Strand Overview
C: District/State Leadership

C1: Establishing District Systems & DSFI

Kelsey Morris & Lisa Powers, University of Missouri; Bonita Jamison, Ferguson-Florissant School District (MO)

C2: Variables to Consider for Strategic PBIS Planning

Heather Peshak George & Karen Elfner, University of South Florida; Jason Byars, Georgia Department of Education

C3: Using Data & Decision-making Practices to Support Effective PBIS Implementation at the District & State Levels

Brian Gaunt & Betsy Lazega, University of South Florida; Sheri Weretka & Ashley Pierce, Osceola County Schools (FL)
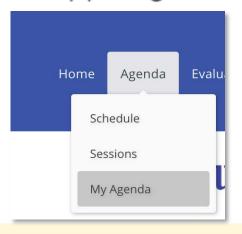
Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	✧ Use a **shared action plan** for your team ✧ Complete session **evaluations**	✧ Post positive **on-topic** comments ✧ Questions for the presenters go in the **POLLs tab** ⇨	✧ **Add questions** before and/or during session
BE RESPECTFUL	✧ Limit **distractions** ✧ **Follow up** on your assigned action items	✧ Use **inclusive** language	✧ Use **sincere** phrasing ✧ Complete additional polls **when prompted**
BE SAFE	✧ Take **movement breaks** ✧ Be aware of your **stress level**	✧ Engage in **productive** dialogue	✧ Ask **solution-oriented** questions
For Presenters	✧ *Ensure **Files Tab** has current materials and related weblinks*	✧ ***Monitor** and remove inappropriate comments*	✧ ***Identify common Qs** to address in final 15 minutes*

Virtual PBIS Leadership Forum

October 21-23, 2020

Tips for Participants
Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
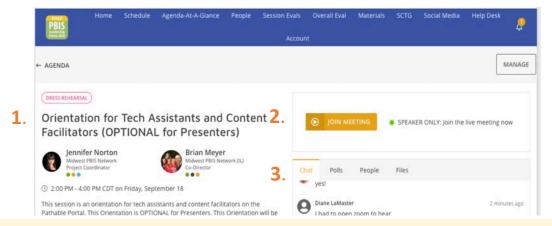
Home | Agenda | Evalu

- Schedule
- Sessions
- My Agenda

B1: Fortifying Your Framework: PBIS During & After a Global Pandemic

Steve Goodman
Michigan's MTSS
Technical Assistance
Center

Brandi Simonsen
University of Connecticut

🕐 2:30 PM - 3:45 PM CDT

Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)

2. **Join Session**

3. **Interact through Chat, Polls, & Uploaded Files**
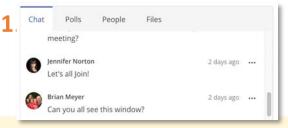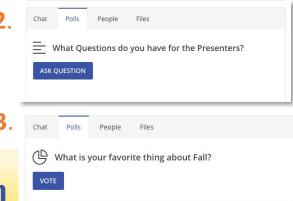
Tips for Participants
Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic. *Presenters may use chat differently in specific sessions.* Follow overall Forum expectations for *responsible*, *respectful*, and *safe* chatting

1.

Chat	Polls	People	Files

meeting?

Jennifer Norton · 2 days ago · ...
Let's all Join!

Brian Meyer · 2 days ago · ...
Can you all see this window?

2. Find the **Q&A** under **Polls.** Questions for presenters go there.

3. Some sessions have other **Polls or** more **Specific Questions.** Complete those when prompted

2.

Chat	Polls	People	Files

What Questions do you have for the Presenters?

ASK QUESTION

3.

Chat	Polls	People	Files

What is your favorite thing about Fall?

VOTE

Virtual PBIS Leadership Forum

Tips for Participants
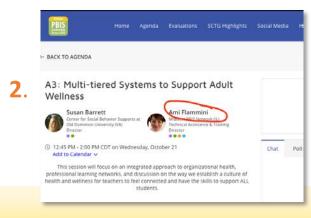
Be careful of accidently navigating away

While participating in a live Session…Be Present!

- If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.

- What does **navigating away** look like? Here are some examples:
    1. *Clicking on* any area of the navigation menu
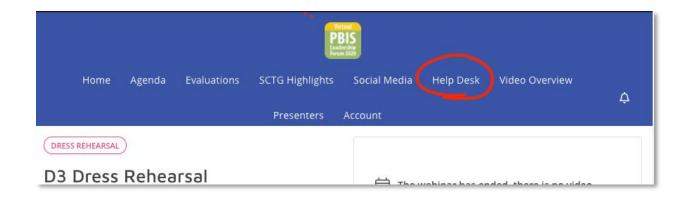   2. *Clicking on* a Person's name

1.

2.

A3: Multi-tiered Systems to Support Adult Wellness

Tips for Participants

Support is Available

If at any time you need support as a participant, use the **Help Desk:**

Tips for Participants

Support is Available

If at any time you need support as a participant, use the **Help Desk:**

Strand Overview
C: District/State Leadership

C1: Establishing District Systems & DSFI

Kelsey Morris & Lisa Powers, University of Missouri; Bonita Jamison, Ferguson-Florissant School District (MO)

C2: Variables to Consider for Strategic PBIS Planning

Heather Peshak George & Karen Elfner, University of South Florida; Jason Byars, Georgia Department of Education

C3: Using Data & Decision-making Practices to Support Effective PBIS Implementation at the District & State Levels

Brian Gaunt & Betsy Lazega, University of South Florida; Sheri Weretka & Ashley Pierce, Osceola County Schools (FL)

When Working In Your Team

Consider 5 Questions

1. How does this compare to our priorities?

2. Who would do this work?

3. Where would this work live (e.g., responsibility)?

4. What should we stop doing to make room for this work?

5. How will we assess whether it's (a) implemented well and (b) working?

DISTRICT SYSTEMS FOR FIDELITY AND IMPACT

Using the District Systems Fidelity Inventory (DSFI)

Topic: District/State   Keywords: Fidelity, Sustainability, Systems Alignment

Presenters

Dr. Kelsey Morris
University of Missouri

Dr. Lisa Powers
University of Missouri

Dr. Bonita Jamison
Ferguson-Florrisant
School District (MO)

CENTER ON
PBIS Positive Behavioral
Interventions & Supports

MU **Center for Schoolwide**
Positive Behavior Support
University of Missouri

By the end of this session…

Describe the logic of district-wide implementation
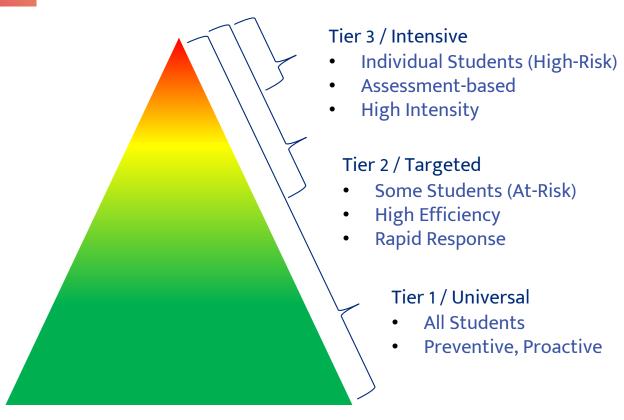
Illustrate building local capacity for implementation

Summarize the District Systems Fidelity Inventory and other resources

A Continuum of Support for All Students

Tier 3 / Intensive
- Individual Students (High-Risk)
- Assessment-based
- High Intensity

Tier 2 / Targeted
- Some Students (At-Risk)
- High Efficiency
- Rapid Response

Tier 1 / Universal
- All Students
- Preventive, Proactive

Main Goal

- Build District Capacity
  - Professional Development
  - Technical Assistance

CENTER ON **PBIS** Positive Behavioral Interventions & Supports

M U Center for Schoolwide Positive Behavior Support
University of Missouri
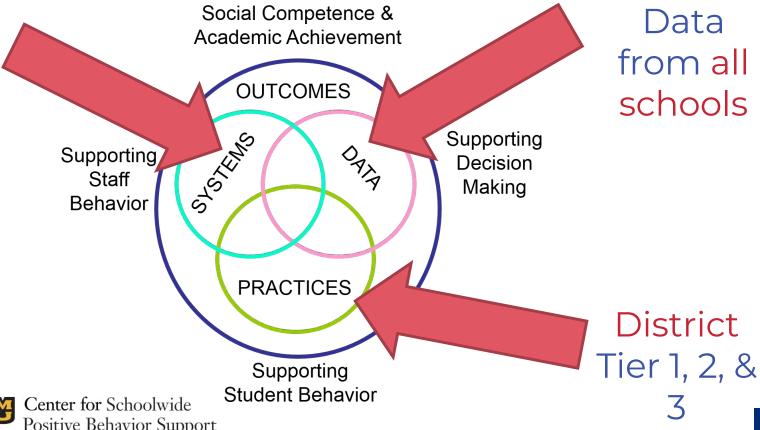
District-wide Multi-Tiered Systems of Support (MTSS)

Align Resources & Rethink "Expertise"
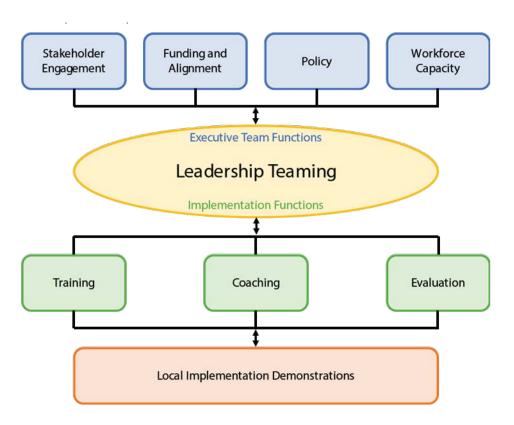
Data from all schools

Social Competence & Academic Achievement

OUTCOMES

Supporting Staff Behavior

SYSTEMS

DATA

Supporting Decision Making

PRACTICES

Supporting Student Behavior

District Tier 1, 2, & 3
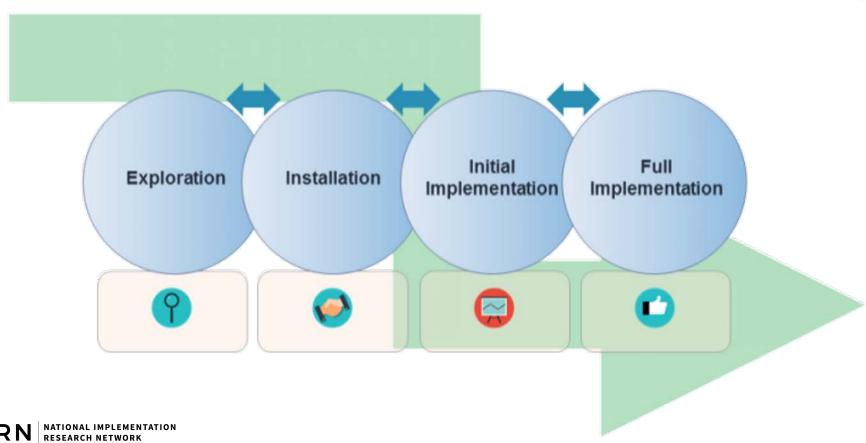
Logic of District-wide Implementation

Implementation Stages

Exploration Installation Initial Implementation Full Implementation

Installation

District Leadership Team

- Decision-making Authority
- Stakeholder Representation
- PBIS Expertise
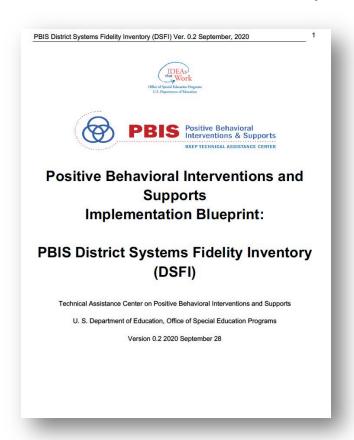
Installation
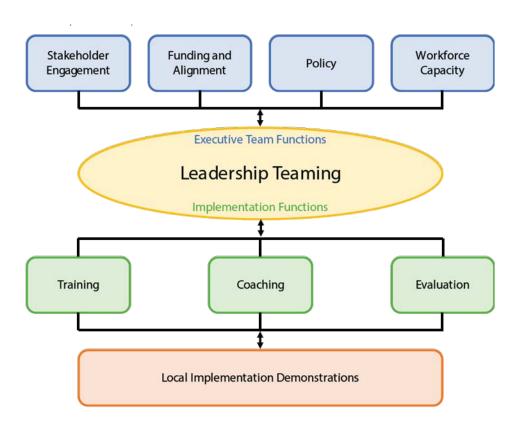
Use Data to Guide and Drive PD and Allocate Resources

District Systems Fidelity Inventory

District Systems Fidelity Inventory

District Systems Fidelity Inventory

District Systems Fidelity Inventory

Use the DSFI to identify current reality and then work to align PBIS with other district initiatives to achieve valued outcomes.

Poll Question 1

District Systems Fidelity Inventory

DSFI 1.5 Team Operating Procedures

District Leadership Team meets monthly, uses standard meeting agenda and problem-solving process (e.g., Team-Initiated Problem Solving or Data-Based Decision Making) with clearly defined operating procedures.

District Systems Fidelity Inventory

DSFI 1.5 Team Operating Procedures

District Leadership Team meets monthly, uses standard meeting agenda and problem-solving process (e.g., Team-Initiated Problem Solving or Data-Based Decision Making) with clearly defined operating procedures.

0 = District Leadership Team does not meet monthly, use a standard agenda, or problem-solving process.

1 = District Leadership Team has one of the three operating procedures, monthly meetings, standard meeting agenda or problem-solving process.

2 = District Leadership Team meets at least monthly, uses a standard meeting agenda, and has adopted a problem-solving process.

CENTER ON PBIS Positive Behavioral Interventions & Supports

MU Center for Schoolwide Positive Behavior Support
University of Missouri

DSFI in Action: Ferguson-Florissant School District
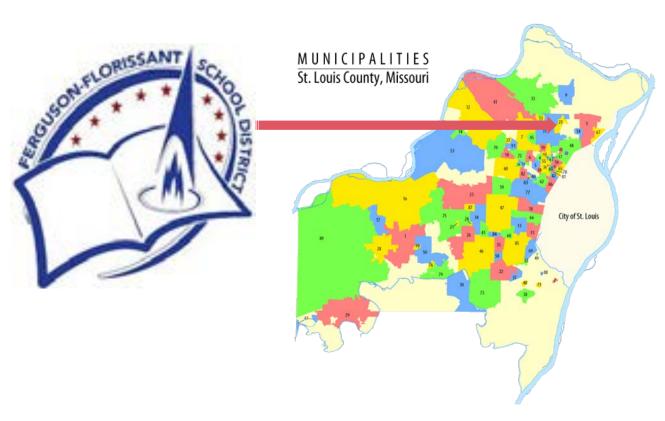
Exemplar Presenter

Dr. Bonita Jamison
Ferguson-Florrisant
School District (MO)

FFSD Composition

Located in St. Louis, Urban Ring

Nine Municipalities

Over 11,000 Students Served

- 4 High Schools

- 3 Middle Schools

- 2 Sixth Grade Centers

- 6 Intermediate Schools (3-5)

- 7 Primary Schools (PreK-2)

- 1 Auxiliary Schools

Download the College & Career Planning Guide 2020-2021
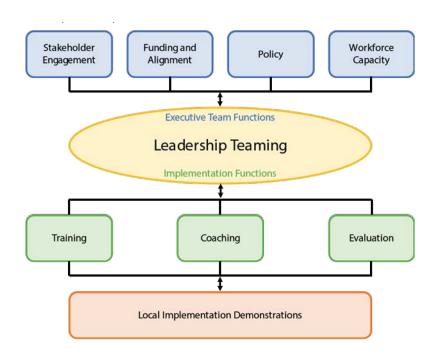
District Leadership: What's at the Core?

- Team composition is a cross-section of district staff
- Sub-committees support Core work (nominations) ⓘ
- Designated monthly meetings
- Standardized agendas ⓘ
- Vehicles for communicating with stakeholders (BOE, executive cabinet, staff, & parents) ⓘ
- Funds budgeted to support initiative

Poll Question 2

District Systems Fidelity Inventory

DSFI 8.11 Internal Evaluation Capacity

District has transitioned from external to internal evaluation and performance feedback capacity (e.g., the District Leadership Team has developed an assessment schedule and performance feedback activities and in district coaches support schools in administering assessments and analyzing results).

District Systems Fidelity Inventory

DSFI 8.11 Internal Evaluation Capacity

District has transitioned from external to internal evaluation and performance feedback capacity (e.g., the District Leadership Team has developed an assessment schedule and performance feedback activities and in district coaches support schools in administering assessments and analyzing results).

0 = There is no assessment or feedback about implementation and/or data about implementation is only provided through an external agent (e.g., consultant).

1 = Some assessment of implementation occurs but is partially or completely dependent on an external agent rather than administered by in-district personnel.
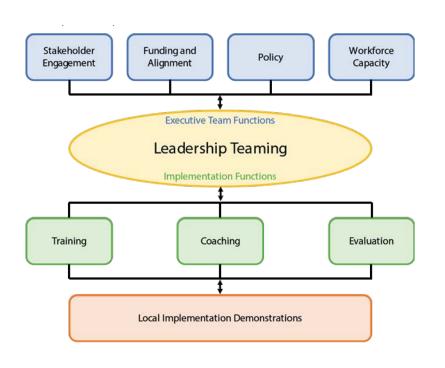
2 = District has internal resources available to facilitate evaluation and performance feedback regarding implementation and does so according to a district devised plan/schedule/calendar.

CENTER ON **PBIS** Positive Behavioral Interventions & Supports

MU Center for Schoolwide Positive Behavior Support
University of Missouri

Evaluation: Leveraging Data for Decision Making

PBIS Assessment Calendar						
A guide to data-based decision making						
Month	Survey	Survey Open	Discuss Data	Who takes this?	Survey Description	How do you take this?
FFSD Referral Comparison						
Dec.	Universal Behavioral Screening (SRSS-IE)	Dec. 3-10	PBIS PD at the end of Dec.	Classroom Teachers (Secondary should choose one period that all teachers should use)	The SRSS assessment is a universal screening tool that helps identify students who are at risk for behavioral problems. Teachers assess various risk factors for each student in their classroom to determine who is at-risk. (Internalizing vs. Externalizing Behaviors)	SRSS Survey
FFSD Referral Comparison						
Jan.	Self-Assessment Survey (SAS)	January 10-17	PBIS PD at the end of Jan.	All Staff	The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground, (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors	School Data Coordinator will send link to staff
FFSD Referral Comparison						
Feb.	PBIS Classroom Strategies	Feb. 3-14	PBIS PD at the end of Feb	Administrators	This survey is given by administrators by walking through classrooms. Administrators are looking for specific teacher responses to Positive and Negative behavior and academic work.	Classroom Strategies Data Collection
FFSD Referral Comparison						

Poll
Question 3

District Systems Fidelity Inventory

DSFI 6.4 Ongoing Professional Development

At least annually, PBIS is part of orientation with new staff and refresher sessions are provided with returning/veteran staff.

District Systems Fidelity Inventory

DSFI 6.4 Ongoing Professional Development

At least annually, PBIS is part of orientation with new staff and refresher sessions are provided with returning/veteran staff.

0 = No PBIS orientation sessions are provided with new or returning staff.

1 = PBIS orientation session(s) are provided with new staff or with returning staff but are not implemented with both.

2 = On an annual basis, PBIS orientation sessions are implemented with new staff and refresher sessions are provided with returning/veteran staff.

Building Capacity: Makers Team

- Represent all roles, levels, and areas of our school district

- Work in concert with District PBIS Core Team

- Create learning opportunities that are proactive and responsive to current needs based upon data

- Utilize the train-the-trainer model

- Work collaboratively with District Core committees for support

PD Process: How it Works

Ongoing Cycle of Continuous Learning

Step 1

Step 2

Step 3

Step 4

Maker Team Meets

Selects content, creates activities, creates a PD Deck, Facilitator's Guide and Participant Manual for PD Day.

Facilitators' Training

Maker Team meets with district facilitators and leadership to train and plan for the upcoming PD day.

Facilitators' Delivery

Facilitators' deliver PD decks at each district location, assign deliverables and encourage completion of the survey to measure effectiveness

Feedback, Deliverables, and Outcomes

Participants provide feedback from the session. Maker Team collects and analyzes deliverable data, and outcomes as noted in all areas of data collection

Our Standard Resources

- [PD Decks](#)
- [Facilitator's Guide](#)
- [Participant's Guide](#)
- [Our Google Site](#)
- [SELT Home Doc](#)
- District Data Dashboards

3-5 Referral Data 2019-2020 (9/15/19)

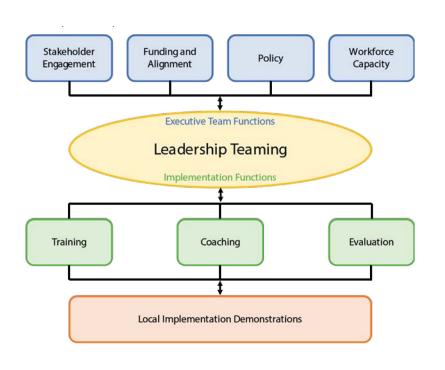### 3-5

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 infration)	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%

Poll Question 4

District Systems Fidelity Inventory

DSFI 3.4 Alignment to Initiatives

Clear description of initiative alignment (e.g., graphic organizer, organizational chart, conceptual map) displays integrated and/or collaborative implementation of PBIS with existing initiatives having similar goals, outcomes, systems, and practices.

District Systems Fidelity Inventory

DSFI 3.4 Alignment to Initiatives

Clear description of initiative alignment (e.g., graphic organizer, organizational chart, conceptual map) displays integrated and/or collaborative implementation of PBIS with existing initiatives having similar goals, outcomes, systems, and practices.

0 = No description/document that shows alignment of existing initiatives is available/evident.

1 = Descriptions of individual initiatives (with similar goals, outcomes, systems and practices) are available, but some not all are fully aligned.

2 = Alignment of existing related initiatives (i.e., those with similar goals, outcomes, practices and systems) is clearly documented and readily available to relevant stakeholders (e.g., posted on district website).

CENTER ON **PBIS** Positive Behavioral Interventions & Supports

MU Center for Schoolwide Positive Behavior Support
University of Missouri

Alignment: Effective Goal Setting

- Administration of DSFI ⓘ

- Action Planning

- Agenda Setting

- Resource Allocation

- Accountability

FFSD Ci3T SMART Goals

Ferguson-Florissant School District will decrease **office discipline referrals** (ODRs), PK-12, from the previous year's baseline of 21,520 by 6% by June 30, 2020 as measured by Tyler Student Information System.

Ferguson-Florissant School District will decrease **out of school suspension** (OSS), PK-12, from the previous year's baseline of 3,906 by 10% by June 30, 2020 as measured by Tyler Student Information System.

Ferguson-Florissant School District will increase **proportional attendance**, PK-12, from the previous year's baseline 80.5% by 3% by June 30, 2020 as measured by the annual performance report (APR).

Ferguson-Florissant School District will increase **average daily attendance** (ADA), PK-12, from the previous year's baseline of 92.45% by 1% by June 30, 2020 as measured by Tyler Student Information System.

Ferguson- Florissant School District will decrease fall to spring SRSS IE internalizing behavior data, PK-12, from the previous year's baseline of 11% to 6% by March 13, 2020 as measured by the SRSS IE.

100% of Ferguson-Florissant Schools will implement universals at 80% by March 6, 2020 as measured by the Tiered Fidelity Inventory (TFI).

100% of Ferguson-Florissant schools will implement the data team process to make decisions by June 2020 as measured by the Conditions for Success Rubric.

Questions

Use the
Padlet link
to send any
questions or
wonderings you
might have.
Thank you for
learning with us.
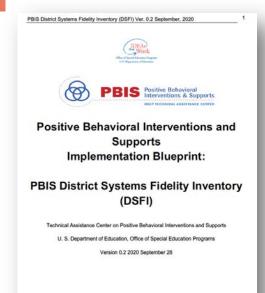
Dr. Bonita Jamison
Ferguson-Florrisant
School District (MO)

Resources

Additional Resources

Coming Soon: DSFI Webinars

Questions & Answers

DISTRICT SYSTEMS FOR FIDELITY AND IMPACT

Using the District Systems Fidelity Inventory (DSFI)

Topic: District/State   Keywords: Fidelity, Sustainability, Systems Alignment

Strand Overview
C: District/State Leadership

C1: Establishing District Systems & DSFI

Kelsey Morris & Lisa Powers, University of Missouri; Bonita Jamison, Ferguson-Florissant School District (MO)

C2: Variables to Consider for Strategic PBIS Planning

Heather Peshak George & Karen Elfner, University of South Florida; Jason Byars, Georgia Department of Education

C3: Using Data & Decision-making Practices to Support Effective PBIS Implementation at the District & State Levels

Brian Gaunt & Betsy Lazega, University of South Florida; Sheri Weretka & Ashley Pierce, Osceola County Schools (FL)