	Classroom Tchr
September 24- October 5	Data Consult Meeting to identify students for Tier 2: ● Determine if additional diagnostic assessment is needed o Determine who will provide additional assessments ● Use Aimsweb Plus Student Diagnostic Reports to determine instructional match ● Identify interventions/interventionists ● Intervention training or refreshers	Data Consult Team

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Data, Systems, Practices - Review

| Data	Systems	Practices

Implementation Fidelity
• SAS
• TFI
• DSFI
Social Validity
Outcomes
• SEB
• Academic
• Attendance
• Discipline
Implementation Supports
• Professional Development
• Technical Assistance
	• Integrated assessment schedule
	• Regular review of evaluation plan
	• Annual administration of the DSFI
	• Protocols for data:
	  • Collection
	  • Entry
	  • Analysis
	  • Reporting
		• PBIS team training
		• Building administration training
		• Stakeholder updates

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Action Planning

What information could you use to prioritize district-level implementation activities?
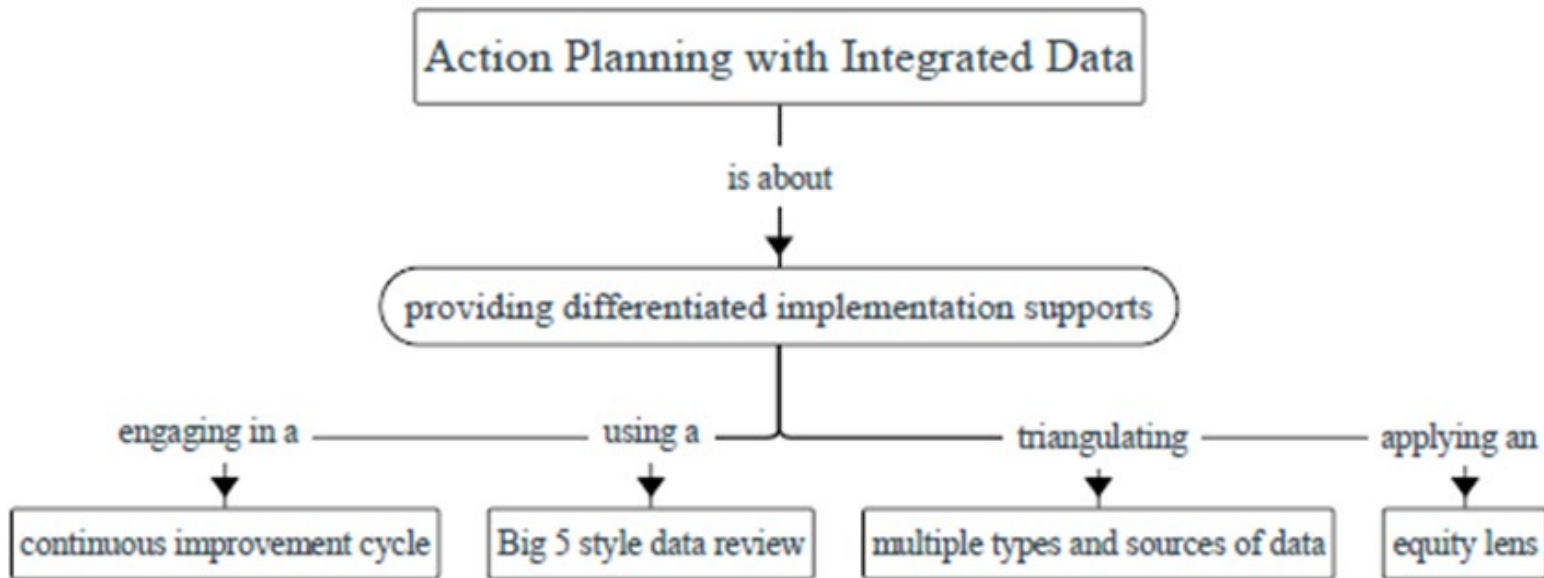
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DSFI – Item 8.4

8.4 Differentiated Supports:

Data system is in place for identifying school teams in need of additional training and coaching support.

0 = No data system exists to identify schools in need of additional training and coaching support.

1 = A data system exists to identify schools in need of additional training and coaching support, but it is not utilized to make decisions.

2 = A data system exists to identify schools in need of additional training and coaching support and it is utilized to determine necessary supports.

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Data, Systems, Practices - Preview

Data	Systems	Practices
- District Systems Fidelity Inventory - Tiered Fidelity Inventory - Self Assessment Survey	- Meeting agenda items tied to DSFI items and action plan goals - Ongoing data triangulation	- Tier 1 Leads Training topics - Differentiated professional development and technical assistance - Professional Learning Community topics

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Exemplar

District PBIS Team Meeting Agenda/Notes

District: Center School District
Date: 01/21/21
Team Lead: Stacy King
Note Taker/Recorder: Joyce
Timekeeper:

Active Team Members Present: **Internal Members** - Renee Black, Karah Chapman, Khara Martin, Melissa Snell, Amelia Stern, Joyce Suedmeyer **External Members** - Trisha Guffey,

District PBIS Team Common Philosophy and Purpose Statement:

The Center School District implements the school-wide application of positive behavior supports (PBIS) as a means to teach students behavioral expectations and skills that are utilized in all aspects of life. This school-wide preventative intervention supports staff in recognizing students for appropriate behaviors, monitoring data for effectiveness, and creates a framework for those students needing additional behavioral interventions. Staff will implement the tiers of PBIS to assist with student success while reinforcing the universal expectations established within each building.

Norms:
● Be solution focused
● Speak freely (Vegas)
● Use data to guide the work
● Listen to understand
● Assume good intentions

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Professional Learning Communities (PLC)
The Teams That do the Work
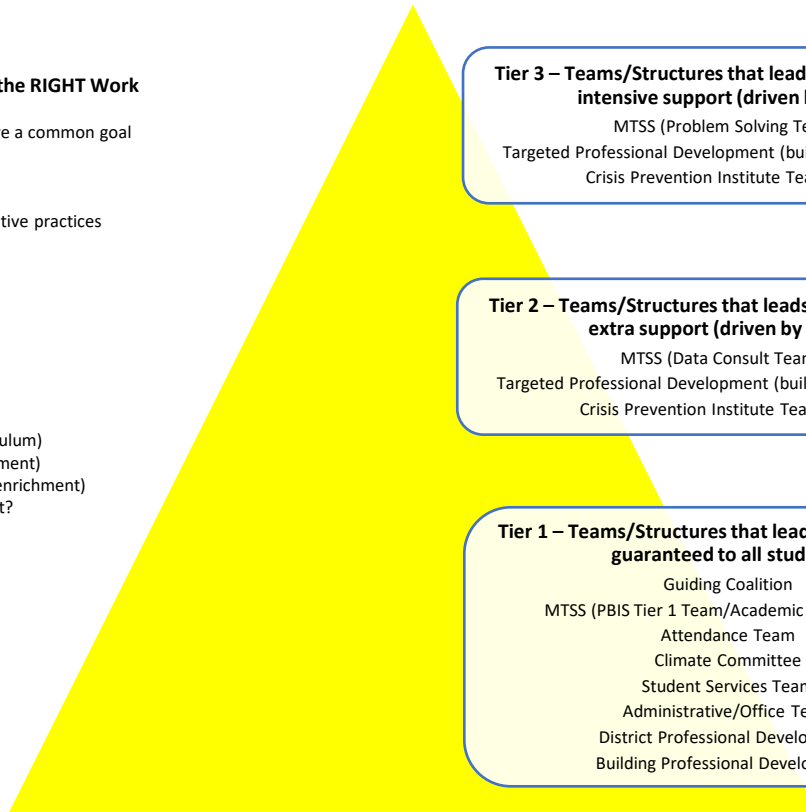
"Collaboration is a systematic process in which we work together, interdependently, to analyze and impact professional practice to improve our individual and collective results. ." Austin Buffman

6 Actions that Ensure we are focused on the RIGHT Work
1. Educators work collaboratively
2. Members work interdependently to achieve a common goal
3. Guaranteed and viable curriculum
4. Common formative assessment
5. System of intervention
6. Improve its members' individual and collective practices

The 4 Questions that Guide the Work
1. What do we want student to learn? (curriculum)
2. How will we know they learned it? (assessment)
3. What will we do for students that get it? (enrichment)
4. What do we do for student that don't get it? (intervention)

SCHOOL CENTER DISTRICT

Beyond Tier 3 – Teams/Structures that leads to those with exceptional needs getting intensive support
Student Education Team (SET)
IEP/504 Multi-disciplinary Team

Tier 3 – Teams/Structures that leads to a few getting intensive support (driven by data)
MTSS (Problem Solving Team)
Targeted Professional Development (building/district level)
Crisis Prevention Institute Team (CPI)

Tier 2 – Teams/Structures that leads to some getting extra support (driven by data)
MTSS (Data Consult Team)
Targeted Professional Development (building/district level)
Crisis Prevention Institute Team (CPI)

Tier 1 – Teams/Structures that leads to access being guaranteed to all students
Guiding Coalition
MTSS (PBIS Tier 1 Team/Academic Tier 1 Teams)
Attendance Team
Climate Committee
Student Services Team
Administrative/Office Team
District Professional Development
Building Professional Development

Teams that do the work:
Guiding Coalition
Tier 1 Social-Emotional Behavior (PBIS) Team
Tier 1 Academic Teams
Tier 2 Data Consult Team
Tier 3 Problem-solving Team
Special Education Team (SET)
Culture Committee
Administration/Office Team
Student Services Team
CPI Team
District/Building PDC Committee
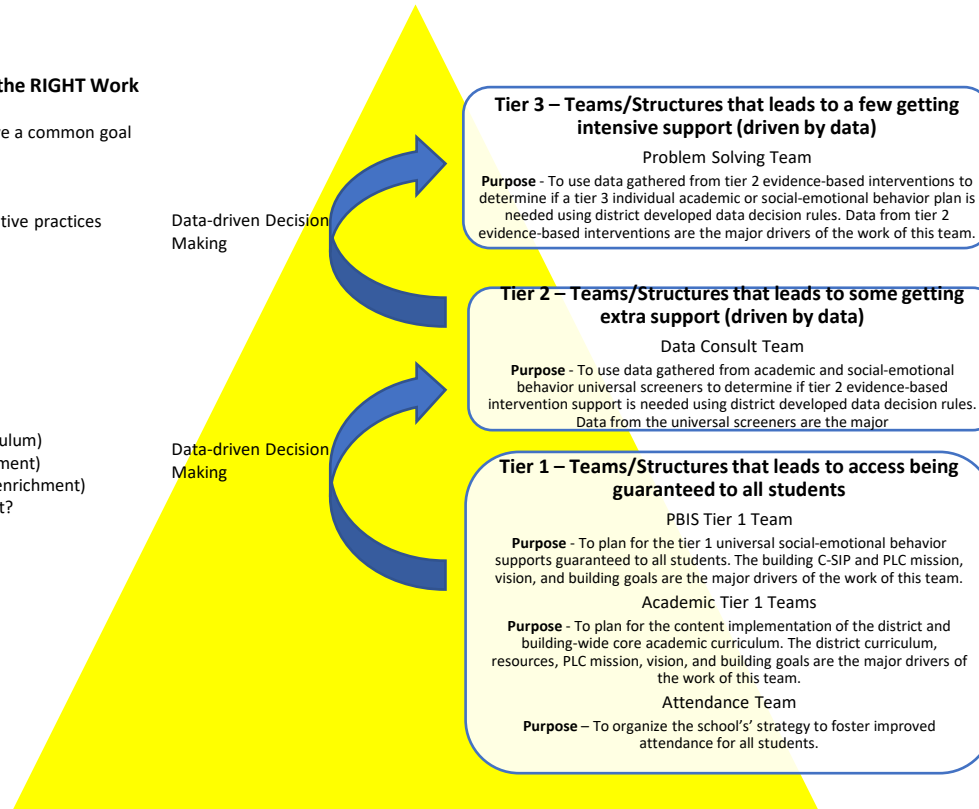
Multi-Tiered System of Support (MTSS)

"A school's most effective learning strategy is to have highly trained teachers work with the students most at risk." Austin

6 Actions that Ensure we are focused on the RIGHT Work
1. Educators work collaboratively
2. Members work interdependently to achieve a common goal
3. Guaranteed and viable curriculum
4. Common formative assessment
5. System of intervention
6. Improve its members' individual and collective practices

The 4 Questions that Guide the Work
1. What do we want student to learn? (curriculum)
2. How will we know they learned it? (assessment)
3. What will we do for students that get it? (enrichment)
4. What do we do for student that don't get it? (intervention)

Data-driven Decision Making

Data-driven Decision Making

SCHOOL CENTER DISTRICT

Tier 3 – Teams/Structures that leads to a few getting intensive support (driven by data)

Problem Solving Team

Purpose - To use data gathered from tier 2 evidence-based interventions to determine if a tier 3 individual academic or social-emotional behavior plan is needed using district developed data decision rules. Data from tier 2 evidence-based interventions are the major drivers of the work of this team.

Tier 2 – Teams/Structures that leads to some getting extra support (driven by data)

Data Consult Team

Purpose - To use data gathered from academic and social-emotional behavior universal screeners to determine if tier 2 evidence-based intervention support is needed using district developed data decision rules. Data from the universal screeners are the major

Tier 1 – Teams/Structures that leads to access being guaranteed to all students

PBIS Tier 1 Team

Purpose - To plan for the tier 1 universal social-emotional behavior supports guaranteed to all students. The building C-SIP and PLC mission, vision, and building goals are the major drivers of the work of this team.

Academic Tier 1 Teams

Purpose - To plan for the content implementation of the district and building-wide core academic curriculum. The district curriculum, resources, PLC mission, vision, and building goals are the major drivers of the work of this team.

Attendance Team

Purpose – To organize the school's' strategy to foster improved attendance for all students.

Tier 3 Problem Solving Team – Develop individualized academic and/or behavior plans inclusive of both interventions and accommodations that seek to meet the intensive needs of students. This is done after tier 1-2 interventions have been unsuccessful

Tier 2 Data Consult Team – Using data from academic and behavior universal screeners and/or teacher referrals and other associated data, provide students with a targeted intervention designed to address a specific missing skill. The intervention should be easy to implement yet offer high-yield growth.

Tier 1 Academic Teams – This teams plans for curriculum and instruction guaranteed to all students. This includes essential standards, unit planning, CFAs, and all other necessary components associated with tier 1 core instruction.

Tier 1 PBIS Team – This team plans for all tier one behavior expectations for all students including: school-wide expectations, reinforcement system, lesson plan/teaching schedule, major/minors, and all other components necessary tied to tier one behavior expectations.

Tier 1 Attendance Team - Build connection with families Examine causes of chronic absenteeism Partner with families to meet attendance needs by developing plan Analyzing/monitor attendance data Looking for and identifying ways to respond to big picture attendance trend Connecting families with community-based resources as well as other school-based resources Participate in professional development focused specifically on supporting students/families with attendance challenges

Data, Systems, Practices - Review

Data	Systems	Practices
Implementation Fidelity • SAS • TFI • DSFI Social Validity Outcomes • SEB • Academic • Attendance • Discipline	• Protocols for regular data-based decision making • Data-based decision-making templates & tools (i.e. Big 5 style data review, triangulation) • Regular examination of data through an equity lens	• Provide professional development • Provide technical assistance

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Next Steps

How are the annual policy review, the district evaluation plan and district leadership team action planning connected?

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Next Steps

- Review presentation resources
- District Leadership team discussion(s)
- Discussion and action planning with technical assistance providers
- Action plan for next school year

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Contact Us:

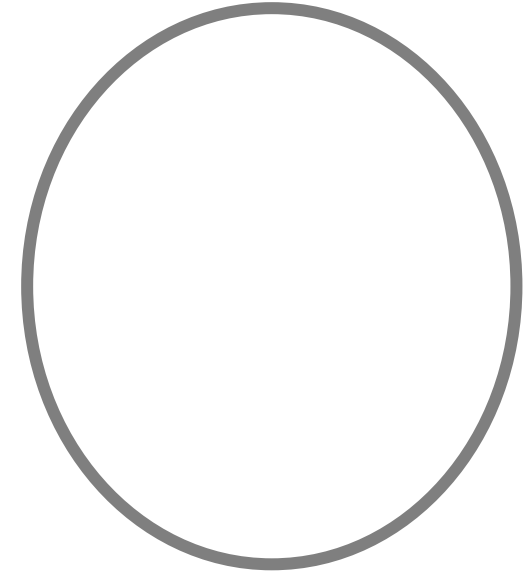| Heather L. Hatton, Ph.D	Dr. Stacy King	Renée Black, LMSW
hattonhl@missouri.edu	sking@center.k12.mo.us	rblack@center.k12.mo.us
512-789-4890	816-349-3311	816-491-6347

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Welcome to DISTRICTWIDE WEEK!
June 30-July 1

THANK YOU FOR JOINING US!

Please complete the Evaluation Survey.

Session 4 will start at 10:45 a.m.

Please use the same Zoom meeting link to join the next session.