Moving from Reactive to Proactive

Tier II and Tier III Behavioral Supports
October 26, 2017

Carol Potter
Executive Director of Student Services and Special Education

Jeff Horton
Director of Student Services

St. Cloud Area School District
St. Cloud Area School District Sites

12 General Education Sites

- 2 High Schools
- 2 Junior High Schools
- 7 Elementary Schools
- 1 K-8 School

1 Alternative Learning Center

Specialized Sites

- Clara’s House, Recovery Plus, Hospital Program, 180 Degrees, Roosevelt, Riverwoods
Overview of St. Cloud Area School District

Student Enrollment: 10,000

Mobility Rate: 22-25%

New to Country Students: 574
2016-17 K-12 Enrollment by Special Population Trends

<table>
<thead>
<tr>
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<td>English Learner</td>
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<td>8,561</td>
<td>9,247</td>
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<td>Percent</td>
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<td>English Learner</td>
<td>2,238</td>
<td>22.8%</td>
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<td>Special Education</td>
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<td>19.6%</td>
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<td>Free/Reduced Priced Lunch</td>
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<td>Homeless</td>
<td>199</td>
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2016-17 K-12 Enrollment by Ethnicity Trends

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<th>Ethnicity</th>
<th>2014</th>
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<th>2015</th>
<th></th>
<th>2016</th>
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<tr>
<td>Hispanic/Latino</td>
<td>552</td>
<td>5.6%</td>
<td>580</td>
<td>5.8%</td>
<td>609</td>
<td>6.1%</td>
<td>554</td>
<td>5.8%</td>
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<tr>
<td>American Indian/Alaska Native</td>
<td>72</td>
<td>0.7%</td>
<td>69</td>
<td>0.7%</td>
<td>54</td>
<td>0.5%</td>
<td>56</td>
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<tr>
<td>Asian</td>
<td>348</td>
<td>3.5%</td>
<td>334</td>
<td>3.3%</td>
<td>321</td>
<td>3.2%</td>
<td>306</td>
<td>3.2%</td>
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<td>Black/African American</td>
<td>2,114</td>
<td>21.6%</td>
<td>2,532</td>
<td>25.2%</td>
<td>2,887</td>
<td>28.9%</td>
<td>3,231</td>
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<tr>
<td>White</td>
<td>6,106</td>
<td>62.3%</td>
<td>5,890</td>
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<td>5,453</td>
<td>54.6%</td>
<td>4,766</td>
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<td>Two or More Races</td>
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<td>6.3%</td>
<td>644</td>
<td>6.4%</td>
<td>670</td>
<td>6.7%</td>
<td>572</td>
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<td>9,994</td>
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<td>Language</td>
<td>Anoka</td>
<td>Carver</td>
<td>Dakota</td>
<td>Hennepin</td>
<td>Nobles</td>
<td>Olmsted</td>
<td>Ramsey</td>
<td>Scott</td>
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<td>Amharic</td>
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<td>307</td>
<td>31</td>
<td>20</td>
<td>390</td>
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<td>Arabic</td>
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<td>465</td>
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<td>Chinese, Mandarin</td>
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<td>32</td>
<td>326</td>
<td>796</td>
<td>2</td>
<td>211</td>
<td>285</td>
<td>82</td>
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<td>Hmong</td>
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<td>10</td>
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<td>4584</td>
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<td>Khmer, Cambodian</td>
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<td>311</td>
<td>223</td>
<td>0</td>
<td>367</td>
<td>205</td>
<td>181</td>
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<td>Lao, Laotian</td>
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<td>45</td>
<td>190</td>
<td>415</td>
<td>69</td>
<td>155</td>
<td>32</td>
<td>109</td>
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<td>Oromo</td>
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<td>7</td>
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<td>406</td>
<td>15</td>
<td>10</td>
<td>594</td>
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<td>Russian</td>
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<td>682</td>
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<td>Somali</td>
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<td>Vietnamese</td>
<td>678</td>
<td>54</td>
<td>651</td>
<td>1049</td>
<td>17</td>
<td>212</td>
<td>615</td>
<td>279</td>
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<td>1132</td>
<td>9045</td>
<td>32323</td>
<td>1538</td>
<td>3718</td>
<td>26810</td>
<td>2274</td>
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Source: Minnesota Department of Education 2014-2015 Fall Primary Home Language Totals
Our Journey...

PBIS School Board Presentation
- Tier I
- School Board Feedback

Individual School Climate Meetings (2015-16)
- Data Synthesis

Review and Revise all School Board Policies
- School Board Policy 506
Our Journey...

Reviewed Code of Conduct

Reviewed and Aligned School Handbooks

Creation of the Social Emotional Learning Committee
  ● District Leadership, Building Leadership, Staff, Community Members
Research Potential Solutions

Restorative Practices
Student Support Rooms
Responsive Classroom
Social Emotional Learning Competencies

Check and Connect
EnVoy
Conscious Discipline
Positive Behavior Interventions and Support
The Shift to School Climate!
Propose Your Solution to Stakeholders

Board Committee

Superintendent's Cabinet

Directors

Principals

Staff
“How are you going to pay for it?”

Achievement Integration Funds

Alternative Delivery of Specialized Instructional Services (ADSIS)

Alternative to Suspension Funds

Strategic Funds

Collaborative Early Intervening Services (CEIS)

Local Collaborative Time Study (LCTS)
A systemic approach to proactively support as well as respond to student behavior and emotional needs. The program focuses on short, intense services and supports to build skills and fade away supports while simultaneously increasing student independence. The goal of the program is to see students exit and have independent success. The program will also support the school’s need for ISS supports.
Purpose

Provide an alternative learning opportunity for students for short periods of time.

• Proactive, planned breaks
• Responsive breaks through guidance of administration
• Group sessions (such as social skills groups)

Short term plans with the goal of returning the student to the classroom full time.

• Utilizing fade away supports

Provide an opportunity for hands on support for self calming and awareness.

Increase student emotional and behavioral self awareness and calming abilities.
Student Support Room

**Staff**
- BRS- Behavior Resource Specialist
- BSS- Behavior Support Specialist

**Behavior Tools**
- FBA- Functional Behavior Assessment
- PBIP- Positive Behavior Intervention Plan
Student Referral Process

1. **Teacher, Parent, or Administrative Recognition of an Increased Need for Student Support.**
   - i. Functional Behavior Assessment

2. **MTSS**
   - i. Parent Permission slip
   - ii. Review FBA
   - iii. Discuss Positive Behavior Intervention Plan

3. **PBIP**
   - i. Short term objectives working towards reachable behavioral goals including remaining in classroom at increased time intervals.

*Exception through administration for responsive action.*

Opportunities

**Small group learning**
- Social Skills groups
- Friendship groups
- Lunch groups
- Celebration Lunches

**Push In Supports**

**Proactive Breaks**
- Planned energy breaks
- Check in/Check out

**Reactive response**
Expectations for Reactive Response

Reactive Response/ Urgent referral from Administration

- Communication from referral source
- Engage the student in the calming process, explain expectations gently
- Identify readiness to move forward after calming
- Engage with student
  - Reflective conversations and processing with students
  - Antecedent, triggers, personal response, personal responsibility
  - Identify plan of action within Student Support Room
  - Identify plan of action to return to class and manage emotions/behaviors
- Communicate transition plan
- Send Communication form
Expectations for Proactive Response

Students with Proactive Plans

• Be aware of the plan
• Identify readiness to move into plan or if calming time is needed prior
• Movement to plan area
  – Academic, sensory, calming etc.
• Engage with student
  – Identify if the student has appropriately utilized plan, offer praise, review transition plan.
• Communicate transition plan
  – With proactive plans, communicating the transition plan following the first few days of the plan may not be necessary. Check with teacher to coordinate this communication.
• Send Communication form if needed
Requirements Post Student Contact

**Documentation**

- Attendance, time in/time out, race, referral source, purpose

**Family contact as needed**

- Be sure this is communicated across parties as to who will contact family.

**Communication with administration or child’s team as needed**

**Referral concerns:**

- Safety concerns
- Home safety, abuse, neglect concerns referred to Guidance and/or Administration (mandated reporting)
- Medical or medication concerns referred to Nursing
- Recommendations for outside services can be made to the student’s team
- Communicate concerns immediately and effectively to the appropriate party.
How Will You Collect Data?

Student Information System

Google Apps

Microsoft Office Products

Paper

Other
Initial Professional Development

**Initial BRS Training**

- 3 Trainings in September
  - Focus on vision, process, data entry, FBA, PBIP

**Principals and Assistant Principals**

- All BRS trainings available for review
- Principal Meetings
- Assistant Principals
- Communication through Principal Playbook
Ongoing Professional Development

BRS Training

• Training Bi-monthly
  – Connect, review
  – Restorative Practice training
  – Cultural Competency
  – Provide work time away from building site/collaborate and brainstorm

• Summer 2017
  – Restorative Practices
  – Conscious Discipline
Ongoing Professional Development

**BSS Training**
- Site Based

**Superintendent’s Cabinet Presentations**
- At quarter or trimester

**Principal Training**
- Developed with support of the Superintendent's Cabinet
General Education Students and Special Education Students Utilizing Student Support Room

General Education Students: 28,050 (88.5%)
Special Education Students: 3,643 (11.5%)
Proactive VS Reactive Response

Districtwide February 2017
59% Reactive
41% Proactive

Districtwide June 2017
55% Reactive
45% Proactive
Elementary Response Data

June 2017

Elementary Proactive Response and Reactive Response

- Proactive: 58%
- Reactive: 42%
Challenges and Barriers

Data Collection

Sustaining Professional Development

Sustaining Funding Through Budget Reductions

Mindset to be Proactive versus Punitive
Questions?