

Welcome to
DISTRICTWIDE WEEK!
June 30-July 1

**MISSOURI SW-PBS
SUMMER INSTITUTE**

VIRTUAL CONFERENCE
SUMMER 2021



THANK YOU FOR
JOINING US

Session 4 – Building and
Sustaining a
Districtwide Approach
to PBIS

Begins at 10:45 a.m.

Tweet about your
experience!

#SI2021

Welcome to
DISTRICTWIDE WEEK!
June 30-July 1

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

Tweet about your experience!

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For Technical Assistance, contact Tammy Bagley.

Phone: 573-881-4849

Email: tammy@custommeetingplanners.com

From the Field:

Building and Sustaining a
Districtwide approach to PBIS



DISTRICTWIDE

In Partnership:



Dr. Lisa Powers
Senior Research Associate
MU Center for School-wide PBS



Dr. Jane Crawford
Ferguson-Florissant School
District
Exemplar



Stephanie Tuck
Ferguson-Florissant School
District
Exemplar



Katie Cauwenbergh
Fulton School District
Exemplar



Jamie Grieshaber,
LCSW
Senior Research Associate
MU Center for School-wide PBS



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Intended Outcomes

Discover steps to build sustainability and the advancement of Tier 2 and Tier 3.

Explore strategies and lessons learned from model demonstration districts.

Identify solutions to possible challenges to bring back to your team.



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Warm-Up Polls

Who is in the room?

Do you have a current District
Leadership Team?

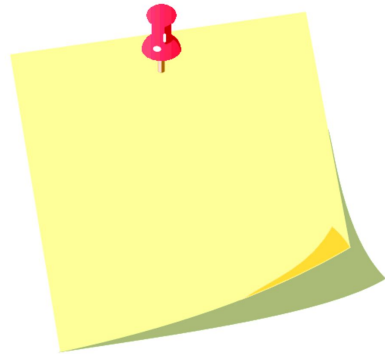


Every district has a story. What's your story?

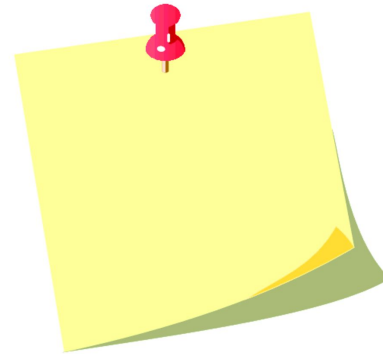
Lets try out Padlet...



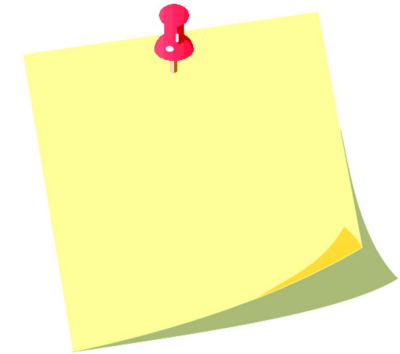
Your Journey in a
word...(or two)



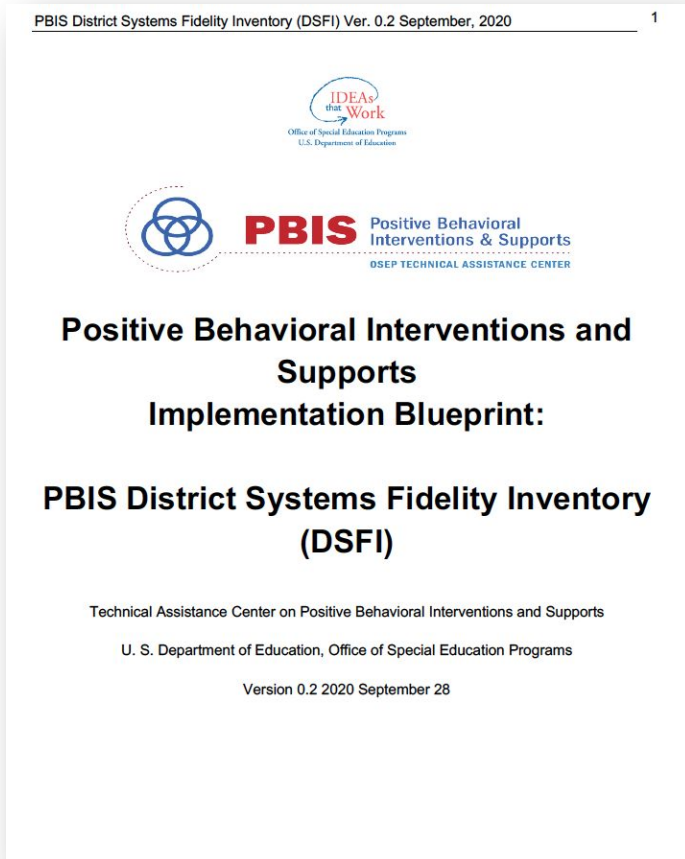
What have you learned
this year...



What are you anticipating
as needs or challenges...



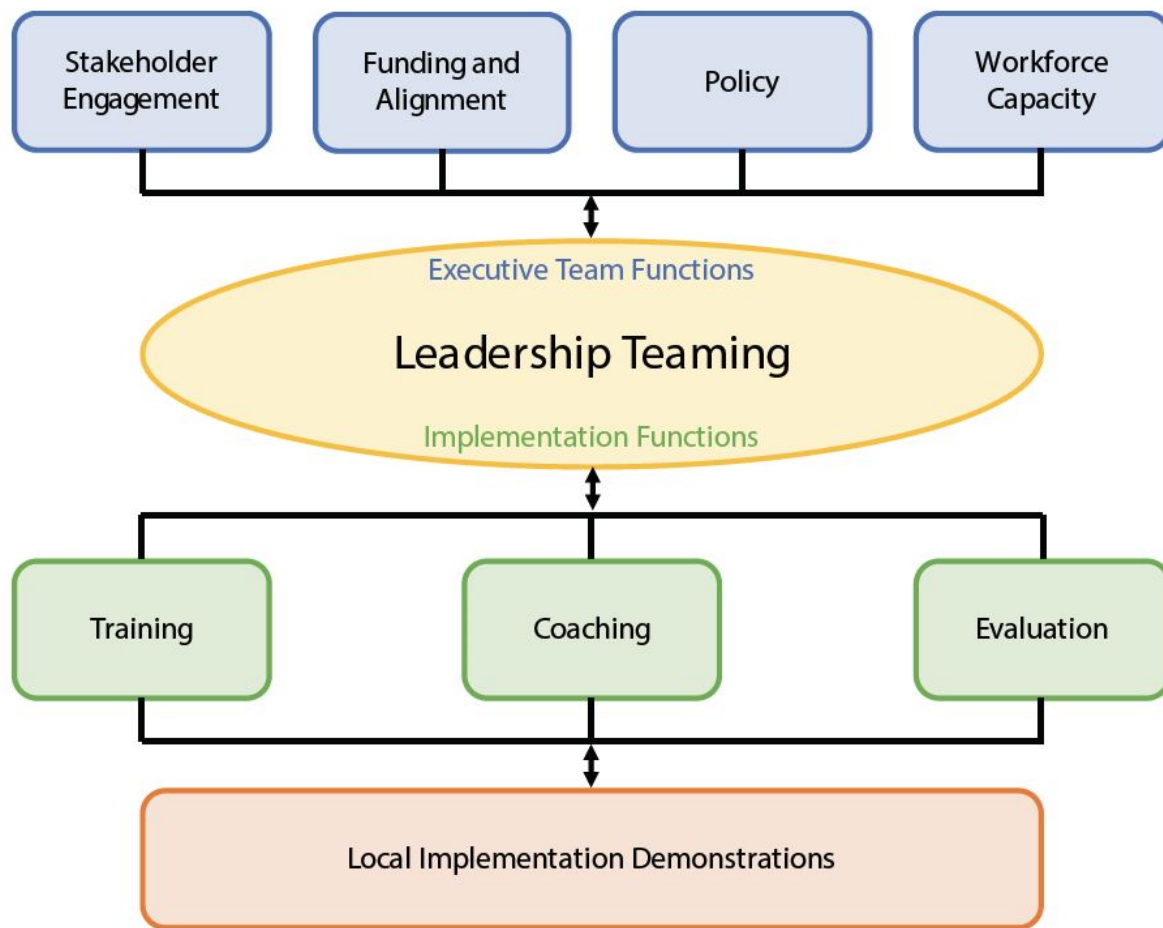
District Systems Fidelity Inventory



Section I: Leadership Teaming

Feature	Possible Data Sources	Scoring Criteria
<p>1.1 Leadership Authority: One or more members of the District Leadership Team has the authority to make key decisions (e.g., decision-making for budget, implementation, policy, data systems).</p>	<ul style="list-style-type: none"> District Organizational Chart Team Roles & Responsibilities 	<p>0 = No members of the District Leadership Team have authority to make key decisions.</p> <p>1 = At least one member of the District Leadership Team has influence on key decision making within the organization.</p> <p>2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions and attends regularly.</p>
<p>1.2 Team Membership: District Leadership Team has representation from range of stakeholders including at least: (a) families, (b) general education, (c) special education, (d) individuals with detailed knowledge about the current social-emotional-behavioral initiatives and (e) members of the local community that have investment in youth outcomes.</p>	<ul style="list-style-type: none"> District Organizational Chart Team Roles & Responsibilities District Key Stakeholders List 	<p>0 = District Leadership Team does not have representation from a range of stakeholders with investment in youth outcomes from the community.</p> <p>1 = District Leadership Team has a diverse range of stakeholders on their team but not representative of all the stakeholders listed in (a) - (e) or stakeholders do not attend regularly.</p> <p>2 = District Leadership Team includes stakeholders from at least (a) - (e), stakeholders attend meetings regularly, and membership is audited annually.</p>
<p>1.3 Team Expertise: To ensure fidelity of implementation of PBIS practices and systems in three domains: (a) training, (b) coaching, and (c) evaluation the District Leadership Team includes individuals representing P-12 with social-emotional-behavioral expertise across the full continuum of behavior support (Tiers 1, 2, 3).</p>	<ul style="list-style-type: none"> District Organizational Chart Teaming Protocols Team Roles & Responsibilities 	<p>0 = District Leadership Team does not include individuals with social-emotional-learning expertise.</p> <p>1 = District Leadership Team includes individuals with social-emotional-behavioral expertise across one or two but not all three tiers or not representing P-12.</p> <p>2 = District Leadership Team includes individuals with social-emotional-behavioral expertise across all three tiers and from agencies representing P-12.</p>

DSFI: Across all Three Tiers



3.6 Options for Tiered Interventions

7.2 Coaching

7.3 Implementation Process

8.6 Student Identification Data

8.7 Level of Use

8.8 Student Performance Data

9.2 Model Demonstrations

Coming Soon ... Resources and Training Webinars

3.8 Operations for Tiered Interventions

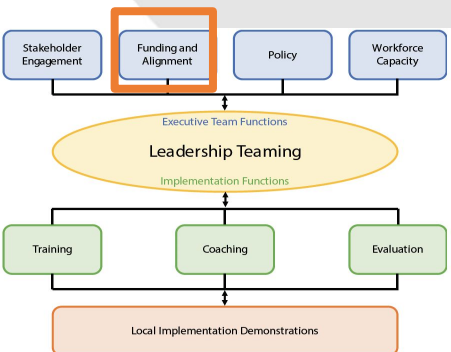
Feature	Possible Data Sources	Scoring Criteria
<p>3.8 Operations for Tiered Interventions</p> <p>organizational resources necessary to operate a district-wide multi-tiered system of support are assessed for alignment, effectiveness, efficiency, and sustainability.</p>		<p>Scoring Criteria</p>

Quick Check – Action Planning

Team Assessment	Scoring Criteria
<ul style="list-style-type: none"> • 3.1 <ul style="list-style-type: none"> • What is the primary funding source to support PBIS implementation (e.g., external grant, internal funding)? • How does PBIS funding align with other related initiatives? • 3.4 <ul style="list-style-type: none"> • To what degree is PBIS aligned with existing related initiatives (i.e., those with similar goals, outcomes, practices and systems)? • 3.7 <ul style="list-style-type: none"> • Does the district formally and regularly evaluate social-emotional-behavioral initiatives to assess if they are being done as intended, still suitable, and productive 	<p>0 = Funding and organizational resources are not assessed.</p> <p>1 = Funding and organizational resources across related initiatives are assessed, but not aligned to sustain implementation.</p> <p>2 = Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.</p>

3.6 Options for Tiered Interventions

Check in



3.6 Options for Tiered Interventions

Does the district have documentation (e.g., intervention map) which outlines the evidence-based interventions supported by the district?

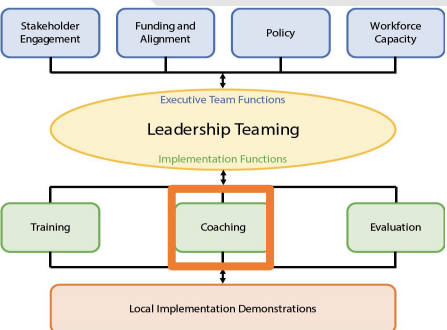
Does the district have a decision-making process for reviewing, selecting, and supporting Tier 2 and 3 interventions?



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7.2 Coaching

Check in



7.2 Coaching

Has the district identified individuals who will function in the capacity of a coach?

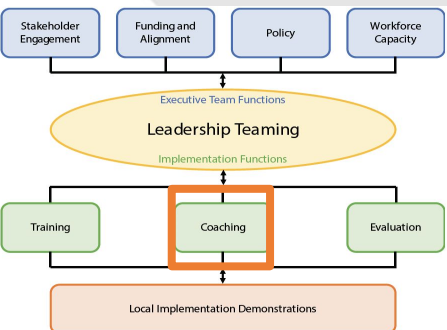
Has the district assessed/identified the social-emotional-behavioral expertise of these individuals?



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7.3 Implementation Process

Check in



7.3 Implementation Process

What PBIS professional development (i.e., training, coaching) has been delivered?

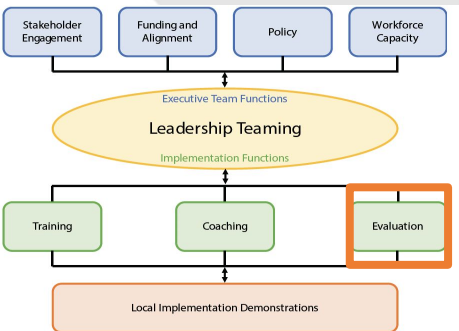
Have participants perceived professional development events as useful and effective?



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8.6 Student Identification

Check in



8.6 Student Identification

Do you have written guidelines?

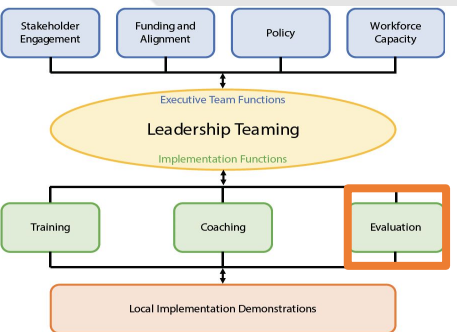
Do the guidelines include multiple data sources?



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8.7 Level of Use

Check in



8.7 Level of Use

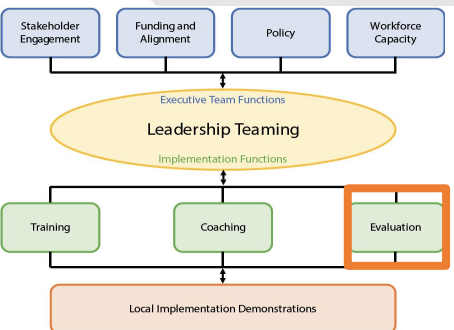
Does the district have a tracking system to monitor the number of students in interventions?



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8.8 Student Performance Data

Check in



8.8 Student Performance Data

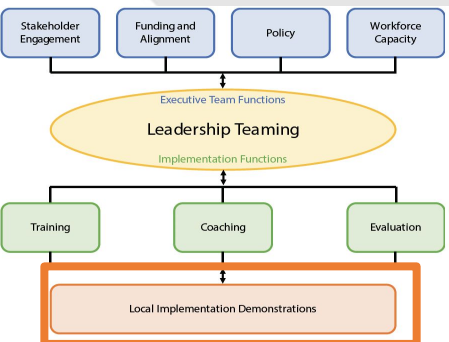
Is there a system for schools to share and review the percentage of students responding to interventions?



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9.2 Model Demonstrations

Check in



9.2 Model Demonstrations

How might fidelity of implementation percentages from districtwide/schoolwide surveys inform the identification of potential Model Demo sites?



Does a documented and communicated process exist for schools to access/visit Model Demo sites?

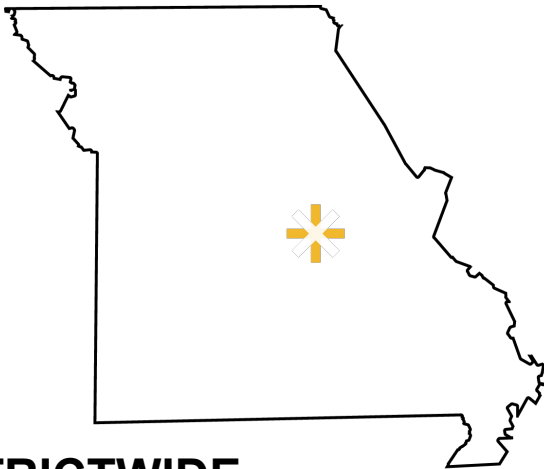


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FULTON 58
FULTON MISSOURI



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FULTON



District PBIS Team

Our Purpose

The District PBIS Team exists to promote a collaborative culture across all buildings that will establish and sustain PBIS, The Fulton Way!

Team Members




- 2008 – Elementary Schools and Middle School began implementing SW-PBS
 - Building teams received cadre training through MO SW-PBS network
- 2013 – High School began implementing SW-PBS
- Spring 2018 – District Leadership Team was established to support schools for sustainability

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FULTON



District PBIS Team

Our Purpose
The District PBIS Team exists to promote a collaborative culture across all buildings that will establish and sustain PBIS, The Fulton Way!

Team Members



- Strengths
 - Rich knowledge of PBIS implementation
 - Sustained implementation across tiers
 - High levels of fidelity
 - Community support
- Defining Characteristic
 - Knowledge

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One District One team
Where we started...

Our team is made up of people
who are well-versed in PBS.

We had no idea what our teams
mission was so we explored what
all the buildings did.

We discovered we all did similar
things, we just called them by
different names or used different
formats.



District PBIS Team

Our Purpose

The District PBIS Team exists to promote a collaborative culture across all buildings that will establish and sustain PBIS,
The Fulton Way!

Team Members



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We took the DSFI to help us know where to go from there.

Focused on 2-3 things that we could manage the first year.


Example- open communication with stakeholders, come up with a mission statement



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Campus Websites

Fulton High School
 Name: Fulton High School - PBIS information
PBIS at FHS
 What is Schoolwide Positive Behavior Support (SW-PBIS)?



Schoolwide Positive Behavior Support (SW-PBIS) is a framework for creating safe and orderly learning environments in schools, while improving the social-emotional outcomes for students. It is a proactive approach that relies on research-based practices, including developing clear behavioral expectations, teaching these expectations, acknowledging appropriate behavior, consistently correcting inappropriate behaviors, and using behavioral data to systematically solve problems.

Quicklinks
 PBIS Home

Tight

Fulton Middle School
 Name: Fulton Middle School - PBIS



PURPOSE
 The purpose of Fulton Middle School's school-wide positive behavior plan is to provide a safe, positive and academically challenging environment, as well as to model and teach clear expectations in order to develop and address self-leadership strategies that will enable all students the opportunity to live to their potential and academic abilities. The commitment and collaboration between students, parents, staff, and community partners will create the culture of being responsible, safe, respectful, and academically engaged at Fulton Middle School.

GOALS

- To increase consistency among staff in managing student behavior.
- To reduce discipline referrals across all school settings.
- To increase the percentage of discipline referrals that are "Restorative and Repair."
- To increase the percentage of students who are "Restorative and Repair."
- To increase the percentage of students who are "Restorative and Repair."
- To increase the percentage of students who are "Restorative and Repair."

Click Here to View the Fulton Middle School Home Page
 Please use this link to access the current calendar for our school.
 Information on creating student expectations at your school or school district website page.

Staff Resources
 Fulton Middle School Home Page Chart
 Classroom Management in Office Workload Document

Loose

Fulton Early Childhood Center
 Name: Fulton Early Childhood Center - PBIS
Positive Behavior Support Flowchart
 Expectations
 What is PBIS?

- Recognition system details
- Classroom Managed vs. Office Managed Behaviors
- Information about Tiers 2 and 3

- PBIS section on campus website
- Overview of PBIS
- Matrix posted for school community
- Reinforcement Recognition

Barley Elementary
 Name: Barley Elementary - PBIS information
What is PBIS?
 The SW-PBIS model is a framework for creating safe and orderly learning environments in schools, while improving the social-emotional outcomes for students. It is a proactive approach that relies on research-based practices, including developing clear behavioral expectations, teaching these expectations, acknowledging appropriate behavior, consistently correcting inappropriate behaviors, and using behavioral data to systematically solve problems.

Quicklinks
 PBIS Home

Bush Elementary
 Name: Bush Elementary - PBIS information
What is PBIS?
Bush School Expectations
Minor/Major Behavior Flow Chart
Reinforcement Systems

Multiline Elementary
 Name: Multiline Elementary - PBIS information
PBIS Resources
Minor/Major Behavior Flow Chart
Reinforcement Systems
Tier 2 Supports
Tier 3 Supports

What we are working on now:

We have started to tackle Tiers 2 and 3 by:

Building a system with a standard approach that has flexibility.

Creating a form request for assistance/*Not a referral form!*

Developing/accessing training for new staff.

Request For Assistance

Student: _____ Teacher: _____
Grade: _____ Date: _____ ODRs: _____

Academically is the student above, below or at grade level:

Math: Above At Below
Reading: Above At Below
Writing: Above At Below
Science: Above At Below
Social Studies: Above At Below

District Math Assessment: _____ District Reading Assessment: _____

Which of the following apply to this student?

IEP Speech/Language 504 Other _____

What is the Problem Behavior?

Internalizing
 Exhibits sadness or depression
 Shows exhaustion
 Is teased by peers
 Does not participate in group activities
 Very shy or timid
 Acts fearful of mistakes
 Does not stand up for self
 Self-injury
 Withdrawn
 Other _____

Externalizing
 Out of seat/assigned area
 Inappropriate language
 Fighting/physical aggression
 Talking out of turn
 Verbal defiance
 Not following instructions
 Technology violation
 Organizational concerns
 Consecutive tardy
 Consecutive absences
 Other _____

Location of problem behavior? (Check all that apply)

Class Playground Specials
 Restroom Cafeteria Other _____
 Hallway

What intervention(s) have been utilized?	Successful	Somewhat Successful	Not Successful
<input type="checkbox"/> Incentive for expected behavior			
<input type="checkbox"/> 4:1 positive verbal feedback			
<input type="checkbox"/> Retought expected behavior			
<input type="checkbox"/> Multiple opportunities to practice expected behavior			
<input type="checkbox"/> Self-monitoring			
<input type="checkbox"/> Modified assignments			
<input type="checkbox"/> Change of schedule for activities			
<input type="checkbox"/> Extra assistance			
<input type="checkbox"/> Parent/Guardian contact			
<input type="checkbox"/> Other (Specify):			

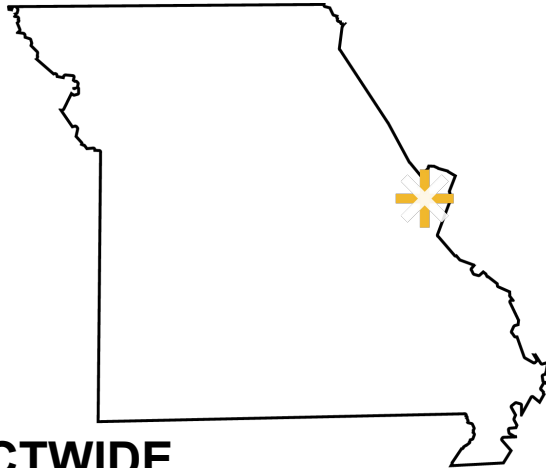
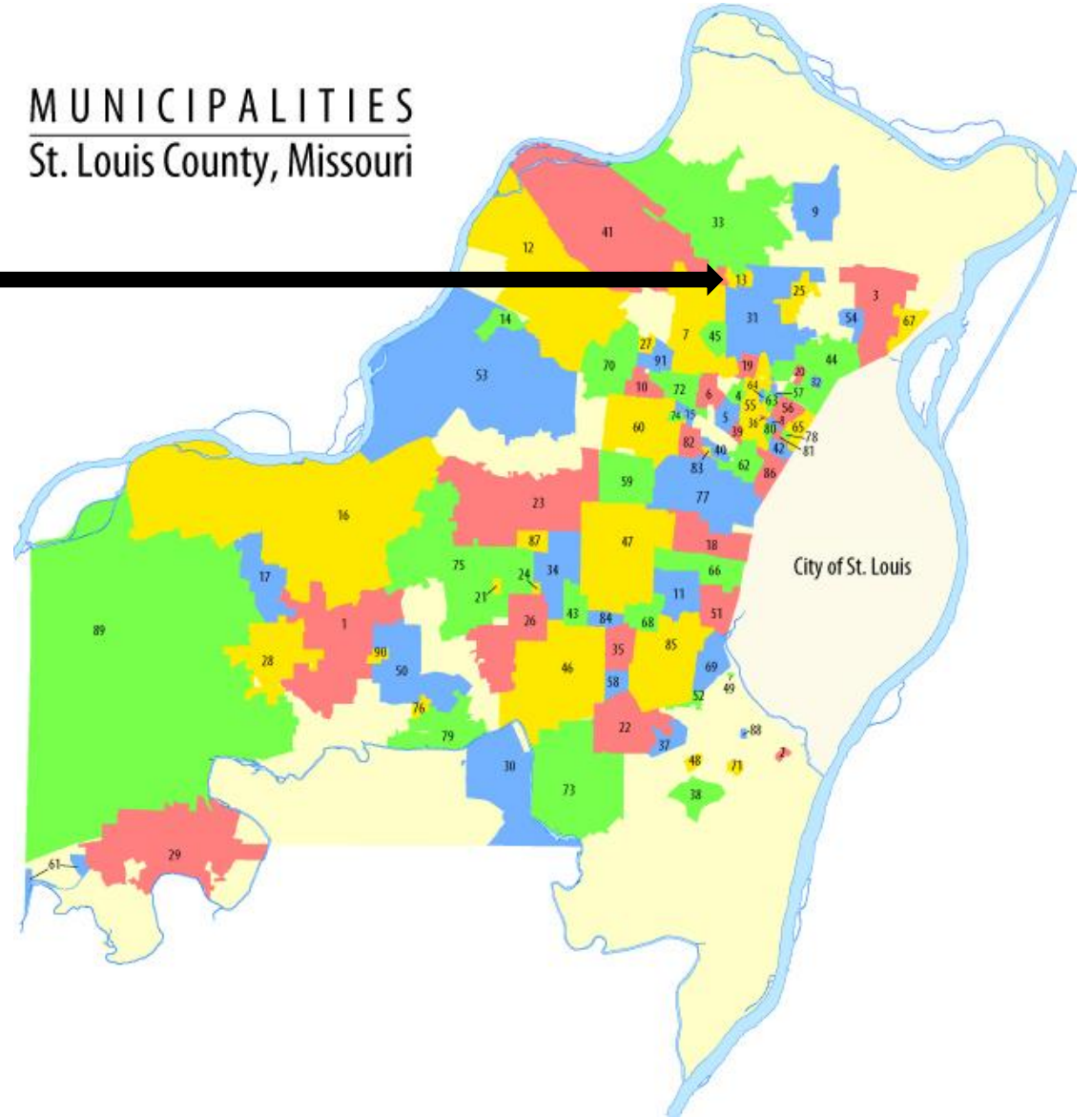


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FERGUSON - FLORISSANT



MUNICIPALITIES
St. Louis County, Missouri



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FFSD MTSS -CORE Team



FFSD Makers Team: Professional Learning Core Team
SubCommittee



Ferguson-Florissant School District

District Core Leadership Team

Members:

Function: Develop plan for district-wide PD to include principals, accountability structures, action plan, support leadership team, monitor implementation and outcomes, and align resources

Partnerships



Develop district capacity to install tiered systems, develop principals and research opportunities



Makers Team

Lead:

Function: Use PBIS PD Blueprint to create PD plan and to develop PD Decks

Deliverables: District-wide PD focused on effective classroom practices

Lead:

Function: Create district assessment schedule, create district data systems, collect and organize data used for decision making

Deliverables: Develop and implement data process for analyzing the data for improvement-goals and monitor fidelity

Evaluation Team

Tier II & III Team

Lead:

Function: Create district Tier II and III processes and procedures

Deliverables: Develop and implement a district process for TAT/problem solving-including a process to monitor 2 to 3 standard Tier II practices for behavior/social/academic

Lead:

Function: Audit initiative, audit resources, resource map, and develop district processes and procedures

Deliverables: Identify community partners-formal and informal to include an ongoing process for evaluating the effectiveness of each partner through a program evaluation

Resource Alignment

Ci3T Training

Lead:

Function: Develop Ci3T and monitor Ci3T school implementation

Deliverables: Develop 2 to 3 year training rollout plan-monitor MTSS school implementation-plans, data, library of resources, develop tools to monitor implementation and allocate coaching support (FY 19-20 pre-k-2)

Lead:

Function: Provide building level coaching support

Deliverables: Develop a coaching cycle for who is leading the work- coaching school teams- Develop the coaching plan/support for school team and district

Coaching



Our Standard Resources:

For Schools

- [SELT Home Doc](#)
- District Data Dashboards
- Social Emotional Learning Curriculum
- For Professional Learning

For Professional Learning

- [PD Decks](#)
- [Facilitator's Guide](#)
- [Participant's Guide](#)

For District CORE Team

- [Our Google Site](#)



3-5 Referral Data 2019-2020 (9/15/19)		
3-5		
257 Total Referrals		
Avg. 9 referrals per day		
3-5 account for 13% of all referrals		
3-5 account for 23% of all enrollment		
Students with IEP's account 45% of 3-5 referrals		
Students with IEP's account 31% of 3-5 enrollment		
Which referrals are being written the most?		
3-5		
Referral	Number	% of all
Fighting (minor infraction)	44	17.30%
Physical contact (minor infraction)	32	12.60%
Refusal to comply with staff directions	32	12.60%
Class Disruption	31	12.20%
Fighting (major infraction)	26	10.20%
Defiance (minor infraction)	8	3.10%
Disrespect (major infraction)	7	2.80%
Out of assigned area in building	7	2.80%
Cursing/prof/obs gest (min. infr.)	6	2.40%
Running/eloping	6	2.40%



Learning and Growing

How our process has changed over time, driven by feedback and experience.

Then...	Now...
Presentation	Practice and Application
Content	Deliverables
Convincing	Goal Setting
“Sit and Get”	Movement
Delivering	Creating
85 Slides	25 Slides



Lessons Learned and Next Steps

- Developing internal leaders
- Build in opportunities to practice
- Develop a feedback loop system (implementation and outcomes)
- Created a skeleton deck format and other materials
- Learn to work simultaneously
- Created a google site to house all content for Maker Team Members
- Developing a plan to load PBIS PD Content onto TalentEd Performance Matters platform



Questions?

Use our
[Padlet](#)

to send us any questions or
wonderings you might have.
Thank you for learning with us!



Sustainability

Features for **Sustainability**:

- Buy-in/Ownership/Shared Commitment
- Leadership- District and School
- Reduce competing initiatives

Prevention Strategies for **Abandonment**:

- Share Data
- Utilize validated tools to ensure buy-in/ownership/shared commitment
- Provide safeguards to prevent abandonment

**Prevention is
KEY**



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Discussion



Objective

An opportunity to learn with and from each other



Guidance

Use the prompts to respond to on Padlet and launch into dialogue



Whole Group Learning

Capture your notes in Padlet to share with the large group and your team



Discussion & Padlet Prompts

1. Identify a next step to ensure sustainability.
2. Identify a next step to begin installment or advancement of tier 2 and tier 3.
3. Share a strategy or lesson learned from the exemplar(s) presentations to share with your team.
4. What is one possible solution to a challenge identified at the start of this session?



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[Link to Padlet](#)

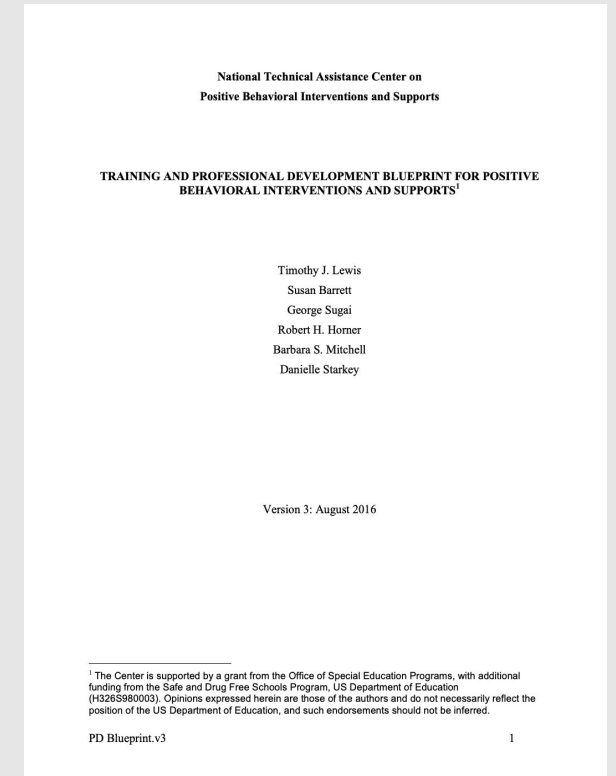
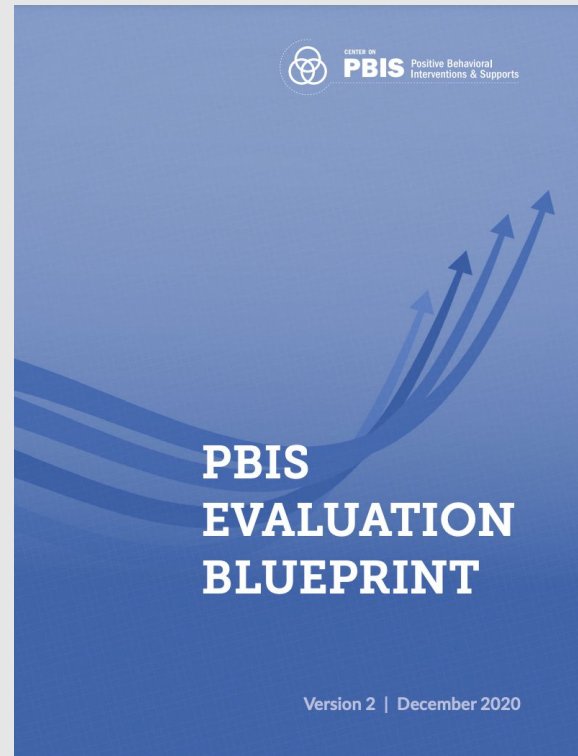
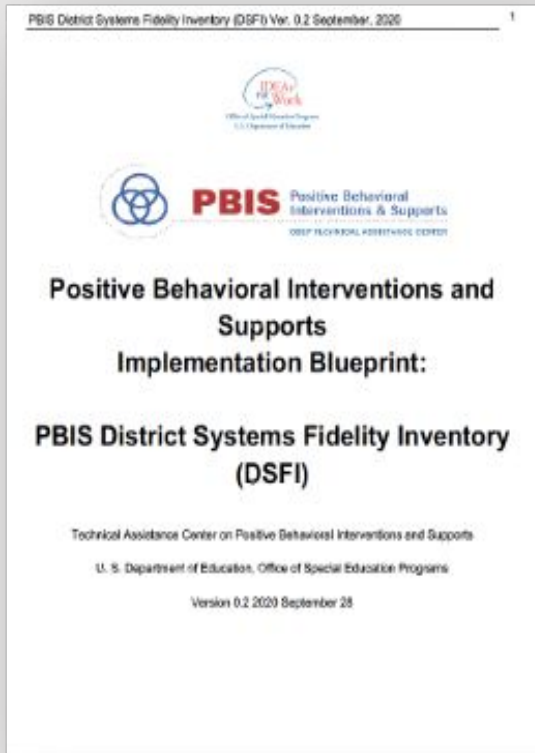
- All Tools
- Assessments
- Blueprints
- Examples
- Materials

4 Resources to Support Students During the Pandemic

Learn More



Resources



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Closing Remarks & Questions

reviewing what we have learned and transitioning to next steps

Contact Information



Dr. Lisa Powers

Senior Research Associate
MU Center for School-wide PBS
powersl@missouri.edu

Dr. Jane Crawford

Ferguson-Florissant School
District
jcrawford@fergflor.org

Stephanie Tuck

Ferguson-Florissant School
District
stuck@fergflor.org

Katie Cauwenbergh

Fulton School District
kcauwenbergh@fulton58.org

**Jamie Grieshaber,
LCSW**

Senior Research Associate
MU Center for School-wide PBS
grieshaberj@umsystem.edu



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THANK YOU FOR JOINING US!

Please complete the
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Session 5 will start at 1:15 p.m.

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