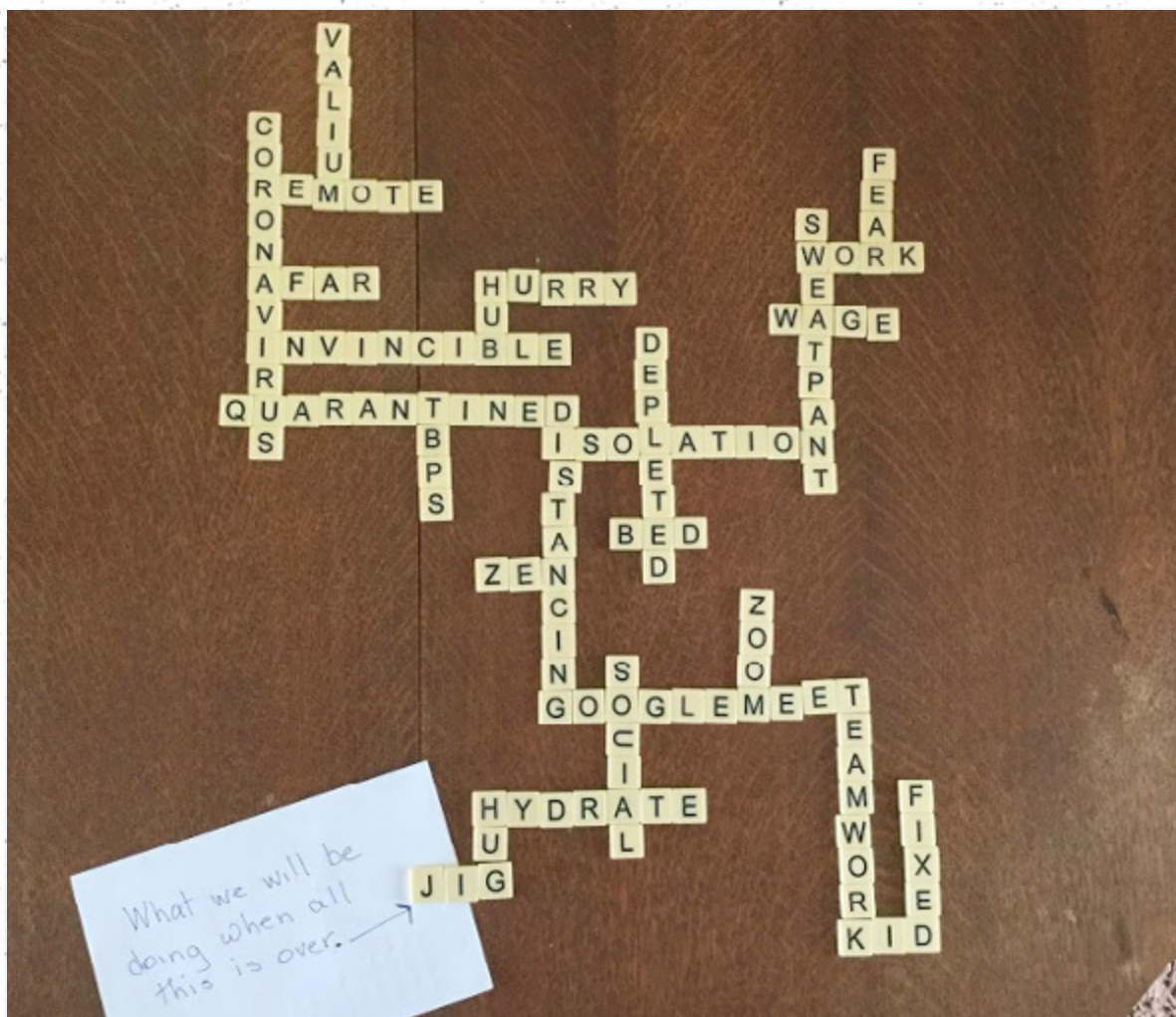




VERMONT PBIS



SPRING REPORT 2020

CONTEXT

The VTPBIS State Team reports regularly on its progress in the areas of input, fidelity, impact, and sustainability. The Team currently supports 158 schools in 48 Supervisory Unions/Districts to implement PBIS with the goal of achieving social, emotional, behavioral, and academic success for all students.

Big changes in Vermont Education! Due to COVID-19, on March 15th (and extended on March 26, 2020), the Governor directed and informed all Vermonters that public schools would transition to an online learning environment for the remainder of the 2019-2020 academic year as part of the state's comprehensive "Stay Home, Stay Safe" efforts.

Within 3 weeks, all Vermont educators and school personnel had to swiftly pivot from their in-person teaching methods to online, remote instruction. This transition required schools to coordinate their response and communication across multiple systems levels (school, SU/SD, etc.) and spheres of support (instruction, special education, early education, technology/internet access, food & nutrition). It also required schools to rely on parents and guardians in a new capacity, as teachers are now sharing their role as educators with their students' parents and caregivers.

PBIS has provided a great template for establishing positive connections with students and families at home during this transition. Now, more than ever, schools are engaging families to establish learning agreements at home, create behavior expectations that are in sync with school, and to plan reinforcing activities for after learning time occurs. The VTPBIS State Team provides real-time resources and support to help educators promote these effective social/emotional/behavioral strategies at home.

INPUT

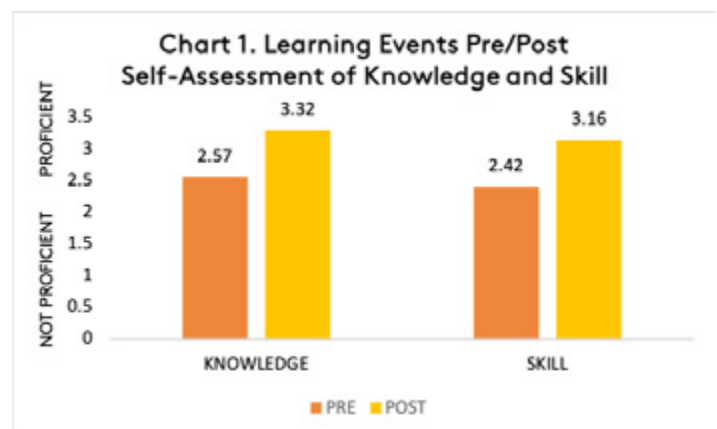
The VTPBIS State Team is charged with developing and delivering a variety of high-quality professional learning opportunities in PBIS systems, data, and practices. These events consistently yield very high rates of participant satisfaction. From August 2019 through March 2020, 685 people attended 21 learning events with an average participant satisfaction rate of 98.42% highly satisfied or satisfied.

"This training provided multiple interesting topics that are relevant to PBIS implementation. I appreciate the opportunity to network and discuss different topics with colleagues from different schools."

- Participant, January VTPBIS Coordinators Meeting

"I love the practical ideas and discussion and really look forward to examining the resources and revisiting the (recorded) webinar."

- Participant, Understanding Trauma Within a PBIS Framework (webinar)



All training participants complete pre/post surveys on knowledge and proficiency gained as a result of attending each VTPBIS training. Overall, participants reported an increase in both areas, as seen in Chart 1.

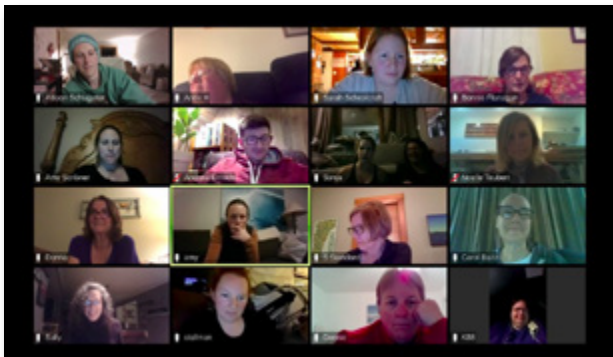
The Vermont PBIS website is a great vehicle for communicating current and announcements and events. It also houses a VTPBIS directory of schools, training resources, evaluation tools, and VTPBIS supports available to schools. Between January and April of 2020 there were:

**3,362
USERS**

**3,083
NEW
USERS**

**11,102
PAGE
VIEWS**

Since COVID-19 related school closures in March, the VTPBIS State Team has posted online 20 [professional development resources for Vermont educators to access during COVID-19 school closures](#). The team has also developed three new virtual offerings and has plans to move two existing trainings online, including the 4-day BEST/VTmtss Summer Institute in June. Additionally, specific [resources to support PBIS at home](#) have been posted on the Vermont PBIS website. Both sets of resources are updated regularly.



Classroom Behavior Practice Coaching

Cohort Four of the Classroom Behavior Practice Coaching project with Dr. Brandi Simonsen from UConn is progressing. The goal is to develop the capacity to build and sustain evidence-based classroom management supports for teachers to increase positive behavior in the classroom. So far this year, the 23 selected participants representing 13 schools have attended four webinars and one full-day, in person training. They will also participate in another full-day, in-person training in October to gain knowledge and skills in the systems needed to roll out this work next school year.

FIDELITY

Due to the extraordinary challenges that schools were asked to overcome as a result of COVID-19, the timeframe for providing data related to PBIS implementation was extended through June 30, 2020. Therefore, the following data points are a snapshot of the current point in time and may differ from the final statistics that will be included in the Annual Report.

All VTPBIS schools are asked to complete the Tiered Fidelity Inventory (TFI) at each level of implementation. Additionally, all VTPBIS schools ask their entire staff to complete the Self-Assessment Survey (SAS) to learn about staff perceptions around what PBIS features are in place and which areas are needed for improvement. The results of the TFI and SAS are used by school leadership teams to develop an annual action plan for PBIS sustainability. Aggregated results will also help guide the professional development offerings of the VTPBIS State Team.

So far this year 46% (72) of VTPBIS schools completed the TFI. Average scores on each of the Tier I subscales and the overall average score were comparable across the 2018-2019 and 2019-2020 school year.

Schools have also begun completing the Self-Assessment Survey (SAS), which measures staff perceptions of the implementation status and improvement priority for schoolwide, classroom, non-classroom, and individual student systems. The SAS was completed by 63% (99) of VTPBIS schools so far this year.

A score of 70% or better on the TFI indicates fidelity of implementation at the Universal Level.

Based on the current point in time data, 78% of schools are implementing with fidelity (as reported on their TFI).

IMPACT

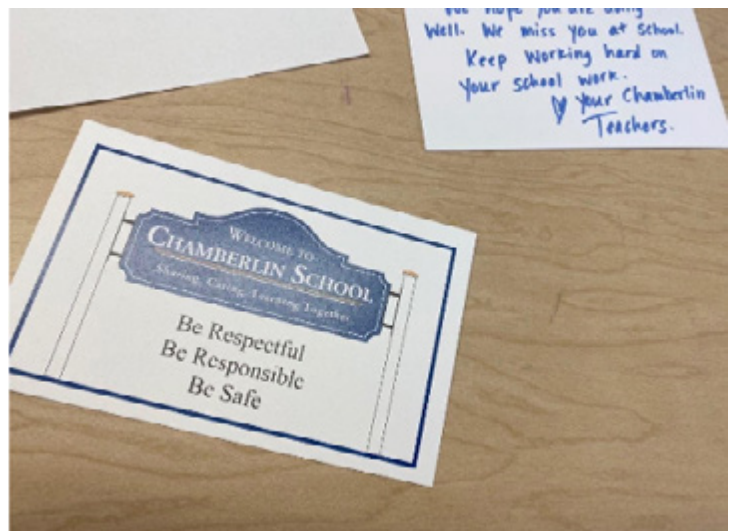
One way to determine statewide impact of PBIS is to identify schools that implement PBIS with fidelity over time and have fewer office discipline referrals and improved academic achievement. Given the impact of COVID-19 on our communities, the Vermont PBIS team is reexamining how we will assess the impact of PBIS during this time. More information will be shared with schools in the near future. VTPBIS schools that demonstrate positive results and/or share positive experiences in adapting to the current circumstances will receive annual VTPBIS Exemplar awards; these awards will be presented in the Fall of 2020. Results will be included in the VTPBIS Annual Report.

COVID-19 has had a significant impact on educators, students, and families. All schools should be celebrated for doing the best they can to meaningfully connect with students, staff, and families to support all. Here are some great examples from [Thatcher Brook School](#) and [Chamberlin Elementary](#):

TBPS Comfort Ship

Welcome Students and Families!

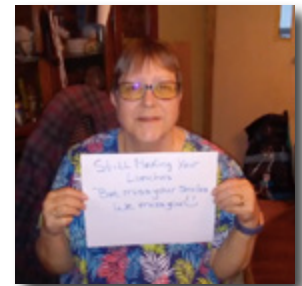
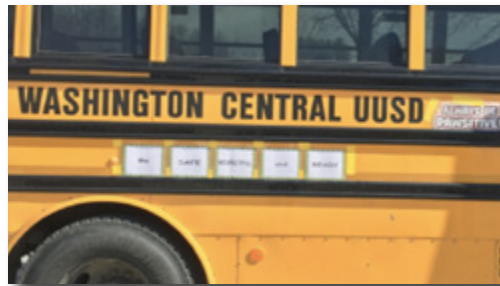
We want to provide some resources on social emotional learning. This is a great place for parents and students to find videos, activities, games and links to provide comfort.



SUSTAINABILITY

Action steps of the VTPBIS State Team are informed by statewide fidelity data, student outcome data, and through input from Vermont's PBIS School and SU/SD Coordinators. The following chart details the current status of the VTPBIS Action Steps for Sustainability identified in the VTPBIS Annual Report:

SY20 Goals	Status as of January, 2020
Help build and support SU/SD-level capacity to manage PBIS by aligning the state-level initiatives and expectations	<ul style="list-style-type: none"> • State-Level Executive Team Formed • VTPBIS State Team continues to collaborate with VTmtss Team on how VTPBIS fits within VTmtss • VTPBIS SU/SD and School Coordinators Monthly Friendly Reminders emphasize role of SU/SD in PBIS
Build connections between PBIS implementation fidelity and student outcomes	<ul style="list-style-type: none"> • VTPBIS Coaching now follows VTPBIS training to support fidelity of implementation and connection to student outcomes • Data Days training provided to support SU/SD and school leadership team data-based decision-making
Improve student and family voice in PBIS	<ul style="list-style-type: none"> • Professional development on family engagement and student voice provided at all VTPBIS events • Provided resources for schools to engage families in PBIS at home during extended school closures



For more information, please visit: <http://www.pbisvermont.org>

Stay Connected:



@VTPBIS



PBISVermont