Creating a Culturally Responsive PBIS System in an Urban School District

Documents to get you started:

- CRPBIS Implementation Plan for September & October
- Behavior Referral Audit Tool
- CRPBIS Implementation Site Visit Tool
- Reflection & Planning for Action Template

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CRPBIS Implementation Plan
Ingham Intermediate School District
September & October
### Cultural Responsiveness Pillar

#### SEPTEMBER

<table>
<thead>
<tr>
<th>TASK</th>
<th>TFI</th>
<th>OBJECTIVES</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
</thead>
</table>
| Recruit Student Advisory | 1.11| - Identify Staff Liaison (Member of CRPBIS Team)  
- Identify Demographic Sampling Representative of School Culture:  
  - Race/Ethnicity/ELL  
  - SES  
  - Resident/SOC  
  - Grade Level  
  - Student Indicators: Attendance, Behavior, Academic Performance  
- Recruit membership that is representative of the student body  
- Establish culturally-responsive meeting time/place                                                                 | CRPBIS Team and Principal Community Liaison from C-3 Team |
| Recruit Parent Advisory   |     | - Identify Staff Liaison (Member of CRPBIS Team)  
- Identify Demographic Sampling Representative of School Culture:  
  - Race/Ethnicity/ELL  
  - SES  
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  - Grade Level  
  - Student Indicators: Attendance, Behavior, Academic Performance  
- Recruit membership that is representative of the student body  
- Establish culturally-responsive meeting time/place                                                                 | CRPBIS Team and Principal Community Liaison from C-3 Team |
| Recruit Community Advisory |     | - Identify Staff Liaison (Member of CRPBIS Team)  
- Identify Demographic Sampling Representative of Community:  
  - Business  
  - Governmental Agencies  
  - Neighborhood Associations (PTO’s, PAC’s, etc.)  
  - Service Agencies (CMH, Shelters, Refugee Services, etc.)  
  - Religious organizations  
  - Media Organization  
- Recruit membership that is representative of the student body  
- Establish culturally-responsive meeting time/place                                                                 | CRPBIS Team and Principal Community Liaison from C-3 Team |
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<tbody>
<tr>
<td>Establish a CRPBIS Team</td>
<td>1.1</td>
<td>□ Representation of the following roles:</td>
<td>Principal SAP Data Coach (?)</td>
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<tr>
<td></td>
<td></td>
<td>□ Behavioral Expertise</td>
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<td></td>
<td></td>
<td>□ Coaching Expertise</td>
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<td></td>
<td></td>
<td>□ Knowledge of student academic and behavior data</td>
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<td></td>
<td></td>
<td>□ Knowledge across grade levels</td>
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<td></td>
<td>1.2</td>
<td>□ Establish team operating procedures (Norms)</td>
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<tr>
<td>Establishment of the Behavioral</td>
<td>1.3</td>
<td>□ Develop five or fewer school-wide behavioral expectations</td>
<td>Principal CRPBIS Team</td>
</tr>
<tr>
<td>Expectations</td>
<td></td>
<td>□ Develop behavior matrix across all locations and procedures</td>
<td></td>
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<tr>
<td>Introduction of CRPBIS to Building Staff</td>
<td>1.7</td>
<td>□ Schedule PD session for all staff addressing:</td>
<td>Principal SAP CRPBIS Team</td>
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<tr>
<td></td>
<td></td>
<td>□ CRPBIS Concept</td>
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<td></td>
<td></td>
<td>□ Behavior Matrix Draft</td>
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<td></td>
<td></td>
<td>□ Timeline for Implementation (Three month phase 1)</td>
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<td>□ Assign staff to teams for:</td>
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<td></td>
<td></td>
<td>□ Lesson plan development by location</td>
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<td></td>
<td></td>
<td>□ Lesson plan roll-out schedule (Principal)</td>
<td></td>
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<td></td>
<td></td>
<td>□ Reward system development</td>
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<tr>
<td></td>
<td></td>
<td>□ Data collection system development</td>
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## Systems of Support Pillar
### September

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</table>
| Systems Audit (August)                    | 1.5/1.6 | □ Conduct Student Referral Process Audit  
 □ Clear definition of behaviors  
 □ Identifying behaviors warranting removal for students from class (Staff vs Office Managed)  
 □ Procedural Flow Chart connecting appropriate staff to behavioral severity level (Behavioral Support vs Disciplinary Action) | Principals (August)                      |
| Referral Process Presentation to Staff    | 1.5/1.6 | □ Clearly define Student Referral Process to Staff  
 □ Define Staff Roles for the Process | Principal  
 Assistant Principals                   |
## Cultural Responsiveness Pillar

### October

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| Host Student Advisory Meeting | 1.11 | □ Explain CRPBIS Concept to Student Representatives  
 □ Establish Function of Advisory Group, Norms, Roles  
 □ Obtain Feedback Regarding School-wide Expectations and Behavioral Matrix  
 □ Seek Input Regarding Reward System  
 □ Seeking Perspective for Priorities Surrounding Community, Culture and Climate | Principal  
 CRPBIS Team  
 Community Liaison from C-3 Team  
 Student Advisory Team |
| Host Parent Advisory      | □   | Explain CRPBIS Concept to Student Representatives  
 Establish Function of Advisory Group, Norms, Roles  
 Obtain Feedback Regarding School-wide Expectations and Behavioral Matrix  
 Seek Input Regarding Reward System  
 Seeking Perspective for Priorities Surrounding Community, Culture and Climate | Principal  
 CRPBIS Team  
 Community Liaison from C-3 Team  
 Student Advisory Team  
 Parent Advisory Team |
| Host Community Advisory   | □   | Explain CRPBIS Concept to Student Representatives  
 Establish Function of Advisory Group, Norms, Roles  
 Obtain Feedback Regarding School-wide Expectations and Behavioral Matrix  
 Seek Input Regarding Reward System  
 Seeking Perspective for Priorities Surrounding Community, Culture and Climate | Principal  
 CRPBIS Team  
 Community Liaison from C-3 Team  
 Student Advisory Team  
 Parent Advisory Team |
## PBIS Pillar
### October

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| **School-Wide CRPBIS Work Session** | 1.4 | □ Teacher Teams Develops:  
□ Lesson Plans by Matrix Locations  
□ Reward System Development  
□ Data Collection and Tracking Development (Tickets, Referrals, Tardies, adult supervision, etc.)  
□ Roll-Out Schedule for Teaching Expectations  
□ Identify Target Area for November Kick-Off | Principal  
CRPBIS Team  
Community Liaison from C-3 Team  
Student Advisory Team (?)  
Parent Advisory Team (?) |
| **Monitor the Overall Fidelity of the Roll-Out** | 1.3 | □ Compile and Organize All Materials from Staff Work Session  
□ Distribute Written Lesson Plans and Roll-Out Schedule to Staff  
□ Monitor the Teaching of Expectations by Staff | Principal  
CRPBIS Team |
| **Preparation for November Kick-Off** | 1.7 | □ Kick-Off Event/Assembly (Student Voice Included)  
□ Reward System in Place (Tickets Printed, Prized Purchased, Collection and Disbursement Process, Public Posting, Community Sharing Tool)  
□ Hallway Visuals in Place  
□ Data System in Place  
□ Target Area Identified and Prioritized | Principal  
SAP  
CRPBIS Team |
# Systems of Support Pillar

**October**

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<tbody>
<tr>
<td>Systems Fidelity Checks</td>
<td>1.12</td>
<td>□ Monitor Student Referral Process (Behavioral Supports vs Disciplinary Action)</td>
<td>Principals</td>
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<td></td>
<td></td>
<td>□ Monitor Student Service Providers (Identify Areas of Need for Future PD)</td>
<td>Assistant Principals</td>
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<td>1.13</td>
<td>□ Monitoring Early Warning Signs (Individual Student Attendance, Behavior, Academic Data)</td>
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<td>□ Conducting Building and Classroom Walk-Through’s (CHAMPS, DISC, CRPBIS) (Identify Areas of Need for Future PD)</td>
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<td>□ Sharing School-Wide Data to Monitor Improvement (Format and Frequency for Sharing)</td>
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</tbody>
</table>
Students need targeted, short-term intervention. Criteria for an office referral – student cannot be sent out of classroom until all of these have been met:
1.
2.
3.
Teacher tries to get student back on track. Possible targeted (Tier 1/Tier 2) strategies include:
1.
2.
3.
4.
Teacher uses pre-determined warning statement(s)/question(s) and/or re-focus task as a last step before student is removed from classroom.
Statement(s)/question(s):
Task:
In-school support options:
• Counselor
• School social worker
• Public safety officer
• Nurse/clinic
• Administrator
• Other
Protocol for processing student in office:
Goal for processing time: 15 minutes
Student returns to class
Student stays in class
Continue teaching
YES, it works!
NO, this didn’t work
YES, it works!
NO, this didn’t work
YES, it works!
Problem-solving team responsibilities:
1. Monthly meetings
2. Emergency meetings
3. Problem-solve student issues
4. Create data tracking tool to monitor student progress
5. Provide research-based intervention suggestions
Problem-solving team members:
1. Social worker (facilitator)
2. Principal/assistant principal
3. School psychologist
4. Classroom teacher
5. Counselor
6. Special education representative
7. Parent(s)/guardian(s) when appropriate
Student progress monitoring data is collected. Data flows into student information system.
CRPBIS: Culturally-Responsive Positive Behavior Interventions & Supports

Instructions

1. Determine the Ingham ISD and (School) staff assigned to the building visit teams.

2. The (School) team member will arrange for scheduling the visit.
   a. Collect dates from fellow site visitors.
   b. Contact building principal.
      i. Explain process:
         • Non-evaluative
         • Visit based on site visit tool
         • Associate with TFI self-assessment
         • Interview of leadership
         • Building tour
         • Random sampling of students and staff
         • Compile observations on summary sheet
         • Copy summary (absent of identifiers); deliver summary to principal
      ii. Arrange date
   iii. Required participants: principal, CRPBIS team/staff representation
   iv. Optional participants: parent liaison, student liaison
   v. CRPBIS materials available - may include: CRPBIS binder, organizational chart, lesson plans, PD schedules, meeting minutes and/or action plan, data reports (process, outcome, survey), reward tickets, staff/student handbooks, etc.
   vi. Students and staff available for brief questions

3. Communicate date of site visit to (Name). (Name) will convey dates to Ingham ISD partners and school board members. If board members choose to join, (Name) will convey this back to site visit team. Site visit team will then convey this to principal prior to visit.

4. Complete site visit.
   a. Interview of leadership
   b. Review of materials provided
   c. Building tour: visual confirmation of CRPBIS process
   d. Random interview: 10 students, 10 staff if able
   e. Compile observations on summary sheet
   f. Communicate observations verbally
   g. Ask to copy summary sheet; leave all originals with principal
   h. Scan and send pdf of summary sheet to (Consultant)
CRPBIS IMPLEMENTATION SITE VISIT

School: __________________________       Grades: ______   Date: ___________

Visitors: ___________________________________________________________

Obtain basic information regarding school-wide CRPBIS implementation via interview of CRPBIS Team and building leadership. Observing documentation and meeting minutes may be beneficial, as well.

**CRPBIS TEAM:** Tell me about the CRPBIS Team at your building? Who is on your team and what have you been working on?

- Team Leadership: __________________________________________________________
- Team Members: __________________________________________________________

**Process and Norms:**
- Meeting Schedule: ______________________________________________________
- Meeting Minutes: ________________________________________________________
- Action Plan: ____________________________________________________________

Comments: ______________________________________________________________

**SCHOOL-WIDE EXPECTATIONS:** Tell me about your school-wide expectations? What is your system called? What are your expectations?

- Name of CRPBIS System: __________________________________________________
- School-Wide Expectations (3 to 5 Big Ideas): ________________________________

- Expectations Posted  □  Behavioral Matrix Developed  □  Behavioral Norms at Locations
- Lessons Taught: __________________________________________________________
ACKNOWLEDGMENT SYSTEM: *Tell me about your reward/acknowledgment system.*

Name of Acknowledgment System/Tickets: ________________________________

Individual Rewards: ________________________________

Group/School Rewards: ________________________________

Comments: ________________________________

STUDENT / FAMILY / COMMUNITY INVOLVEMENT: *Tell me how students and families are engaged in influencing the CRPBIS systems and the overall culture and climate of the building.*

Student Advisories:

- A membership of 5-10 students equitably representing the members of the school community
  - race/ethnicity/ELL
  - SES
  - Grade
  - Special Ed.
  - Resident/SOC
  - On- and Off-Track (Attendance, Behavior, Academic Performance, etc.)
  - Gender

- Participants identified and recruited
- Meeting Hosted

Norms and Action Plan: ________________________________

Comments: ________________________________

Parent Advisories:

- A membership of 5-10 caregivers equitably representing the members of the school community
  - race/ethnicity/ELL
  - SES
  - Grade
  - Special Ed.
  - Resident/SOC
  - On- and Off-Track (Attendance, Behavior, Academic Performance, etc.)
  - Gender

- Participants identified and recruited
- Meeting Hosted

Norms and Action Plan: ________________________________

Comments: ________________________________
DATA COLLECTION / SHARING: Tell me about your behavioral data system? What kind of data do you collect and how is it used in your building? What data is shared and how?

Data Sources:
- PBIS Process: ____________________________________________________________
- Office Referral: __________________________________________________________
- Suspension: ______________________________________________________________
- Positive Acknowledgment: ________________________________________________

Disaggregated:
- [ ] Race/Ethnicity   [ ] Gender   [ ] Behavior   [ ] Location   [ ] Ref. Staff   [ ] Need for Referral

Decision-Making: ____________________________________________________________
Sharing: ____________________________________________________________________
Appendix A: SWPBIS Tiered Fidelity Inventory Walkthrough Tool

**INTERVIEWS:** Randomly select staff and student as you walk through the school. Use this page as a reference for all other interview questions. Use this interview form to record staff and student responses.

Staff Interview Questions: Interview at least 10% of staff or at least 5 individuals for smaller schools.

1. What are the ________ (School Rules, High 5s, 3 Bees, etc.)? (Define what an acronym means.)
2. How have you taught the school rules and behavioral expectations this year?
3. Have you given out any ___________ (rewards) since the beginning of the school year?

Student Interview Questions: Interview a minimum of 10 students.

1. What are the ________ (School Rules, High 5s, 3 Bees, etc.)? (Define what an acronym means.)
2. Have you received a ___________ (rewards) since the beginning of the school year?
During this site visit, the visitors sought insight into the ongoing development of your CRPBIS system. This included conversation with your leadership team about your school-wide expectations, acknowledgment system, culturally-responsive practices, and data management. Site visitors also sought out staff and students to gather their perspectives on the development, teaching, and reinforcing of behavioral expectations. A summary of our visit is outlined below.

Site Visitors: To uphold the non-evaluatory value of this process, please ensure that no identifying information appears on this form.

Objective Data:

<table>
<thead>
<tr>
<th>Prompt</th>
<th>% Affirming</th>
<th></th>
<th>Prompt</th>
<th>% Affirming</th>
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</thead>
<tbody>
<tr>
<td>Name Expectations</td>
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<td>Name Expectations</td>
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<tr>
<td>Taught Expectations</td>
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<td>Taught Expectations</td>
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<tr>
<td>Acknowledgments Given</td>
<td></td>
<td></td>
<td>Received Acknowledgment</td>
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</table>

Celebrations:

Areas to Consider:

Comments:
Creating a Culturally Responsive PBIS System

Reflections – Write down your key takeaways from today’s session.

<table>
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<tr>
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<tr>
<td>Big ideas:</td>
<td>Possible priorities for my school:</td>
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<tr>
<th>Systems</th>
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</table>

Planning for Action – Choose three CRPBIS tasks that your school can focus on before the end of the school year.

<table>
<thead>
<tr>
<th>WHAT needs to be done?</th>
<th>WHO will do it?</th>
<th>WHEN will it be done?</th>
<th>With whom does this need to be SHARED?</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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