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

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

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.

---

**Virtual PBIS Leadership Forum**
Tips for Participants

Be careful of accidentally 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
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
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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)
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
District-wide Multi-Tiered Systems of Support (MTSS)

- Align Resources & Rethink “Expertise”
- Data from all schools
- District Tier 1, 2, & 3

Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

Supporting Staff Behavior

DATA

Supporting Decision Making

PRACTICES

Supporting Student Behavior
Logic of District-wide Implementation

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

Executive Team Functions

Leadership Teaming

Implementation Functions

- Training
- Coaching
- Evaluation

Local Implementation Demonstrations
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

Positive Behavioral Interventions and Supports
Implementation Blueprint:

PBIS District Systems Fidelity Inventory (DSFI)

Technical Assistance Center on Positive Behavioral Interventions and Supports
U.S. Department of Education, Office of Special Education Programs
Version 0.2 2020 September 28

Executive Team Functions

Leadership Teaming

Implementation Functions

Training
Coaching
Evaluation

Local Implementation Demonstrations

Stakeholder Engagement
Funding and Alignment
Policy
Workforce Capacity
# District Systems Fidelity Inventory

## Positive Behavioral Interventions and Supports Implementation Blueprint:

### PBIS District Systems Fidelity Inventory (DSFI)

Technical Assistance Center on Positive Behavioral Interventions and Supports
U.S. Department of Education, Office of Special Education Programs
Version 0.2 2020 September 28

## Section I: Leadership Teaming

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
</table>
| 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). | • 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 on key decision making within the organization.  
2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions and attends regularly. |
| 1.2 Team Membership: District Leadership Team has representation from a 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. | • District Organizational Chart  
• Team Roles & Responsibilities  
• District Key Stakeholders List | 0 = District Leadership Team does not have representation from a range of stakeholders with investment in youth outcomes from the community.  
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.  
2 = District Leadership Team includes stakeholders from at least (a) - (e), stakeholders attend meetings regularly, and membership is audited annually. |
| 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). | • District Organizational Chart  
• Team Roles & Responsibilities  
• Teaming Protocols  
• Team Roles & Responsibilities | 0 = District Leadership Team does not include individuals with social-emotional-learning expertise.  
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.  
2 = District Leadership Team includes individuals with social-emotional-behavioral expertise across all three tiers and from agencies representing P-12. |
## District Systems Fidelity Inventory

<table>
<thead>
<tr>
<th>NAME OF DISTRICT</th>
<th>[SCHOOL YEAR]</th>
<th>Members of PBIS District Team</th>
<th>[TEAM MEMBER NAMES]</th>
</tr>
</thead>
<tbody>
<tr>
<td>AREA OF IMPLEMENTATION</td>
<td>ACTION PLAN GOAL</td>
<td>ACTION STEPS</td>
<td>STATUS</td>
</tr>
<tr>
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</tbody>
</table>
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.
DSFI in Action: Ferguson-Florissant School District
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
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.
Evaluation: Leveraging Data for Decision Making

<table>
<thead>
<tr>
<th>Month</th>
<th>Survey</th>
<th>Survey Open</th>
<th>Discuss Data</th>
<th>Who takes this?</th>
<th>Survey Description</th>
<th>How do you take this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec.</td>
<td>Universal Behavioral Screening</td>
<td>Dec. 3-10</td>
<td>PBIS PD at the end of Dec.</td>
<td>Classroom Teachers</td>
<td>The SRSS assessment is a universal screening tool that helps identify students who are at risk for behavioral problems. Teachers assess various</td>
<td>FFSD Referral Comparison</td>
</tr>
<tr>
<td></td>
<td>(SRSS-IE)</td>
<td></td>
<td></td>
<td>(Secondary should choose</td>
<td>risk factors for each student in their classroom to determine who is at-risk. (Internalizing vs. Externalizing Behaviors)</td>
<td></td>
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<td>one period that all teachers</td>
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<td>should use)</td>
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<tr>
<td>Jan.</td>
<td>Self-Assessment Survey (SAS)</td>
<td>January 10-17</td>
<td>PBIS PD at the end of Jan.</td>
<td>All Staff</td>
<td>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</td>
<td>FFSD Referral Comparison</td>
</tr>
<tr>
<td>Feb.</td>
<td>PBIS Classroom Strategies</td>
<td>Feb. 3-14</td>
<td>PBIS PD at the end of Feb</td>
<td>Administrators</td>
<td>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</td>
<td>Classroom Strategies Data Collection</td>
</tr>
</tbody>
</table>
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
Maker Team Meets

Step 2
Facilitators’ Training
Maker Team meets with district facilitators and leadership to train and plan for the upcoming PD day.

Step 3
Facilitators’ Delivery
Facilitators’ deliver PD decks at each district location, assign deliverables and encourage completion of the survey to measure effectiveness.

Step 4
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
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).
Alignment: Effective Goal Setting

- Administration of DSFI
- Action Planning
- Agenda Setting
- Resource Allocation
- Accountability
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)
Additional Resources

Coming Soon: DSFI Webinars
Questions & Answers
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