**SOUTH DAKOTA MTSS APPLICATION 2023-2024**

Focus on using Positive Behavioral Interventions and Supports (PBIS)

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| **DISTRICT INFORMATION** | | | | | | | | |
| DISTRICT: |  | | | BUILDING (S) | |  | | |
| ADRESS: |  | | | TELEPHONE: | |  | | |
| CONTACT PERSON: | |  | | EMAIL: | |  | | |
| **Title I School Designation** | | | | | | | | |
| * Targeted Assistance | | | * Schoolwide | | | | * No Title I Services | |
| State Accountability Support | | | | | * TSI School | | | * CSI School |
| Special Education RDA Support | | | | | * Level 2 | | | * Level 3 |

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| **WHAT IS POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS?** |
| Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating data, systems, and practices affecting student outcomes every day. As you build your system you will:   1. Conduct weekly to monthly **meetings to review schoolwide and student data**. 2. Include increasingly intensive **behavior supports** to ensure all students receive the support they need to be successful. 3. Build a framework that includes:   **Tier 1**, universal prevention for ***ALL*** students  **Tier 2**, targeted prevention for students who require additional support, and  **Tier 3**, intensive, individualized interventions for the FEW students who need intensive behavior support.   1. **Develop procedures** for using screening and behavior related data to make decisions about student placement and movement from one tier to another. |

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| **BENEFITS OF PARTICIPATION IN THE SD PBIS INITIATIVE** |
| 1. Create a common vision within the school district 2. Develop a common language for stronger communication 3. Provide a continuum of support for all students based on student needs for both academics and behavior 4. Build a long-term plan for supported implementation 5. Focus professional development to effectively develop competencies for maximum student benefits 6. Use behavior data to effectively and proactively respond to students’ needs 7. Establish a problem-solving framework for continuous improvement using data-based decision making 8. Receive high quality professional development |
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| **BUILDING BLOCKS FOR SUCCESSFUL MTSS / PBIS IMPLEMENTATION** |
| **SECTION 1: LEADERSHIP** |
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| 1. What is the primary reason your district is applying to the SD MTSS Initiative to implement PBIS? |
| 1. What is your plan for making PBIS a **priority**? |
| 1. Describe how you will support your PBIS team for transportation, lodging expenses, substitute teacher, etc. during the REQUIRED professional development AND team meetings: |
| What are your school’s/districts goals for PBIS implementation? |
| Goal 1  Goal 2  Goal 3 |

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| **SECTION 2: PREP FOR SUCCESS: BUILD CAPACITY AND ALLOCATE RESOURCES** |
| 1. Describe any programs or initiatives your district is currently implementing. What data are you collecting to determine the effectiveness and how is that data being reviewed? |
| 1. Do you have a team that meets regularly to discuss academic and behavioral concerns of your students? Please describe: |
| 1. Describe the resources and structure your school has in place to successfully implement PBIS now and in the future. |
| 1. What changes are needed to allocate resources more strategically? |

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| **SECTION 3: DISTRICT COMMITMENTS** | | |
| *Implementing any new program can create plenty of stress, which can reduce buy-in. When buy-in is low, the new program is less likely to be implemented for the long term (Damschroder et al., 2009; Fixsen, Naoom, Blasé, Friedman, Wallace, 2005).* | | |
| 1. We have identified administrative support and coordination at the district level. Administration and school board demonstrate 100% buy-in for PBIS implementation and program sustainability.  * Yes * No | | |
| 1. We will assemble building level PBIS teams that will meet as a full team at least monthly to review data, assess progress, and make changes if needed. This team must include the building principal. Other members should include special education staff, classroom teachers, behavior specialists, counselors, educational assistants, and others as needed.   Team members are responsible for:   * Creating an action plan for PBIS implementation in your building. * Ensuring that there is a school-wide system for storing and analyzing student data. * Communicating PBIS data to all building and district staff * Developing a communication plan to spell out how parents, school staff, district staff, and others will share successes, challenges, and potential solutions related to PBIS. * Yes * No | | |
| 1. The building PBIS team (building principals must attend) will attend the three-day PBIS New Team Training scheduled for (please highlight the location of the training your team will attend):   June 5-6 and August 2 in Sioux Falls or  June 12-13 and July 25 in Rapid City   * Yes * No   Teams will also be required to send their designated PBIS coach (this role will be determined during the initial three-day training) to two coach’s trainings throughout the year and attend the booster trainings or the tier 2/3 trainings as a team each summer for the duration of the grant. PBIS schools will always have access to all trainings offered by the State PBIS Initiative. | | |
| 1. We will secure funding for PBIS to ensure continued implementation when the four-year training cycle is complete.  * Yes * No | | |
| Provide a list of all team members, their school role, and email. | | |
| NAME | ROLE | EMAIL |
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| **SECTION 4: DATA COLLECTION** |
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| 1. What are you currently using (or plan to use) to collect and track behavior data (office discipline referrals, suspensions, absences)?   To ensure districts are receiving effective support from the State, and districts are implementing successfully, an outside evaluator will be gathering data from the State throughout the year. Districts will be required to submit the following data for initiative evaluation purposes only.   * + - Office Discipline Referrals (no student level data will be collected): fall and spring     - Tiered Fidelity of Implementation (TFI) completed for year one only: fall and spring (completed with MTSS+ coordinator)     - TFI completed remaining years: spring only     - Screening data when applicable |

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| **STATE COMMITMENT** |
| 1. All State sponsored PBIS trainings are free to all districts in the PBIS initiative (registration for the MTSS Summer Conference will be at a reduced rate). 2. A PBIS coordinator will be assigned to your district. This coordinator will provide free, onsite PD, help establish effective meeting practices, help staff use data to make decisions, answer questions, and ensure smooth implementation of the district’s action plan. 3. The coordinator will:    * Facilitate monthly building leadership team meetings and action plan updates.    * Provide training on behavior related topics as needed    * Transition responsibilities for meetings and data reviews to the district by year three (or sooner if ready).    * Transition responsibilities for ongoing training to new staff beginning year four. 4. Grants are provided on a four-year schedule of $1,500.00 per building for years one and two, $1,000.00 for year three, $500.00 for year four. The district will be responsible for all funding following year four. The grants are to be used for    * Expenses related to PBIS trainings including mileage, lodging, substitute pay, and teacher stipends (meals cannot be reimbursed with these funds)    * Data collection systems, assessment subscriptions, and educational materials |

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| **ADDITIONAL INFORMATION** |
| If you have any questions regarding the application or PBIS implementation, please contact Rebecca Cain at: [Rebecca.cain@state.sd.us](mailto:Rebecca.cain@state.sd.us) or (605) 280-3568  For more information on PBIS, please visit:  <https://doe.sd.gov/sped/pbis.aspx>    [www.pbis.org](http://www.pbis.org) |