

Welcome



Demonstration Sites Project

PBIS/MTSS at Kokanee Elementary School



UNIVERSITY *of* WASHINGTON

HARING CENTER
FOR INCLUSIVE EDUCATION





Cassie Martin, PhD
 UW Haring Center
 Inclusion Specialist
 LEAD Demo Sites Project



Ilene Schwartz, PhD,
 BCBA-D
 Director UW Haring
 Center



Cassie Borges M.Ed.,
 BCBA, LBA, UW
 Haring Center
 Inclusion Specialist



RinaMarie Leon-Guerrero,
 PhD, BCBA-D, LBA
 UW Haring Center
 Inclusion Specialist



Jill Locke, PhD
 UW Research
 Assistant Professor
 Implementation Scientist
 Speech & Hearing



Molly Lyman
 UW Haring Center
 Program Coordinator



Naomi Fair, MEd
 Inclusion Specialist



Christina Nowak,
 MEd
 Inclusion Specialist



Jessica Flaherty,
 BCBA
 Inclusion Specialist



Monique
 Worthy, MEd
 Inclusion
 Specialist



Lissa
 Dickenson,
 M.S., Inclusion
 Specialist



Getting Started

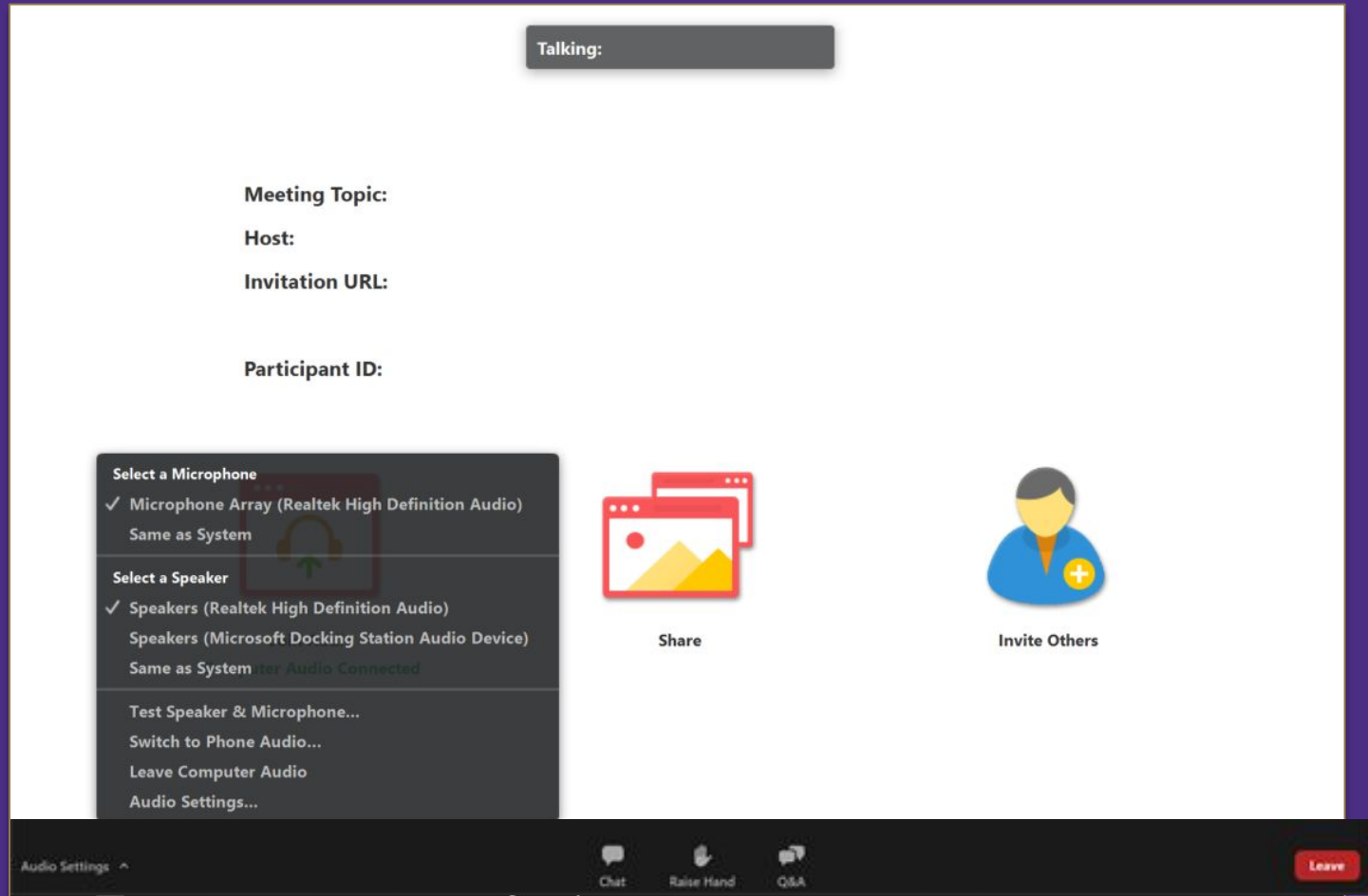
- **Connection to Audio**
- **Sound Check**
- **Ready to Participate**
- **Webinar Etiquette**

Sound Check

We're going to get started in a few minutes.

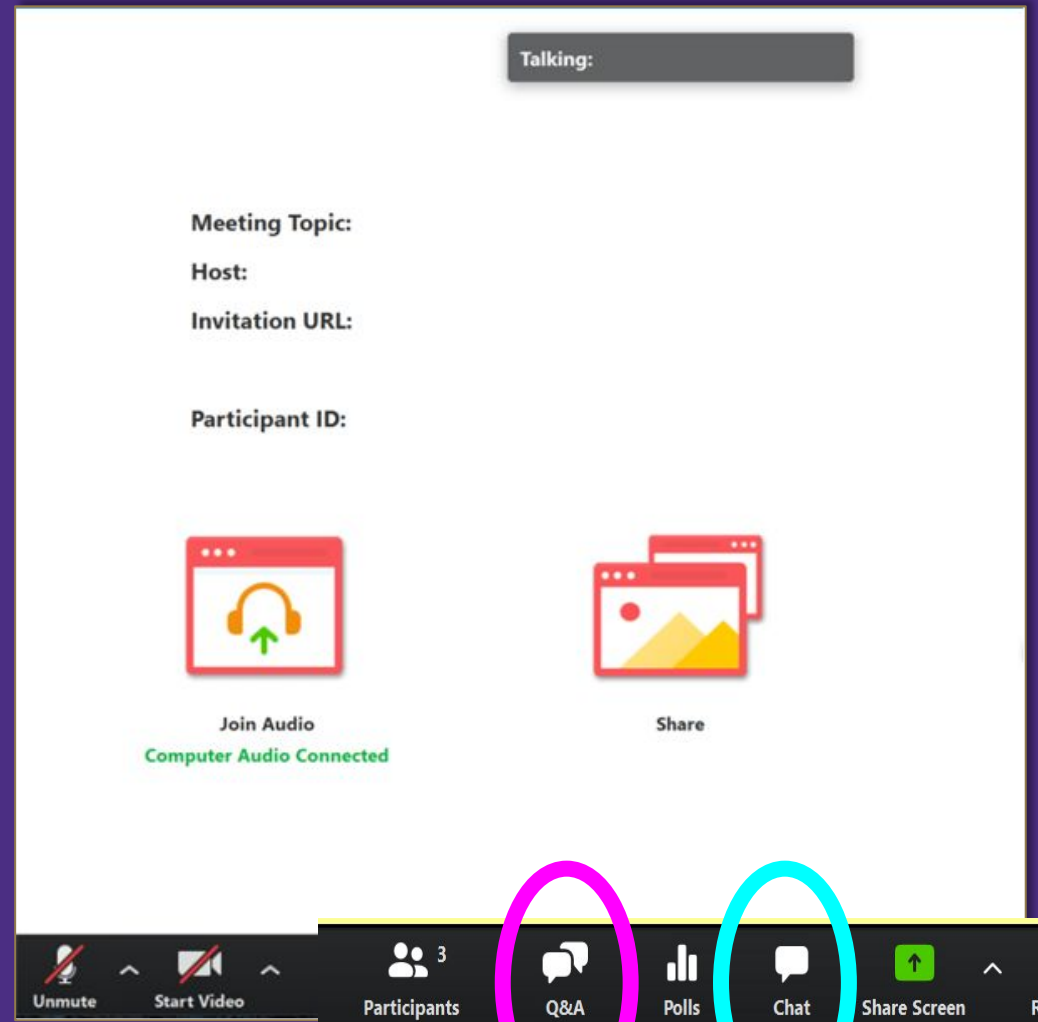
Let us know you can hear us in the chat!

Test Audio



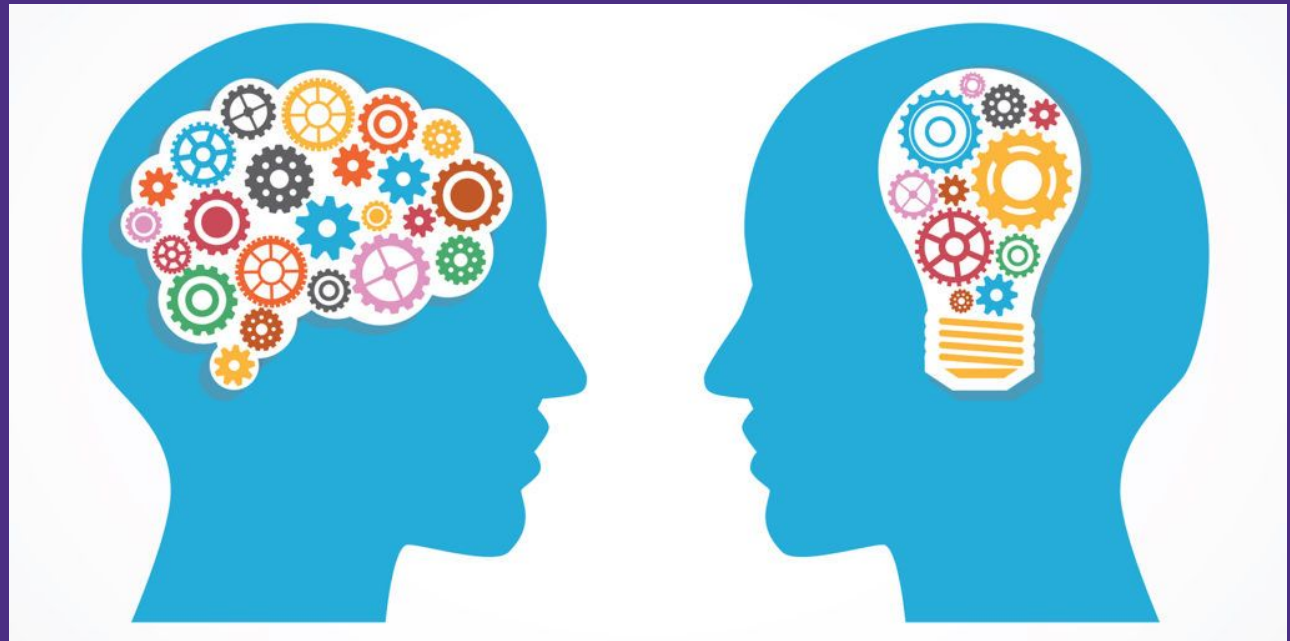
How to participate

- > Share comments and ideas in the Chat panel (send to "All")
- > Ask presenters questions in the Q&A panel
- > Recording will be available at the end of the month.



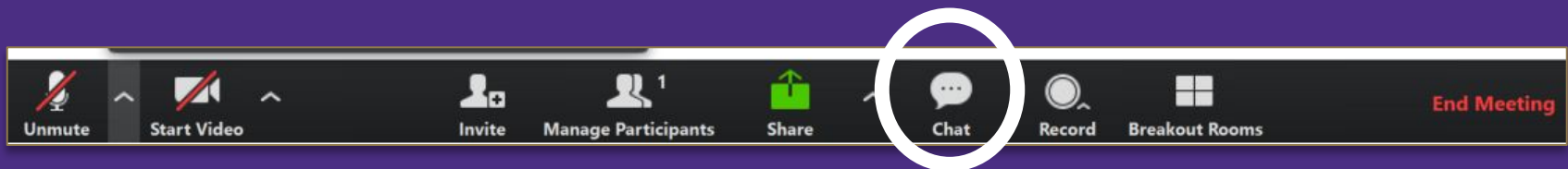
Webinar Etiquette

- **Keep an open mind.**
- **Be an active participant.**



Practice the Chat

- > **What are you hoping to hear about today? Please put in the chat what impact you hope today's webinar will have on your schools inclusionary practices.**



1

Center for Strengthening the Teaching Profession (CSTP)
Inclusionary Practices Project Lead

2

Statewide Professional Development

District Leaders: AESD, CLS, WASA	School Leaders: AESD, AWSP, CCTS, CLS, SWIFT	Local School Board: WASA	Educators: AESD, CCTS, CLS, SWIFT, WEA	Education Support Personnel: WEA, CCTS	Families & Students: FEC	Preservice Leaders: AWSP	Preservice Educators: CEEDAR
---------------------------------------------	--------------------------------------------------------	------------------------------------	--------------------------------------------------	--------------------------------------------------	----------------------------------------	------------------------------------	----------------------------------------

3

University of Washington Haring Center

Inclusionary Demonstration Sites

TIES Center Collaboration for Inclusion of Students with Significant Cognitive Disabilities

4

Inclusionary Practices LEA Pilot Sites

246 Schools in 100 LEAs, serving over 20,400 students with disabilities!

5

University of Kansas Center for Research

Research & Supports for Online/Virtual Specially Designed Instruction



Demonstration Sites Project Overview

- > 16 demonstration sites across the state of WA will be selected over the course of the next two years.



- > Demonstration sites will:
 - Serve as model sites for best practices in inclusive education.
 - Showcase implementation of high leverage practices.
 - Invite and host members of the community to see practices in action.
 - Continue to build inclusive culture by refining practices.
 - Increase equitable learning for all students.

Founding Principles

Inclusive education requires a cultural shift in philosophy and practice.

- > The ways we tell our stories can provide a transformational learning experience for other schools, increasing impact and the likelihood that they will implement what they learn.
- > Every school is engaged in effective inclusive practices and supports that can be shared with others.
- > All schools are on a path of continuous improvement.
- > Strong sustainability is promoted through strong partnerships with key stakeholders.
- > Innovative site-based leadership leads to increased effectiveness.

The Journey Continued

- > Demonstration Sites are on a continuous journey towards building inclusive schools and communities.
 -
- > Many high stakes inclusionary practices go into actualizing what inclusion means for educators, families and most importantly students.

Questions and Polling 1

Who's here?

- Administrator
- Counselor
- Teacher
- Parent
- ESD
- District
- Specialist
- Community Based Organization
- Paraprofessional
- Other

END UW INTRO



Who is presenting today?



Joel Fagundus
Principal



Icis Tirado
Vice Principal



Sally Bryan
4/5th Sensory
Teacher



Tiffany Chiang
3rd Grade
Teacher



Jessica Cottrill
Learning Center
Special Ed Teacher



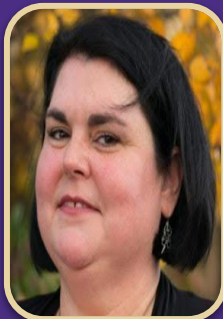
Brittany Doyle
2nd Grade Teacher



Caitlin Fellows
5th Grade
Teacher



Ashley Hales
Learning Center
Special Ed Teacher



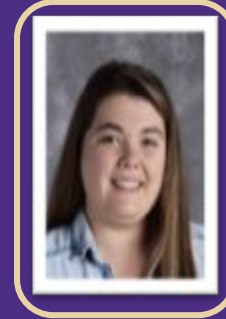
Colleen McIntosh
4th Grade
Teacher



Jeanne Lynn
Music Specialist



Lorie Kleve
K/1 Sensory Teacher



Erin Wilen
Kindergarten
Teacher

Introducing Kokanee



Welcome to Kokanee Elementary School, home of the Kodiaks! Our **K-5 school** is located within a diverse and rapidly growing community in the **Northshore School District**. Kokanee Elementary School was built in 1994 just off Highways 9 and 522 in Woodinville, Washington. We have been in full-time distance learning since March 9, 2020.



Introducing Kokanee

Student Population: 680 students

- 4 Kindergarten Classes
- 4 First Grade Classes
- 5 Second Grade Classes (1 EAP)
- 1 2nd/3rd Split Class (EAP)
- 5 Third Grade Classes (1 EAP)
- 5 Fourth Grade Classes (2 EAP)
- 5 Fifth Grade Classes (2 EAP)
- 3 Mid-Level Spec. Ed. Programs (Sensory - K/1, 2/3, 4/5)
- 3 Spec. Ed. Learning Center Teachers
- 2 LAP Teachers
- 1 EL Teacher and 2 Paraeducators



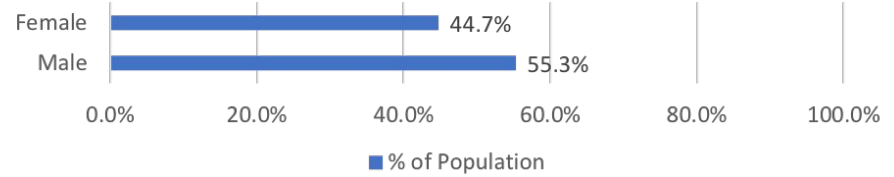


Introducing Kokanee

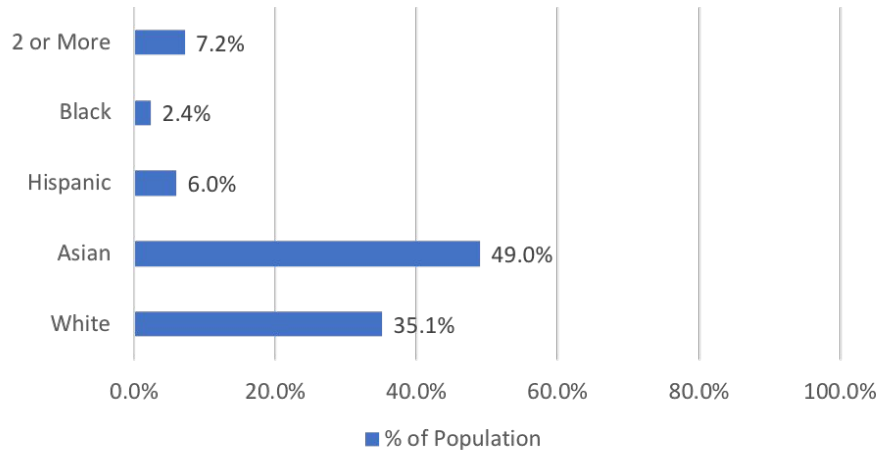
Enrollment

680 (2019-20 School Year)

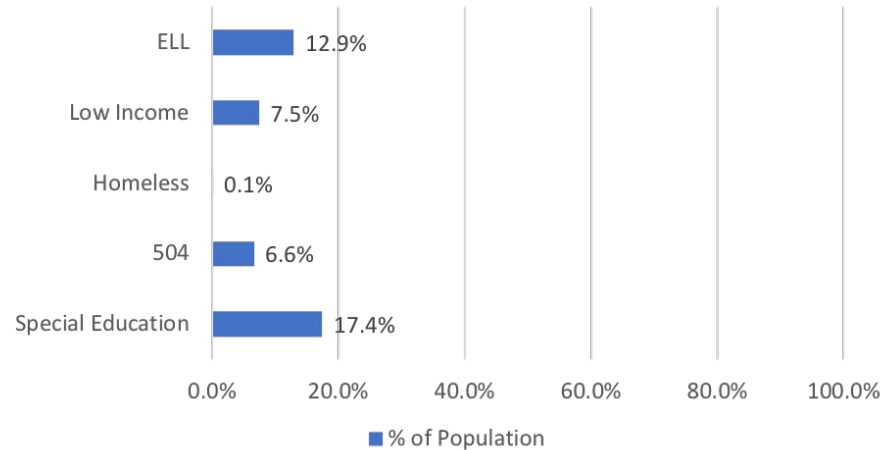
Gender



Race/Ethnicity



Special Populations



We are Kokanee Elementary



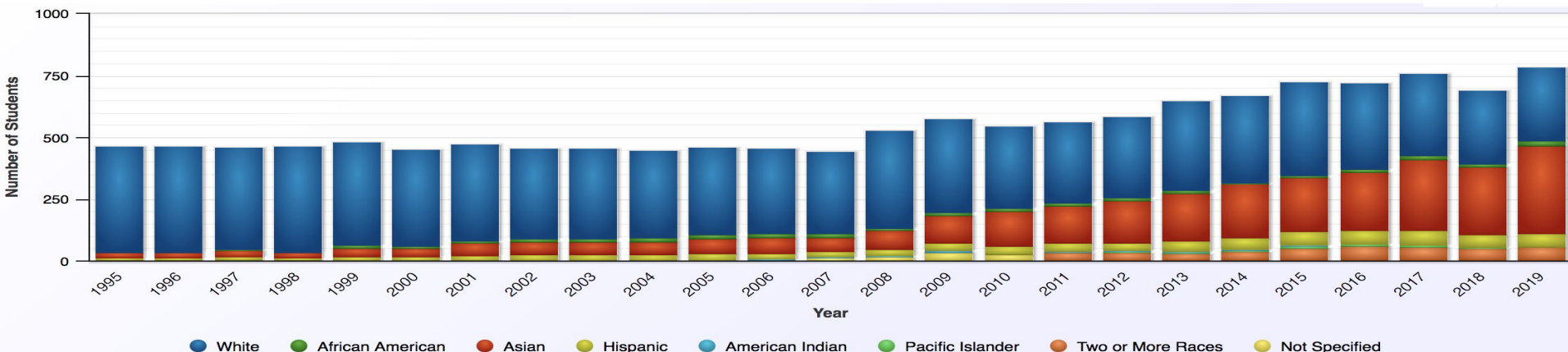


A Warm Welcome



Why did we start looking at our inclusionary practices?

- Kokanee built a very positive reputation for educating students with **Autism Spectrum Disorders** starting 20 years ago
 - Positive reputation shifted from students with ASD, to students receiving specially designed instruction
- Major shift in demographics
 - Over the past ten years we have shifted from a school of about 500 students (80% white) to a school of 700-800 students (25% white)
- We surveyed families to identify different cultures among our community in order for us to celebrate and include all families.
 - Survey done at curriculum night in the past, this year, NSD did a soft start to the school year and conferences were held during the first three weeks of school.



WHY?



Why do we continue to look at our inclusionary practices?

At Kokanee Elementary School, we, in **partnership** with families, provide a safe, **inclusive** environment challenging **each** student to learn, grow and apply their knowledge to contribute positively in our diverse society.

“We cannot serve ***all students*** until we design learning that embraces the brilliance and lived experiences and identities of our black and brown students, learners with disabilities, English learners, students who are economically disadvantaged, LGBTQ students, students who experience trauma, and students who need more **social, emotional, behavioral**, or academic support than we currently provide.”

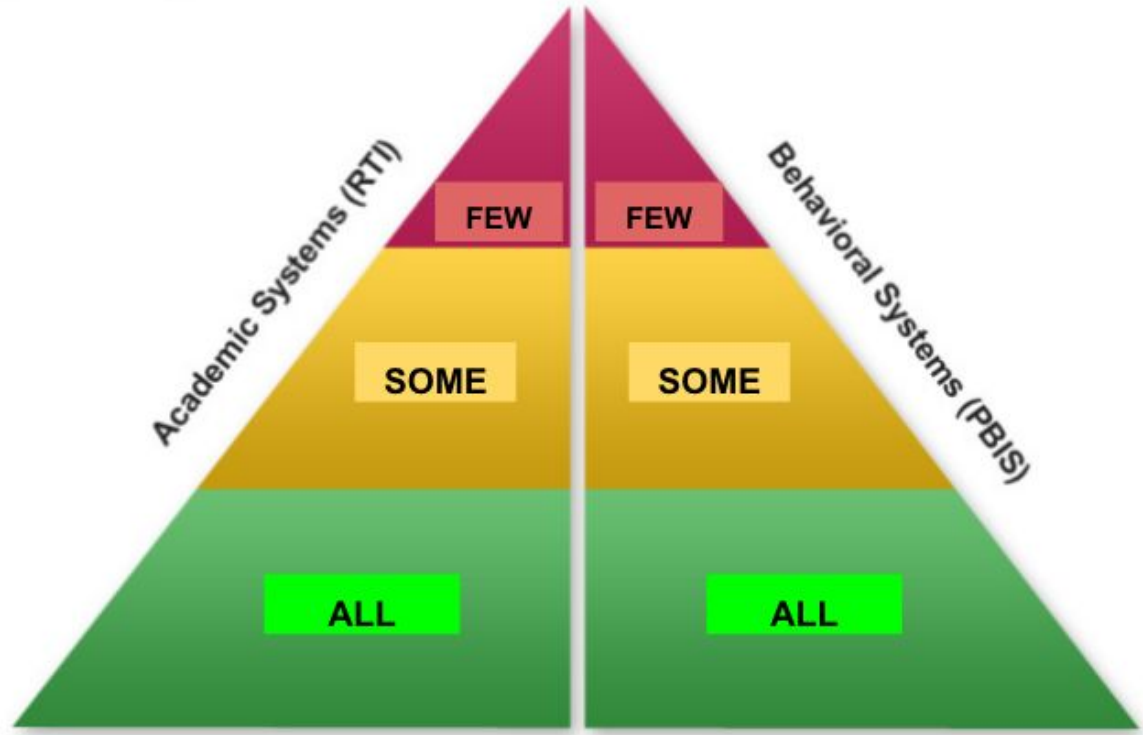
- Katie Novak



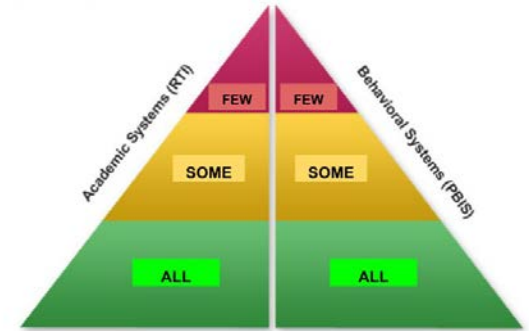


Highlighting the following Inclusionary Practice: MTSS and PBIS

MTSS SUPPORTS STUDENTS' ACADEMIC & BEHAVIORAL SUCCESS



MTSS and PBIS



Multi-tier System of Supports

Positive Behavior Interventions & Supports

Response To Instruction

- ❑ A systematic approach → proactively teaching school expectations and routines while also providing *all* students with the *necessary supports* to be successful academically, socially, emotionally and behaviorally
- ❑ A growth mindset approach... Embracing the YET, believing in the capacity of all individuals to grow and learn if given the right supports

Why is Kokanee doing this?

- ❑ Over the last few years, the Kokanee staff has calibrated our school-wide expectations and shared our resources/supports to try to address student needs. This approach was helpful for our growing school. It also helped us achieve some great success with students with diverse needs.
- ❑ For six years, schools in NSD have been offered the opportunity to receive additional training and resources through the Student Services and Special Education Department, offered by Clayton Cook and Lori Lynass. All NSD schools have received that training.



Why is Kokanee doing this?



- ❑ During 2014-2015 year, we identified as a MTSS school. We were already doing the major Tier 1 pieces of MTSS as a part of our best practices approach to supporting all Kokanee students.
- ❑ Our staff survey results about key MTSS beliefs were positively aligned with this approach.
- ❑ We utilized the trainings offered at the district level to get ideas, resources and support for some of the needs we still see at the building level and within the student population at Kokanee.

Beliefs



The mission of the school should be to teach both academic and social emotional skills that lead to success in life.

It is my professional duty to build positive relationships with ALL of my students, even with those students who challenge me.

Do you agree?



PBIS Staff Beliefs



BELIEFS ABOUT BEHAVIOR – 7th Edition

GREEN = **Good** because 80% or more of staff had beliefs in the desired direction (i.e., supportive)

YELLOW = **On the bubble** because 70%-79% of staff had beliefs in the desired direction (i.e., supportive)

RED = **Area of Concern** because 69% or less of staff had beliefs in the desired direction

96.4 0	0	3.6	19.	All students are entitled to positive interactions with me, regardless of whether they exhibit behavior problems that disrupt my teaching.
96.4 0	3.6	0	21.	Positive school climate plays an important role in motivating students to come to school and participate in learning.
92.9 0	0	7.1	27.	Fairness is not every student getting the same treatment. Instead fairness is everyone getting what they need to be successful in school.
100. 00	0	0	32.	The mission of a school should be to teach both academic and social-emotional skills that lead to success in life.
100. 00	0	0	35.	It is my professional duty to build positive relationships with ALL of my students, even with those students who challenge me.



Building vision based on belief

Survey Results: Belief Statements with a high percentage of positive agreement

- Consistency among staff in teaching behavioral expectations and responding to problem behaviors is key to an effective school.
- I can prevent most behavior problems by posting expectations, teaching those expectations and reinforcing students when they exhibit those expectations.
- How students behave in my class is primarily related to my classroom management strategies and the relationships I have with each student.
- Praise and positive recognition are more powerful tools to get students to behave well in school than reprimands.
- **All students** are capable of learning and succeeding regardless of ethnicity, poverty or disability status.
- **All students** are entitled to positive interaction with me, regardless of whether they exhibit behavior problems that disrupt my teaching.
- Positive school climate plays an important role in motivating students to come to school and participate in learning.
- Fairness is not every student getting the same treatment. Instead fairness is everyone getting what they need to be successful in school.
- The mission of a school should be to teach both academic and social emotional skills that lead to success in life.
- It is my professional duty to build positive relationships with **ALL my students**, even those students who challenge me.



How do want to show up for our students?



- **Growth Mindset**

- Intentionally Builds Relationships With The “Whole” Child
- Seeks Help And Support
- Shares Strengths With Others
- **All Kids Can Learn**
- High Expectations/Not Perfection
- **Collaboration**
- Family/Community Involvement
- Parents In Classroom (Open Door)
- Knowing Your Students
- Professional Development/Lifelong Learner
- Seeks New Ideas
- Self Reflection
- Children Learn In A Safe And Nurturing Environment
- Teachers Can Control The Atmosphere Of The Classroom
- **Recognizes Positive Behaviors**

- Flexible
- Solutions Oriented
- Focuses On Things They Can Change
- Uses Positive Reinforcement
- It Takes A Village
- Listens And Takes On New Ideas
- Optimistic
- Meets The Child Where They're At
- Values **All** Students
- Takes Responsibility For What They Can Change
- **All Children Are Innately Good**
- Be The Example/Set The Example
- Extensive Toolbox And Creativity To Reach **All** Learners
- All Behaviors Have A Purpose
- Firm But Kind
- Patient And Tenacious
- Kids Are Human Too
- **Mistakes Are Opportunities For Growth**



PBIS Tier 1 Goals at Kokanee



- ❑ Maintaining core school-wide expectations (Kodiak Code)
- ❑ Teaching behaviors for all areas of the school (Matrix)
- ❑ Celebrating and teaching character traits
- ❑ Team approach to implement systems and supports for students who need more
- ❑ Modeling and encouraging a growth mindset

Growth Mindset



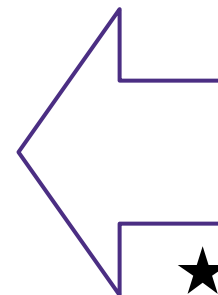
PRAISE



VS



A STUDY BY CAROL DWECK



- ★ Using resources to support and encourage a growth mindset for ourselves, our team and our students.
- ★ Being mindful of the approach we take and the language we use with students.



Growth Mindset

10 Growth Mindset Statements



What can I say to myself?

INSTEAD OF:

I'm not good at this.
I'm awesome at this.
I give up.
This is too hard.
I can't make this any better.
I just can't do Math.
I made a mistake.
She's so smart. I will never be that smart.
It's good enough.
Plan "A" didn't work.

TRY THINKING:

- 1 What am I missing?
- 2 I'm on the right track.
- 3 I'll use some of the strategies we've learned.
- 4 This may take some time and effort.
- 5 I can always improve so I'll keep trying.
- 6 I'm going to train my brain in Math.
- 7 Mistakes help me to learn better.
- 8 I'm going to figure out how she does it.
- 9 Is it really my best work?
- 10 Good thing the alphabet has 25 more letters!



School-wide Expectations



- We introduce these expectations school-wide from DAY ONE at our all school welcome assembly
- We review them in our classrooms, share with students what they look and sound like in all areas of the school via powerpoints and discussions.
- We revisit and reteach throughout the year.

Kokanee Elementary



SCHOOL EXPECTATIONS

Kodiak

CODE

show

RESPECT

make

GOOD CHOICES

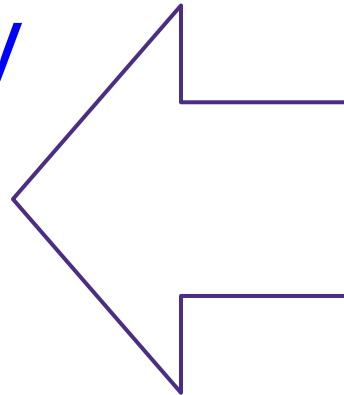
solve

problems



Paw PRAISE Character Traits

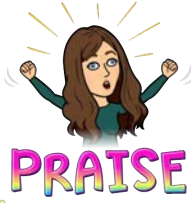
- ❑ Perseverance
- ❑ Respect
- ❑ Accountability
- ❑ Integrity
- ❑ Service
- ❑ Empathy



We look for ways to celebrate our students showing these traits on a regular basis.

- We focus on two traits per quarter and ALL traits during the fourth quarter.
- We celebrate our students as a whole school at the close of each quarter.
- The goal: Every child is recognized in an assembly by the end of the school year! :)





Paw PRAISE Character Traits




**PAW PRAISE
AWARD**

Name: _____

- Perseverance
- Respect
- Accountability
- Integrity
- Service
- Empathy

Teacher: _____

Staffing Issuing Award:



**PRINCIPAL'S
PAW PRAISE
AWARD**

Name: _____

- Perseverance
- Respect
- Accountability
- Integrity
- Service
- Empathy

Teacher: _____

From: _____

paw

Perseverance

Respect

Accountability

Integrity

Service

Empathy





Paw PRAISE Assemblies





Online Paw PRAISE Assemblies



Paw PRAISE

- Whole School Assemblies
- Inclusion
- American Sign Language
- ASB Spirit Days



Paw PRAISE

- Recess ?
- Office Staff ?
- Work Paw
PRAISE into
classroom
incentive plans

Personal Student Parades



Handbook Resource

- ❑ Reflects information and our school-wide programs
- ❑ Provided to youngest count of each family on first day of school last year. Available Online.
- ❑ Common information to support our work with families

KOKANEE ELEMENTARY



STUDENT ~ PARENT HANDBOOK

PBIS and Responses

- Does PBIS mean no negative consequences?
- What do we do for students not meeting expectations?
- If I have a student in need, what should I do next?
Where can I find resources and help?



PBIS and Consequences

- PBIS does *not* mean we won't have negative consequences for behaviors→ consequences are needed at times
- PBIS *does* mean that we will make sure our expectations are clear, modeled and practiced with all students before we move to consequences.
- PBIS *does* mean that we will try to identify what supports a student needs in order to be successful. We will seek TEACHING moments as a first response step. We will communicate as much as possible with home support as well.
- PBIS *does* mean we will make it clear to students that problematic behavior does not make them bad.



PBIS and Consequences

- Some tips and tricks teachers use:
 - Get proximity to student before redirection or discussion about behavior (avoid calling out across the room or using poor behavior choices as an example for others)
 - Consider whether the consequence matches the school-wide plan *and* whether it logically connects to the behavior
 - Avoid raised voices, taking possessions, removing student from the classroom and singling students out to miss whole class community events. These responses often have a much larger, unintended impact on students sense of self-worth and acceptance.
 - If a student has broken trust or damaged the relationship, they DO need to repair and rebuild... but should not be reminded of their previous behaviors if those situations have been resolved.



Online Behavior Matrix



2020-21 Kokanee Elementary Distance 3.0 Behavior Matrix

	Zoom	Independent Work	Movement Breaks	Assembly	Restroom
Show Respect	<p>Login 5 minutes before your scheduled Zoom time</p> <p>Keep microphone muted unless you are speaking and raise hand when you'd like to share</p> <p>Use chat only when instructed by teachers</p>	<p>Complete all parts of assignments</p> <p>Follow directions</p> <p>Submit assignments on time</p>	<p>Follow game or video rules</p> <p>Listen and complete instructions given</p> <p>Have a positive attitude</p>	<p>Log on shortly before the assembly begins</p> <p>Keep microphone muted unless you are speaking</p> <p>Use chat only as instructed by the assembly host</p>	<p>Use the restroom during independent work times</p> <p>If in a Zoom:</p> <p>Mute microphone when you leave to use the restroom</p> <p>Leave computer at your workspace</p>
Make Good Choices	<p>Use materials appropriately</p> <p>Be prepared and participate actively</p> <p>Keep questions and comments relevant to the lesson</p>	<p>Do your best work</p> <p>Make sure your work is completed by YOU</p> <p>Show integrity when completing work or assessments</p>	<p>Remain logged into zoom</p> <p>Participate in movement</p> <p>Stay muted and keep body in learning space</p>	<p>Only type questions into chat one time (please do not enter comments repeatedly)</p> <p>Actively listen to assembly host</p>	<p>Go</p> <p>Flush</p> <p>Wash hands</p> <p>Return to Zoom or independent work promptly</p>
Solve Problems	<p>Small -> Use STEP</p> <p>Big -> Ask for help</p>	<p>Small -> Use STEP</p> <p>Big -> Ask for help</p>	<p>Small -> Use STEP</p> <p>Big -> Ask for help</p>	<p>Small -> Use STEP</p> <p>Big -> Ask for help</p>	<p>Small -> Use STEP</p> <p>Big -> Ask for help</p>

	Technology	Social Zooms	Start of Work Sessions	End of Day	Home & Community
Show Respect	<p>Use device appropriately</p> <p>Follow teachers' directions</p>	<p>Use polite manners</p> <p>Appropriate conversations</p>	<p>Get to your workspace with all of your materials ready for the work session</p> <p>Login to Schoology</p> <p>Be ready to start your class Zoom meetings 5 minutes before they start</p>	<p>Say goodbye to teacher and classmates and log off your computer</p> <p>Safely put your technology away</p>	<p>Treat others as you would want to be treated</p> <p>Use polite manners</p> <p>Appropriate words and actions</p>
Make Good Choices	<p>Keep device away from food and liquids</p> <p>Use only approved websites/apps</p>	<p>Share talking time</p> <p>Be kind</p>	<p>Complete your morning activity while you wait for the Zoom meeting to start</p> <p>Keep your microphone muted</p>	<p>Complete any unfinished work for the day</p> <p>Spend time unplugged from technology</p>	<p>Follow directions</p> <p>Practice the PRAISE character traits</p> <p>Follow mask guidelines and social distancing guidelines</p>
Solve Problems	<p>Small -> Use STEP</p> <p>Big -> Ask for help</p>	<p>Small -> Use STEP</p> <p>Big -> Ask for help</p>	<p>Small -> Use STEP</p> <p>Big -> Ask for help</p>	<p>Small -> Use STEP</p> <p>Big -> Ask for help</p>	<p>Small -> Use STEP</p> <p>Big -> Ask for help</p>

Behavior Matrix

SOLVE PROBLEMS

Is the problem **small** or **BIG** ?

STEP

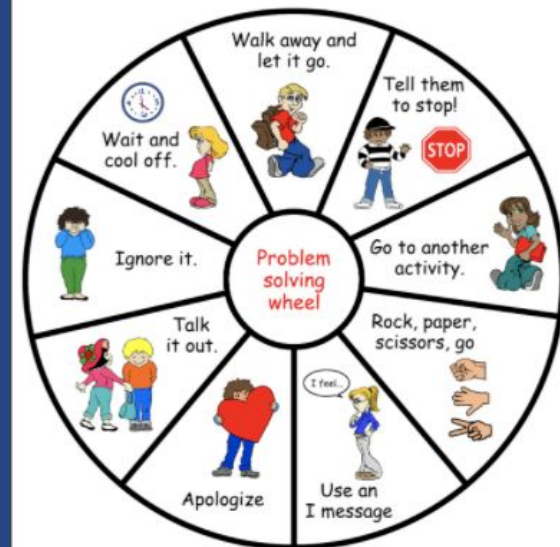
Say the Problem (without blame)

Think of Solutions (Safe and respectful)

Explore Consequences (What could happen if...)

Pick the Best Solution

What can I do?







Behavior Matrix

- PowerPoint used as a teaching tool for classes
- Signs made for hallways/classroom/common areas

walkways		expected	
Show Respect	<ul style="list-style-type: none">● Listen to directions● 0 or 1 voice level● Travel directly to your destination● Walk with quiet feet	unexpected	
Make Good Choices	<ul style="list-style-type: none">● Walk on the right● Hands to yourself● Be aware of others● Stay with your line		
Solve Problems	<ul style="list-style-type: none">● Small  STEP● Big  REPORT		

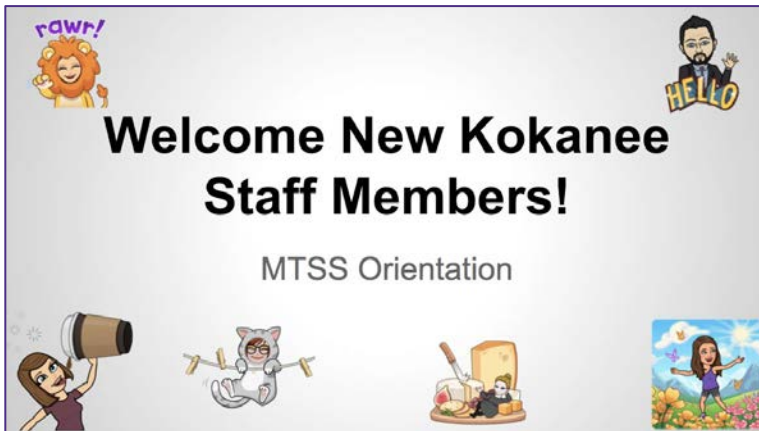
Online Behavior Matrix

- PowerPoint used as a teaching tool during zooms

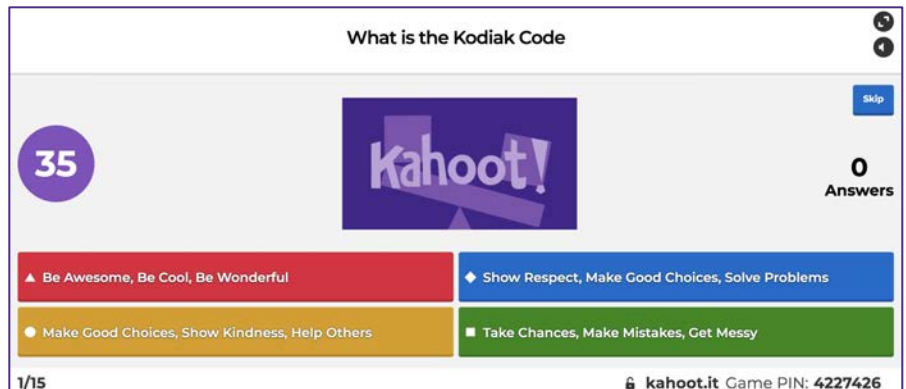
INDEPENDENT WORK		expected	unexpected	
<p>Show Respect</p> <ul style="list-style-type: none"> ● Complete all parts of assignments ● Follow directions ● Submit assignments on time 				
<p>Make Good Choices</p> <ul style="list-style-type: none"> ● Do your best work ● Make sure your work is completed by YOU ● Show integrity when completing work or assessments 				
<p>Solve Problems</p> <ul style="list-style-type: none"> ● Small  Use STEP ● Big  Ask for help 				

Behavior Matrix

- New Teacher Orientation



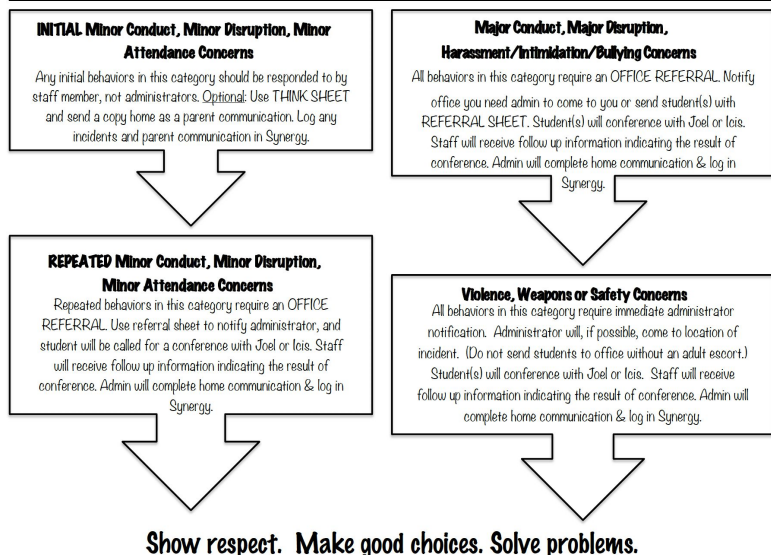
- Engaging ways to support students in learning and remembering expectations



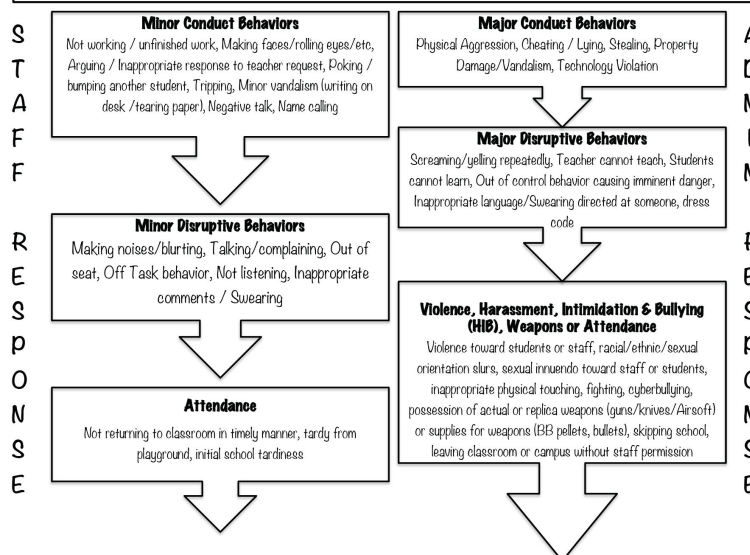
What happens when kids aren't meeting expectations?

- ❑ PBIS Map to help decide what is a staff level issue and what should involve administrators

Kokanee Elementary School MTSS Response



Kokanee Elementary School MTSS Plan -Staff Member Observes a Problematic Behavior-



Kokanee Elementary School MTSS Response

INITIAL Minor Conduct, Minor Disruption, Minor Attendance Concerns

Any initial behaviors in this category should be responded to by staff member, not administrators. Optional: Use THINK SHEET and send a copy home as a parent communication. Log any incidents and parent communication in Synergy.

Major Conduct, Major Disruption, Harassment/Intimidation/Bullying Concerns

All behaviors in this category require an OFFICE REFERRAL. Notify office you need admin to come to you or send student(s) with REFERRAL SHEET. Student(s) will conference with Joel or Lois. Staff will receive follow up information indicating the result of conference. Admin will complete home communication & log in Synergy.

REPEATED Minor Conduct, Minor Disruption, Minor Attendance Concerns

Repeated behaviors in this category require an OFFICE REFERRAL. Use referral sheet to notify administrator, and student will be called for a conference with Joel or Lois. Staff will receive follow up information indicating the result of conference. Admin will complete home communication & log in Synergy.

Violence, Weapons or Safety Concerns

All behaviors in this category require immediate administrator notification. Administrator will, if possible, come to location of incident. (Do not send students to office without an adult escort.) Student(s) will conference with Joel or Lois. Staff will receive follow up information indicating the result of conference. Admin will complete home communication & log in Synergy.

Show respect. Make good choices. Solve problems.

Kokanee Elementary School MTSS Plan

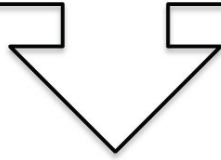
-Staff Member Observes a Problematic Behavior-

S
T
A
F
F

R
E
S
P
O
N
S
E

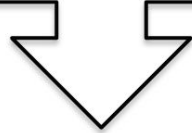
Minor Conduct Behaviors

Not working / unfinished work, Making faces/rolling eyes/etc, Arguing / Inappropriate response to teacher request, Poking / bumping another student, Tripping, Minor vandalism (writing on desk /tearing paper), Negative talk, Name calling



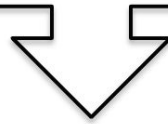
Minor Disruptive Behaviors

Making noises/blurting, Talking/complaining, Out of seat, Off Task behavior, Not listening, Inappropriate comments / Swearing



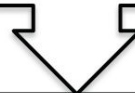
Attendance

Not returning to classroom in timely manner, tardy from playground, initial school tardiness



Major Conduct Behaviors

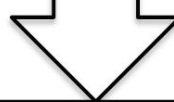
Physical Aggression, Cheating / Lying, Stealing, Property Damage/Vandalism, Technology Violation



Major Disruptive Behaviors

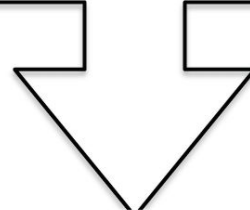
Screaming/yelling repeatedly, Teacher cannot teach, Students cannot learn, Out of control behavior causing imminent danger, Inappropriate language/Swearing directed at someone, dress

code



Violence, Harassment, Intimidation & Bullying (HIB), Weapons or Attendance

Violence toward students or staff, racial/ethnic/sexual orientation slurs, sexual innuendo toward staff or students, inappropriate physical touching, fighting, cyberbullying, possession of actual or replica weapons (guns/knives/Airsoft) or supplies for weapons (BB pellets, bullets), skipping school, leaving classroom or campus without staff permission



A
D
M
I
N

R
E
S
P
O
N
S
E

What happens when kids aren't meeting expectations?

- ❑ When we know students need administrative involvement, there are two main categories of need:
 - ❑ Immediate support needed→ Call for help to come to you right away!
 - ❑ Timely support and follow-up needed→ Complete a referral form to provide administrators with the key details and to help us track incidents.



Immediate Support: Safety Issue/Inability to maintain instruction or supervision due to behaviors occurring

- ❑ Call the emergency office number
 - ❑ Lean in to ask a neighbor to call for help
 - ❑ Send a student or staff to get help from the office
 - ❑ Use the all call code and call for admin (provide your room number or location)
- ★ If you think you need help immediately, you likely do! If you are calling for help, we will assume it is an immediate need. That will include us leaving a meeting or observation to provide support if necessary.



Supporting Students & Staff

Supportive Culture

“You are professionals. If you think you need help, you do.”

- Kokanee Administrators

- ❑ Immediate support → Help comes to you!
 - ❑ Call emergency office number
 - ❑ Neighbor teacher
 - ❑ Send a student or staff to get help
 - ❑ Use all call code and call for admin
 - ❑ Cell phone numbers freely shared

- ❑ Timely support and follow-up → Referral form completed



Timely Support: Issues that need administrative response within a couple of days

- ❑ Complete an office referral form and place it in the box that is in between Joel and Icis' offices marked Discipline Referral Forms.
- ❑ Administrator will receive it, respond to it (may gather more information from you if necessary). We will then send you an email follow up.



Request for Office Behavioral Assistance

Request for Office Behavioral Assistance

Date of Incident: ___/___/___

Referred by (Please Print): _____

Student Name:		Incident Location:	
Time of Day (Ex. 10:30am):		Teacher Name:	
Problem Behavior:			
<input type="checkbox"/> Defiance/Insubordination/Non-Compliance	<input type="checkbox"/> Fighting	<input type="checkbox"/> Forgery/Theft/Plagiarism	<input type="checkbox"/> Property Damage/Vandalism
<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Lying / Cheating	<input type="checkbox"/> Use/Possession of Weapons	<input type="checkbox"/> Other
<input type="checkbox"/> Disruption			
<input type="checkbox"/> Disrespect			
<input type="checkbox"/> Inappropriate Language/Profanity			
<input type="checkbox"/> Bullying			
Probable Motivation:		What type of support is needed at this time?	
<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Avoid Tasks/Activities	<input type="checkbox"/> Debrief (Think Sheet etc.)	<input type="checkbox"/> HIB Investigation
<input type="checkbox"/> Avoid Peers	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Cool Down	<input type="checkbox"/> Consider school discipline
<input type="checkbox"/> Obtain Items/Activities	<input type="checkbox"/> Unknown Motivation	<input type="checkbox"/> Consider Parent Notification	<input type="checkbox"/> Other
<input type="checkbox"/> Other Motivation:		<input type="checkbox"/> Time for Restoration	<input type="checkbox"/> Document Only
Description of Incident:			

Goal:

- ❖ Form that is easy to use, provides clear information and gives you the information about what occurred in response
- ❖ Have a confidential form that will allow you provide details without concern for confidentiality issues
- ❖ Support a response that truly meets the needs in the given situation





Kokanee Kodiaks

SHOW RESPECT, MAKE GOOD CHOICES AND SOLVE PROBLEMS



Restorative Justice



What expectation was not followed?



What harm was caused?



How will you repair the harm that was caused?



Next time, I will...





After a Request for Office Behavioral Assistance is completed...

- ★ You will receive an email follow up. If you are not the homeroom teacher, the homeroom teacher will ALSO receive a copy for their information.
- ★ We will work together to ensure the family has all of the information needed to follow up with the student when they arrive home.
- ★ If your request for response included support for you to solve this with the student, administrators or MTSS team members will support that occurring in a timely way.



Kodiak Code in Tier II and Tier III

- Check-In/Check-Out System
- Training Materials for Staff to increase fidelity & implementation

Name: _____ Goal: _____ Points Goal: _____
 Date: _____ Total Points Earned: _____

SCHEDULE														
GOAL	M													
Show Respect	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Make Good Choices	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Solve Problems	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bonus Points!														
SCORING KEY														
2 = 2 or fewer reminders					1 = 3 or 4 reminders					0 = 5 + or needed extra adult support				

- Classroom Incentive Systems



Mentor Program



What is our mentor program?

- **Pairing Students who need a little extra support (academically or socially) with a staff member role model.**

How do we use it?

- **Staff members identify students who could benefit from having a mentor.**
- **Staff members volunteer to mentor students.**
- **One staff member manages the program to ensure all students have a mentor and to reach out to staff if more mentors are needed.**
- **Sometimes a student may be supported by more than one mentor.**
- **Mentors and mentees individualize their relationship based on what the student needs.**
 - **daily check-in/out; incentive charts**
 - **supporting academics**
 - **spending time together drawing, playing games, or just talking**



Mentor Program



Why do we use it as an inclusionary practice?

- **Fostering strong student relationships.**
- **Individualized academic and social supports.**
- **Creating space for all students and meeting all students where they are.**

Student Stories

Adapting for Remote

Utilizing the entire school community

ALL means ALL!

- We Are One Team
- Common Language
- Generalization of Skills
 - *Meet our office staff! - Video* (2:26)



Inclusive Recess Practices

- Consistent Expectations
- Relationship Building
- Collaboration & Communication
- Check -in & Check-out
- Recess Jobs
- Teaching Problem Solving Strategies
- Staff Valued & Respected



Meet our recess team! - Video (4:30)



What we learned along the way

Walk-through (TFI) data and changes to Tier 1 system

Tracking behaviors w/ SWISS. MTSS team tracked behaviors. MTSS came up with flow chart for minor versus major and teacher/admin response. Goal=time in class. Curriculum night=restorative justice practices, behavioral expectations

Referral form: what happened before, during, after. Important for communication teachers to admin

-consistent culture around behavior, tool for communication rather than discipline

Organizational systems to support the practice



- *Consistent, Clear Expectations with Staff and Student buy-in*
 - Kodiak Code (staff, students and families)
 - Onboarding new staff with expectations and MTSS practices
- *Consistent Review of Expectations*
 - Kodiak Code sign language
 - Expectations Slideshow and Matrix (adjusted for Distance Learning)
 - Signs and visuals through the school
- *Recognition and Acknowledgment*
 - Paw PRAISE tickets and Weekly Paw PRAISE Drawings/Assemblies
 - Quarterly Awards and Assemblies
- *Tracking Systems*
 - Tracking Paw PRAISE tickets and Prizes and Quarterly Awards
 - Office Referrals
- *Systems of follow-up and support (tailored to student needs)*
 - Guidance Team
 - Mentor Program
 - A system of flexible supports and restorative justice focused on relationships



Overcoming Barriers to Implementation

What barriers do you feel we should include here?





Findings/Data - TFI #1

TFI #2

Staff Responses—14 Staff Interviewed

Can you name the school-wide expectations (Show Respect, Make Good Choices, Solve Problems)	Have you taught the expectations?	Have you acknowledged students for meeting the expectations?	What types of problem behavior are referred to the office rather than handled in the setting the incident occurred?
50% of staff interviewed could name all three expectations (7 of 14) 29% of staff could name two expectations (4 of 14). 21% of staff could not name any expectations (3 of 14)	100% of staff reported teaching expectations (14 of 14)	100% of staff state they have acknowledged students through the use of Paw Praise tickets/awards in the last month (14 of 14)	Staff members stated the following: Ongoing defiance or disrespect, unsafe or violent behavior, and bullying or harassment would be office managed.

Student Responses—17 Students Interviewed

Can you name the expectations?	Have you been acknowledged for meeting the expectations?	Do you feel safe at this school?	Do you like being at this school?
12% of students could name all three expectations (2 of 17), 29% of students could name two expectations (5 of 17), 24% could name one expectation (4 of 17), 35% could not name any expectations (6 of 17).	82% of students state they have been acknowledged via Paw Praise tickets/awards in the last month (14 of 17).	100% of students reported feeling safe at Kokanee (17 of 17).	100% of students reported they like being at this school (17 of 17).

Table 3 below shows the results of Dr. Maggie Schulze’s onsite observation at Kokanee Elementary School, which included interviews of randomly chosen staff and students.

Staff Responses—10 Staff Interviewed

Can you name the School Wide Expectations (The Kodiak Code)?	Have you taught the expectations?	Have you acknowledged students for meeting the expectations?	What types of problem behavior are referred to the office?
100% of staff surveyed could name all three expectations (Show Respect, Make Good Choices, Solve Problems).	100% of staff reported teaching the expectations this year.	100% of staff reported acknowledging student behavior with a Paw Praise Ticket.	<ul style="list-style-type: none"> - Physical aggression - Stealing - Bullying - Extreme disruption

Student Responses—15 Students Interviewed

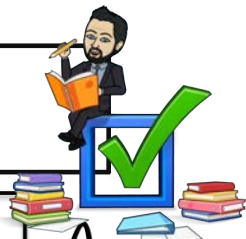
Can you name the expectations?	Have you been acknowledged for meeting the expectations?	Do you feel safe at this school?	Do you like being at this school?
100% of students interviewed could name all three expectations (Show Respect, Make Good Choices, Solve Problems).	100% of students reported receiving Paw Praise Tickets.	100% of students reported feeling safe at Kokanee Elementary School.	100% of students reported that they liked being students at Kokanee Elementary School.

Table 3: Kokanee Elementary School TFI Walkthrough Results



Kokanee Elementary School MTSS Plan

-Staff Member Observes a Problematic Behavior-



S
T
A
F
F

R
E
S
P
O
N
S
E

A
D
M
I
N

R
E
S
P
O
N
S
E

Minor Conduct Behaviors

Not working / unfinished work, Making faces/rolling eyes/etc, Arguing / Inappropriate response to teacher request, Poking / bumping another student, Tripping, Minor vandalism (writing on desk /tearing paper), Negative talk, Name calling

Major Conduct Behaviors

Physical Aggression, Cheating / Lying, Stealing, Property Damage/Vandalism, Technology Violation

Major Disruptive Behaviors

Screaming/yelling repeatedly, Teacher cannot teach, Students cannot learn, Out of control behavior causing imminent danger, Inappropriate language/Swearing directed at someone, dress code

Minor Disruptive Behaviors

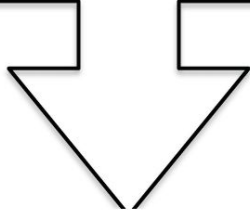
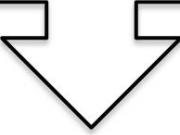
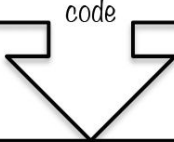
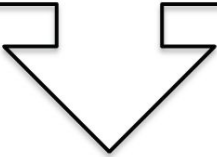
Making noises/blurting, Talking/complaining, Out of seat, Off Task behavior, Not listening, Inappropriate comments / Swearing

Violence, Harassment, Intimidation & Bullying (HIB), Weapons or Attendance

Violence toward students or staff, racial/ethnic/sexual orientation slurs, sexual innuendo toward staff or students, inappropriate physical touching, fighting, cyberbullying, possession of actual or replica weapons (guns/knives/Airsoft) or supplies for weapons (BB pellets, bullets), skipping school, leaving classroom or campus without staff permission

Attendance

Not returning to classroom in timely manner, tardy from playground, initial school tardiness





Tier 1: Positive Social Skills and Resiliency Data

★ PAW Praise Recognition

- 100% of our student body will be recognized through Paw Praise drawings by the end of school year.
- Winter Quarter Example:
 - K: 100% - 136/136
 - 1st: 100% - 137/137
 - 2nd: 99% - 124/125
 - 3rd: 98% - 132/135
 - 4th: 100% - 119/119
 - 5th: 83% - 111/133

★ Reflections/Adjustments

- Teachers began to keep one copy of PAW praise tickets to help with ensuring students could turn in a copy on time for recognition
- Teachers receive highlighted lists quarterly to show which students still need a recognition opportunity and then target positive praise





Tier 2: Strategic Supports for Specific Students

★ Office Referral Data - SWIS

- 93% of students have 0-1 referrals, 638 with 0 and 93 with 1 referral
- 51 out of 787 students have had 2 or more office referrals this school year (6.5% of the school population)

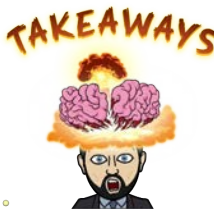
★ Mentoring Program

- 44 students out of 787 students are supported in staff led mentoring program, including all students who have 3 or more referrals (5.6% of the school population have a positive adult mentor)

★ Reflections/Adjustments

- MTSS team has created a mentoring program training module to roll out in 20-21 help increase the number of staff members mentoring students and to provide mentoring support.
- The 20-21 specialist schedule was created to provide all specialist staff time to provide a daily morning check-ins and afternoon check-outs with students identified through our Tier 2 IM4 (Intervention Matching, Mapping, Monitoring, and Meeting) system matched for CICO.
- MTSS Team working with staff to match Tier 2 students with appropriate interventions through the IM4 system.



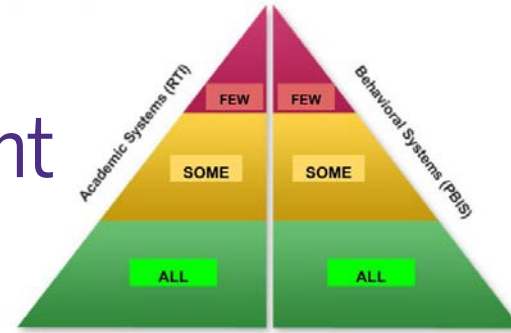


Takeaways

- *Having common language is really powerful - Important to have consistent language between school and home*
- *Aligning expectations in key*
- *Staff can support students without always having to involve administration - ownership, steps of when to involve administration and when not to*
- *When kids are telling you they feel safe and recognized, you are doing something right!*



Continuous Path to Improvement



PBIS return to school

- Greeting students at the door with new safety protocol
- 16 proactive management strategies with social distancing
- Establish, Repairing, maintaining, relationships
- Fidelity of implementation of Tier I, Tier II and Tier III Supports
- More closely teaming with RTI and PBIS team

Resources/Artifacts

PBIS Documents

- [Staff Beliefs Survey](#)
- [Kodiak Code](#)
 - i. [Kodiak Code Video](#)
- Behavior Matrix
 - i. [In-Building Behavior Matrix PowerPoint Teaching Slides](#)
 - ii. [Online Learning Behavior Matrix PowerPoint Teaching Slides](#)
- Expectations Slides
 - i. [In-Building Slides](#)
 - ii. [Remote Learning Slides](#)
- [Paw P.R.A.I.S.E.](#)
 - i. [Paw P.R.A.I.S.E. Award](#)
- [New Teacher MTSS Orientation Slides](#)
- [TFI Report 2019](#)
- [Check-In/Check-Out Staff Training PowerPoint](#)
- [Handbook](#)



BEGIN UW WRAP UP



Questions: *Please share your answers in the CHAT box.*

- 1. What are the systems, culture, and/or leadership practices you heard about today that support inclusive schools?**
- 2. From what you learned today, what are some initial steps you can take and apply in your building?**



Kokanee Elementary School



Joel Fagundus
Principal



Icls Tirado
Vice Principal



Sally Bryan
4/5th Sensory
Teacher



Tiffany Chiang
3rd Grade
Teacher



Jessica Cottrill
Learning Center
Special Ed Teacher



Brittany Doyle
2nd Grade Teacher



Caitlin Fellows
5th Grade
Teacher



Ashley Hales
Learning Center
Special Ed Teacher



Colleen McIntosh
4th Grade
Teacher



Jeanne Lynn
Music Specialist



Lorle Kleve
K/1 Sensory Teacher



Erin Wilen
Kindergarten
Teacher

To learn more about the Demonstration Sites Project

> **Please visit:**

ippdemosites.org

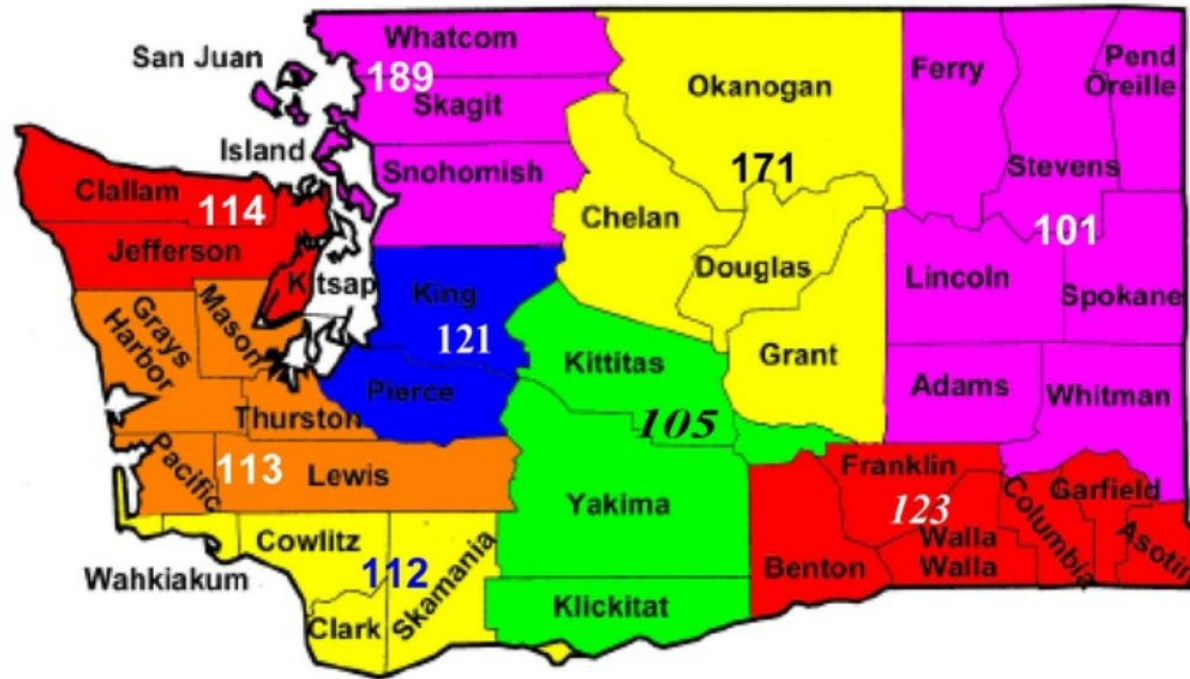
<https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project>

> **Or email, uwdemosites@uw.edu**



W Where are you joining us from today?

EDUCATIONAL SERVICE DISTRICT REGIONS



Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app



Evaluation and Clock Hours

Google Form

https://docs.google.com/forms/d/e/1FAIpQLSfhsiGmE2PmeAxcXbq1YMkx_9JPLYXSmBiFxEth-10f7vT_A/viewform

A link to this evaluation form has been emailed to all participants.

Clock Hour Forms have been emailed to all participants.



Thanks to our partners



OSPI

