1B – Building a Foundation for District-wide Implementation of PBIS/MTSS

Presenters:

Kelsey Morris, University of Missouri; Jane Crawford, Ferguson-Florissant School District (MO);
Paula Raygoza & Mark Gengaro, Clifton Public Schools (NJ);
Danielle Starkey, Omaha Public Schools (NE)

- **Topic**: District/State PBIS
- **Keywords**: Implementation, Systems Alignment, Administrator, Sustainability
When Working In Your Team

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Strand Overview

- Stakeholder Engagement
- Funding and Alignment
- Policy
- Workforce Capacity

Executive Team Functions

Leadership Teaming

Implementation Functions

- Training
- Coaching
- Evaluation

Local Implementation Demonstrations

National PBIS Leadership Forum
Session 1

10:15am - 11:30am CT

1B - Building a Foundation for District-wide Implementation of PBIS/Multi-tiered Systems of Support

Kelsey Morris, University of Missouri; Jane Crawford, Ferguson-Florissant School District (MO); Paula Raygoza & Mark Gengaro, Clifton Public Schools (NJ); Danielle Starkey, Omaha Public Schools (NE)
Session 2

11:45am - 1:00pm CT

2B - Using Data-based Decision Making to Effectively Differentiate Provision of District-level Supports

Heather Hatton, University of Missouri; Danielle Starkey, Omaha Public Schools (NE)
Session 3

2:30pm - 3:45pm CT

3B - Constructing the Continuum: Scaling District-wide Supports Across All Three Tiers

Kelsey Morris, University of Missouri; Renee Black, Center School District (MO); Carrie Novotny-Buss & Terry Houlton, Millard Public Schools (NE)

National PBIS Leadership Forum
1B – Building a Foundation for District-wide Implementation of PBIS/MTSS

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- **Topic:** District/State PBIS
- **Keywords:** Implementation, Systems Alignment, Administrator, Sustainability
Learning Objectives

- Learn about the logic of district-wide implementation and elements that drive the work
- Be introduced to the District Systems Fidelity Inventory (DSFI) and accompanying district implementation practice guide, as well as action planning tools to generate meaningful and targeted action steps for their context and needs
- Explore how districts can build internal capacity to implement PBIS district-wide through the lenses of systems, practices, and data.
Logic of District-wide Implementation of PBIS
A Continuum of Support for All Students

Tier 1 / Universal
- All Students
- Preventive, Proactive

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

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

Main Goal
Build District Capacity for:
- Professional Development
- Technical Assistance

National PBIS Leadership Forum
District-wide PBIS/MTSS

Supporting Student Behavior
Supporting Staff Behavior
Supporting Decision Making

Align Resources & Rethink “Expertise”

Data From ALL Schools

District Tier 1, 2, & 3

OUTCOMES

SYSTEMS

EQUITY

PRACTICES

DATA

Social Competence & Academic Achievement

National PBIS Leadership Forum
Exemplar Districts and Leaders
Clifton Public Schools

Paula Raygoza
PBSIS District Coordinator

Mark Gengaro
Assistant Superintendent of Schools
Ferguson – Florissant School District

Dr. Jane Crawford
Assistant Superintendent of Support Services
Clifton Public Schools
New Jersey
2022 National PBIS Leadership Forum

Mark Gengaro, Assistant Superintendent
Paula Raigoza, PBSIS District Coordinator
CLIFTON PUBLIC SCHOOLS
WHO WE ARE

24 Facilities
3 Preschools
14 Elementary Schools
1 Elementary Annex
2 Middle Schools
1 High School
1 Admin Building
1 Transportation Garage
1 Stadium

Over 1,600 Employees
10,954 Students
Clifton Public School District Demographic Information

Ethnicity
- White: 56%
- Hispanic: 32%
- Black/African American: 7%
- Asian: 4%
- Two or More Races: 1%

Economically Disadvantaged
- Economically Disadvantaged: 51.4%
- Non-Economically Disadvantaged: 48.6%

Students with Disabilities
- Students with Disabilities: 17.4%

English Language Learners
- English Language Learners: 7.6%

65 Languages in addition to English are spoken by Clifton students.
"The mission of the Clifton School District, in an open and reciprocal community partnership, is to provide all students with a quality education to develop the skills necessary to become literate, life-long learners who are responsible and productive citizens contributing to a democratic society in an ever-changing world."

“Ensuring the safety of all stakeholders is the top priority of the Board of Education, Administration, and staff. Especially now, as schools increasingly become targets for threats and attacks.”

- “Hardening” of Schools
- PBSIS is utilized for the “Softening” of Schools
“The necessity of cultivating “positive inhibitors” - pro social opportunities and relationships could steer troubled youth away from the idea of violence as a remedy for suffering and rage. If a kid got involved in an activity or youth group he liked, or connected with a mentor, he would be less likely to head down the pathway to violence.”

“The more that schools could link up concerning kids with prevention-minded adults, the better off any given situation would be for dealing with a threat of targeted violence.”

2021 Secret Service Analysis of Plots Against Schools Report

Secondary Tiered Interventions
Clifton Public Schools District “Buy-In”

2022-2023 Three District Goals

● School Safety/Security
● PBSIS Implementation
● Walkthroughs
  ○ Security, PBSIS, Instructional
NJ PBSIS is a collaboration between the New Jersey Department of Education, Office of Special Education and The Boggs Center, Rutgers Robert Wood Johnson Medical School. NJ PBSIS is funded through the I.D.E.A. 2004, Part B Funds.
PBIS Training Timeline - Universal Preventions

13/14
- Christopher Columbus MS

17/18
- Clifton High School
- Woodrow Wilson MS
- School 17

18/19
- School 2
- School 4
- School 5
- School 13

19/20
- School 9
- School 11
- School 14
- School 16

Awarded School Climate Transformation Grant

20/21
- School 1
- School 3
- School 8
- School 12
- School 15
- CHS Retrained (Grades 10-12)
**PBIS Training Timeline - Advanced Tiers**

<table>
<thead>
<tr>
<th>Secondary</th>
<th></th>
<th></th>
<th></th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 4</td>
<td>School 2</td>
<td>School 1</td>
<td>School 4</td>
<td>School 2</td>
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<tr>
<td>School 5</td>
<td>School 9</td>
<td>School 3</td>
<td>School 5</td>
<td>School 9</td>
</tr>
<tr>
<td>School 17</td>
<td>School 14</td>
<td>School 8</td>
<td>School 17</td>
<td>School 14</td>
</tr>
<tr>
<td>CCMS</td>
<td>School 16</td>
<td>School 12</td>
<td>CCMS</td>
<td>School 16</td>
</tr>
<tr>
<td>WWMS</td>
<td>CHS</td>
<td>School 15</td>
<td>WWMS</td>
<td>CHS</td>
</tr>
</tbody>
</table>

*School 11 and School 13 received Tertiary Training 2020-2021*
Redefining Clifton’s Office Conduct Referral Process

- Two year process that gathered feedback from district stakeholders.
- Officially rolled out in 2020-2021.
- Process defined ways to consistently teach, implement and re-teach
  - Behavior definitions that line up with district code of conduct (Prek-5 and 6-12)
  - Staff Managed Infractions Form (SMI) and procedures
  - Special Action Referral Form (SAR) (also known as office conduct referral form)
  - Alignment with Realtime, student data reporting system
  - NJ PBSIS ocr data collection: Instructional Building
  - NJ PBSIS ocr data collection: District-Wide
- Ongoing professional development provided on an as needed basis for every school.
NJ PBSIS Coordination
The goal of the NJ PBSIS coordination meetings is to align current NJ PBSIS training with the One Clifton vision. The support is provided by the NJ PBSIS Director and Training and Consultation Specialist.

School Climate Transformation Grant Coordination
The goal of the SCTG coordination meetings is to align the SCTG goals with Clifton’s mtss framework.

District Collaborative Team Coordination
The goal of the District Collaborative Team is to promote implementation of a Multi-Tiered System of Support (MTSS), update district stakeholders on current activities, and gather implementation feedback.
Cascade of Services

District Coaches Network Coordination
The goal of the District Coaches Network is promote consistency of MTSS implementation, disseminate central office communication, and provide a space for collaboration amongst instructional buildings.

District-Wide Coaching Team Coordination
The goal of the district-wide coaching team is to provide all Clifton School Stakeholders training, coaching and technical assistance with mtss implementation. This team members include the PBIS District Coordinator, PBIS Coach, and PBIS Social Worker.
District Professional Development

- Administrative Retreat - August
- New Staff Orientation - September
- District-Wide PD - Ongoing
- Office Conduct Referral Process Review - Ongoing
- Predictable, Positive, Present, and Engaging daily practices (P3 & E) - Ongoing

School Based Professional Development

- Instructional Event Roll Out - September
- Instructional Booster Event - January/February
- Universal Prevention data updates - Monthly
- Job-embedded coaching - ongoing
- School team coaching technical assistance - ongoing
One Clifton Community Messaging

- Welcome Center / School Brochure.
- PBIS Language in Administrator Evaluations.
- PBIS Teacher/Admin Interview Questions.
- PBIS showcase of the month at the Board of Education meetings - Clifton High School.
One Clifton Community Messaging

- Alignment with cross curriculum departments (Counseling, Math, Language Arts, Physical Education, Performing Arts).

- Community/Parent Engagement (Clifton library and recreation department partnership).
Resources

SCAN ME
THANK YOU

MGENGARO@CLIFTONSCHOOLS.NET
PRAYGOZA@CLIFTONSCHOOLS.NET
HTTP://WWW.CLIFTON.K12.NJ.US
Follow us on Social Media:
@fergusonflorissantschooldistrict
@fergflorschools
Fergflorschools
FFSDTV
FFSD: Who We Are

- Fully Accredited
- Pre K - 12th Grade
- 11,000+ Students
- Innovative Programming
  - Little Creek, Challenger Learning Center, Red Tail Cadets
- Opportunity Schools
  - STEAM Middle
  - STEAM High
  - Innovation High School
FFSD DLT - the Logic

- Where we have been…
- Where we are…
- Where we hope to go…
The evolution of PBIS in FFSD --

PBIS  Ci3T  MTSS
FFSD DSFI

Strengths:
- Commitment to work
- Past history

Opportunities:
- Building a new team
- Developing shared goals
- Successfully completing actions steps
MTSS GUIDE & ACTION PLANNING TOOLS

- Under Construction
- Dec. 1 - Publication Date
- Each school and the district creates their own

- DSFI
- TFI Walkthrough Forms
- DESSA and SECA, Screener and Self Assessment
- School Climate Survey
MTSS Guide

Multi-Tiered System of Supports (MTSS) Framework: Comprehensive Guide Table of Contents

Introduction

What is MTSS?
Tiered Systems of Support
Tier 1: Universal, Academic, Behavioral, Social Emotional
Cultural Responsiveness, Equity, Anti-Racism and MTSS
District Leadership Team
MTSS Comprehensive Data/Assessment Systems
Important Terms
Special Education 504 and MTSS – with C. Imhoff

Academic Supports
Team Curriculum and Instruction (Colette to format)
Academic Supports Introduction: Foundational Skills and Learning Standards
English Language Arts/Reading
Mathematics
Science
Humanities
Accelerated Programs
Building Internal Capacity

- District Level - Data Driven Decision Making
- Align District Policies
- Systems for Professional Learning

SUSTAINABILITY TAKES FOREVER. AND THAT'S THE POINT.

William McDonough
TFI: Data Driven Decision Making

- Need - Implementation of rewards system in some schools
- Need - Professional Learning regarding rewards systems and theory
Systems for Professional Learning: Makers Team

- District Committee
- Representation from all groups
- Membership on DLT
- Designated times for PD
- Supported by Superintendent & Cabinet
- Full district participation in PD
- Grow your own experts
- Participate in the Continuous Cycle of Improvement
Who Are the Makers?

Jane Crawford
jcrawford@fergflor.org
Assistant Superintendent of Student Services

Jessica Oehmke
joehmke@fergflor.org
Grades 3-5, ISL

Roxanne Provence
rprovence@fergflor.org
Probe Teacher

Dr. Andrew Cotton
acotton@fergflor.org
Grades 3-5, ISL

Heather Gain
hgain@fergflor.org
2nd Grade Teacher
Parker Road Primary

Demetria Handley
dhandley@fergflor.org
Math Teacher MN

Jake Brinkman
jbrinkman@fergflor.org
Elem. Teacher
Robinwood

Matt Parker
mparker@fergflor.org
Social Studies Teacher
FMS

Dr. Colette Edson
cedson@fergflor.org
MTSS Coordinator

2022 -2023
FFSD
Policy Alignment

FFSD Student Expectations Code (SEC)

Punitive Response
- Focus on rules and determining guilt
- Imposition of sanctions
- Prioritizes separation and exclusion

Restorative Response
- Emphasis on harms and determining needs
- Opportunity to make amends
- Seeks to rebuild trust and social support
2022-2023: Back to Basics

Where we are now:
- Out of School for Covid
- Teacher Shortages upon return
- Leadership Changes
- More pronounced SEL issues

How we are moving forward:
- District Leadership Team
- MTSS Guide
- Re-Tapping Expertise across the district
- Reassessing through the equity lens
Connect with me:

- jcrawford@fergflor.org
- @Jazzerjanejane
  (Twitter)
Resources and Tools
National PBIS Leadership Forum

District Systems Fidelity Inventory (DSFI)

Positive Behavioral Interventions and Supports
Implementation Blueprint:

PBIS District Systems Fidelity Inventory (DSFI)

Section 1: Leadership Teaming

1.1 Leadership Authority: One or more members of the District Leadership Team have the authority to make key decisions (e.g., organizational chart, budget, policy, daily systems).

1.2 Team Membership: District Leadership Team has representation from a range of stakeholders including:
- All levels of leadership.
- All levels of implementation.
- All stakeholders who have a vested interest in the District Systems Fidelity Inventory (DSFI) and the goals of the organization.

1.3 Team Expertise: To ensure fidelity of implementation, PBIS protocols and systems in the District, the District Leadership Team (DLT) developed a District Systems Fidelity Inventory (DSFI) to provide a collaborative and systematic approach to the implementation and maintenance of behavior support systems.

1.4 Use the tables below to assess different DSFI indicators and select a rating.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
</table>
| 1.1 Leadership Authority | District Organizational Chart, Team Roles & Responsibilities | 0 = no members of the District Leadership Team have authority to make key decisions.
1 = At least one member of the District Leadership Team has influence in key decisions.
2 = At least one member of the District Leadership Team has decision-making authority (e.g., organizational chart) to make key decisions.

1.2 Team Membership | District Organizational Chart, Team Roles & Responsibilities | 0 = District Leadership Team does not represent a range of stakeholders with interest in the DLT.
1 = District Leadership Team includes representatives from all levels of leadership.
2 = District Leadership Team includes representatives from all levels of implementation and maintenance.

1.3 Team Expertise | District Organizational Chart, Team Roles & Responsibilities | 0 = District Leadership Team does not include individuals with social emotional learning expertise.
1 = District Leadership Team includes representatives from all levels of implementation and maintenance.
2 = District Leadership Team includes representatives from all levels of implementation and maintenance.

DSFI Item Rating Tracker

National PBIS Leadership Forum
DSFI Action Plan Template

Individual chapters for each essential element on the DSFI

District Implementation Guidebook

National PBIS Leadership Forum
1.1 Leadership Authority

**Main Idea:**
District Leadership Teams need individuals with decision-making authority in order to advance the vision of district-wide implementation, make decisions about implementation (e.g., training, coaching, evaluation), and guide the execution of plans for increasing capacity and expanding implementation.

**Quick Check – Leadership Authority**

<table>
<thead>
<tr>
<th>Team Assessment</th>
<th>Scoring Criteria</th>
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</thead>
<tbody>
<tr>
<td>Review the district's organizational chart. How does it compare to the membership roster for the District Leadership Team?</td>
<td>0 = No members of the District Leadership Team have authority to make key decisions.</td>
</tr>
<tr>
<td>Is executive-level leadership represented on the team?</td>
<td>1 = At least one member of the District Leadership Team has influence on key decision making within the organization.</td>
</tr>
<tr>
<td>Do meeting minutes indicate regular attendance?</td>
<td>2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions and attends regularly.</td>
</tr>
</tbody>
</table>
National PBIS Leadership Forum

October 2020

INCREASING DISTRICT CAPACITY TO SUPPORT PBIS

Across the country, over 27,000 schools currently report implementing Positive Behavioral Interventions and Supports (PBIS), with an estimated national growth rate of 6% by the 2020-21 school year (Kelleher et al., 2019). In recent years, the number of schools implementing PBIS has steadily grown and expanded to districts and entire school systems, with a greater emphasis on school-wide implementation. However, while more schools are choosing to implement PBIS to positively impact student outcomes and school social-emotional/mental health, it presents a unique opportunity for districts to plan for expansion and sustainability (Green & Kinnard, 2009).

RATIONALE

While implementation efforts may begin with single-school serving as model or pilot demonstrations, key to sustainability and successful implementation is achieving district-wide initiatives that build institutional climate for training, coaching, and embedding PBIS in everyday practice across the continuum of supports (Homer et al., 2016). Initial capacity in these areas has proven to be inadequate for sustaining PBIS, as well as transitioning implementation from the universal level of support (Tier 1) to more targeted and intensive levels (Tiers 2 and 3, Homer et al., 2016).

Ultimately, implementation at the Tier 1 (universal) level alone will prove insufficient in meeting the needs of all students. It is important for districts to recognize the value of implementing PBIS across all schools, districts, and regions to optimize resources, time, and energy for supporting school-wide implementation (Green & Kinnard, 2009). Each school with a population of students who need more targeted or individualized supports can create a capacity-building plan for addressing newly identified needs, attempting to implement PBIS within the framework of Tier 1 and Tier 2 supports. This plan should identify roles, training needs, and roles of support needed to ensure sustainability (Green & Kinnard, 2009). The implementation process alone, however, does not guarantee successful implementation of PBIS. In order to achieve sustainability, districts must establish guidelines for the selection of evidence-based practices, the delivery of technical assistance, and coaching to support effective implementation. Additionally, the individualized and intensive nature of Tier 2 typically requires district-wide resources to effectively support implementation. This requires a strategic and efficient approach when schools can increase and take advantage of district resources.

Expansion from model demonstrations to district-wide implementation provides districts the advantage of designing a coordinated approach for increasing the value of PBIS programs.

LOGIC OF DISTRICT-WIDE IMPLEMENTATION

The purpose of this brief is to provide guidance in developing a district-wide PBIS initiative outlining key features and steps.

LOGIC OF DISTRICT-WIDE IMPLEMENTATION

Building internal capacity as a means to ensure sustainability improves the efficiency and effectiveness of resources utilized. A District Leadership Team should be established to guide the implementation process. This team consists of school staff representatives from each school within the district. The District Leadership Team is responsible for the implementation of PBIS, including the selection of evidence-based practices, training needs, and implementation strategies. The team is also responsible for ensuring that technical assistance and coaching are provided to support effective implementation. Additionally, the individualized and intensive nature of Tier 2 typically requires district-wide resources to effectively support implementation.

The Logic of District-wide Implementation

In the Logic of District-wide Implementation, the following key features are outlined:

1. Selecting Evidence-based Practices
2. Training Needs
3. Implementation Strategies
4. Technical Assistance and Coaching
5. Sustainability Planning

These features are essential to ensure the success of the district-wide PBIS implementation.
District Tier 3 Systems Guide

COLLECTING FIDELITY DATA TO SUPPORT AND SUSTAIN PBIS/MTSS IN SCHOOLS

National PBIS Leadership Forum
PBIS District Leadership Resources

Starting, Scaling, and Sustaining District-wide Implementation of PBIS

- Targeted Brief: Logic of District-wide Implementation
- Targeted Brief: Drilling Down District Data Analyzing Reach and Fidelity of PBIS Implementation
- Targeted Brief: Collecting Fidelity Data to Support and Sustain PBIS/MTSS in Schools

District Systems Fidelity Inventory (DSFI)

- District Systems Fidelity Inventory (DSFI)
- PBIS District Leadership Team Practice Guide for Implementation Using the District Systems Fidelity Inventory (DSFI)
  - This is a guidebook with a separate chapter for each domain of the DSFI. Teams will find helpful information, examples, and linked resources to guide each step after completing the DSFI.
- DRAFT Training Slides for DSFI Strands
  - Here you will find a separate slide deck for each of the 9 strands/domains of the DSFI. Each slide deck includes terms on the strands/domains as well as reflective prompts that can be used to ensure thoughtful costing.
- District Action Plan Template Aligned to the District Systems Fidelity Inventory (DSFI)
  - This is a Google Spreadsheet that is aligned to the DSFI. Teams can use it to establish a short-term (1-2 years) and long-term (3-5 years) action plan.

Presentations

- 2020 PBIS Leadership Forum – C1: Establishing District Systems & DSFI
  - Watch Recorded Session
  - Presentation Handouts
- 2021 PBIS Leadership Forum – C1: Overview & Logic of District-wide Implementation
  - Watch Recorded Session
Considering what has been shared...

- What are you curious about?
- How can we help you?
Please Complete this Session’s Evaluation

10/27/22
1B – Building a Foundation for District-wide Implementation of PBIS/MTSS

Four options, pick one!

1. Mobile App
   Click “Take Survey" under the session description.

2. QR Code
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   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

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