

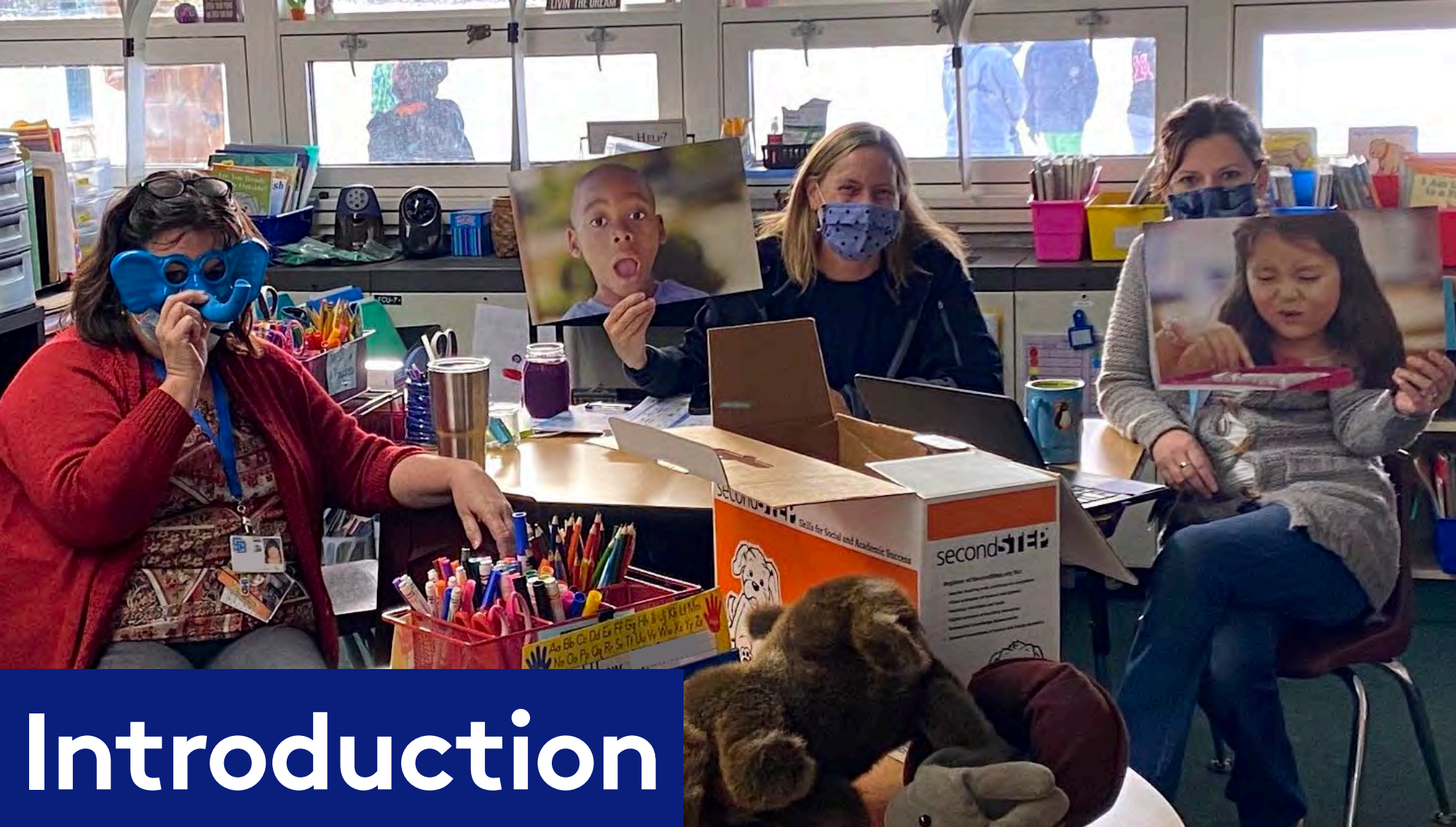


Quarterly Report

Winter 2022

This report focuses on the social, emotional, and behavioral learning encompassed within Positive Behavioral Interventions and Supports (PBIS) across schools in Vermont.





Introduction

In January 2022, the VTPBIS team bid a fond farewell to its co-director, Sherry Schoenberg, who had been with the team for more than 20 years.

During her tenure, Sherry oversaw the growth of VTPBIS from three schools in 2007 to a total of 168 schools in 2021. Sherry's leadership left a lasting impact on the VTPBIS team and Vermont schools.

With her retirement, the team welcomed a new co-director, Cassandra Townshend. Cassandra has more than 20 years in education and has led district-wide programs that support students with significant social, emotional, and behavioral needs.

Previously, Cassandra worked for the BEST Project/VTPBIS as training and development coordinator and is excited to be back with the BEST Project/VTPBIS as co-director with Amy Wheeler-Sutton.



Sherry
Schoenberg



Cassandra
Townshend



Amy
Wheeler-Sutton

The VTPBIS State Team reports quarterly on its progress in the areas of reach, process, capacity, fidelity, and outcomes of PBIS in Vermont schools. This report covers August 1-December 31, 2021.



Process

In this report, we include the following quantitative & qualitative data as part of the quarterly evaluation of implementation efforts.

To measure the **reach** of PBIS in Vermont:

We report on:

- Number of schools/districts implementing or exploring PBIS
- Number of students in PBIS schools

To evaluate our **process** of implementing PBIS in Vermont:

We report on:

- Number of trainings offered by the VTPBIS team
- Number of training participants
- Training satisfaction rates
- Qualitative feedback provided from our training attendees
- New resources created or curated by the VTPBIS team

To evaluate our **capacity** for implementing PBIS:

We report on:

- Number of VTPBIS Technical Assistants (TAs), coaches, and trainers
- Number of schools that have connected with a coach
- TA contact hours
- Special projects and grants that intersect with PBIS framework

To evaluate the **fidelity** to the PBIS implementation process:

We report on:

- Measures that schools are required to complete annually, which are:
 - Tiered Fidelity Inventory (TFI)
 - Self-Assessment Survey (SAS)

To evaluate the **outcomes** of PBIS implementation in Vermont:

We report on:

- Equity using the Culturally Responsive Tiered Fidelity Inventory (CR — TFI) and School-wide Information System (SWIS) reports
- Challenges and strengths related to assessing outcomes and state-wide acknowledgements within the current context.



Results

As we enter the third year of the pandemic, the VTPBIS Team continues to meet schools where they are. We provided professional development relevant to these difficult times and shared updated resources to support the social, emotional, and behavioral well-being of students, staff, and families.

VTPBIS Technical Assistance providers and coaches have also been actively helping meet the needs identified by VTPBIS schools.

After conducting a survey on the current social/emotional/behavioral challenges and successes in schools, the Team recently developed a resource called [Supporting Educators During Stressful Times: Immediate and Long-Term Considerations for Systems Changes and Individual Wellbeing.](#)

Since the launch of the webpage in mid-December 2021, more than 300 people have accessed it.

These results reflect five categories of evaluation: Reach, Process, Capacity, Fidelity, and Outcomes.



Outreach

The VTPBIS Team currently supports 58% of Vermont schools (168) in 94% of Supervisory Unions/Districts (SU/SDs) (48) to implement PBIS with the goal of achieving social, emotional, behavioral, and academic success for all 42,100 students attending these schools.

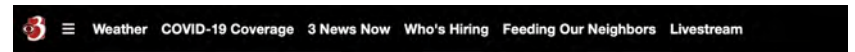
This fall, three new schools rolled out PBIS at the universal level, and 14 schools are interested in attending our core PBIS trainings this spring or summer. Many have expressed a desire to shore up current practices.

VTPBIS in the News

The VTPBIS Team supported two news segments featuring PBIS on WCAX News Channel 3 this winter.

The first segment focused on the universal level and included interviews with students from Gertrude Chamberlin School in South Burlington.

The second segment dove into targeted and intensive level supports and strategies for responding to challenging classroom behaviors, featuring Gertrude Chamberlin School.



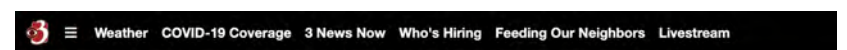
Preventing classroom conflicts: Positive behavioral interventions and supports



By Christina Guessford

Published: Dec. 16, 2021 at 6:12 PM GMT-5

WCAX Channel 3 news report on universal level PBIS implementation.



Preventing classroom conflicts: Helping students who need additional behavioral support



By Christina Guessford

Published: Dec. 17, 2021 at 6:14 PM GMT-5

WCAX Channel 3 news report on targeted and intensive level supports in PBIS implementation

Reach



168
Vermont
schools



42,100
total
students



3 new
schools




Professional Learning

The VTPBIS State Team is charged with developing and delivering high-quality professional learning opportunities in PBIS systems, data, and practices. All participants are asked to complete a post-learning evaluation to measure their satisfaction.


The VTPBIS team and the presenter review the data from each learning event as part of our continual improvement process. These events consistently yield very high rates of participant satisfaction. So far this year, 384 people attended 17 virtual learning events with an average participant satisfaction rate of 97% highly satisfied or satisfied.

Professional learning opportunities and topics, including recordings of events, can be found on [the VTPBIS calendar](#).



Vermont BEST/VTPBIS
Professional Learning Calendar
July 2021 - June 2022 (as of October 12, 2021)
The following learning opportunities and related costs are eligible for BEST/Act 230 funding.

We are hopeful to be able to safely gather this coming school year! Many trainings listed below will be held in-person. If gathering and safety precautions require us to move to a virtual format, we will let you know. If we move to virtual conferences/trainings, all dates will remain the same, some adjustment will be made to the daily schedule, and registrations will likely be reduced in cost. If you have any questions, contact [Anne Dubie](#).



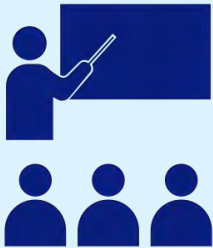
Professional Learning Opportunities		
Date	Month	Fee (per person)
August		
10	Understanding Universal Screening for Social, Emotional, and Behavioral Risks and Strengths and Key Considerations for Returning to School Webinar Details and registration: https://na.eventsccloud.com/ereg/index.php?eventid=626769&	FREE
11	CANCELLED - Educator Resilience Webinar Details and registration: https://na.eventsccloud.com/ereg/index.php?eventid=626789&	FREE
12	Social Emotional Learning, Wellness, and Mental Health Considerations for the Fall Webinar Details and registration: https://na.eventsccloud.com/ereg/index.php?eventid=626805&	FREE
September		
9	VTPBIS Coordinators "Welcome Back" Webinar Details and registration: https://na.eventsccloud.com/ereg/index.php?eventid=626816&	FREE
10	Navigating SWIS Webinar Details and registration: https://na.eventsccloud.com/ereg/index.php?eventid=626831&	FREE
14	PBIS in 60 Minutes: Introduction to PBIS Webinar	FREE

Process

17
virtual
learning
events

384
participants

97%
Highly Satisfied/
Satisfied

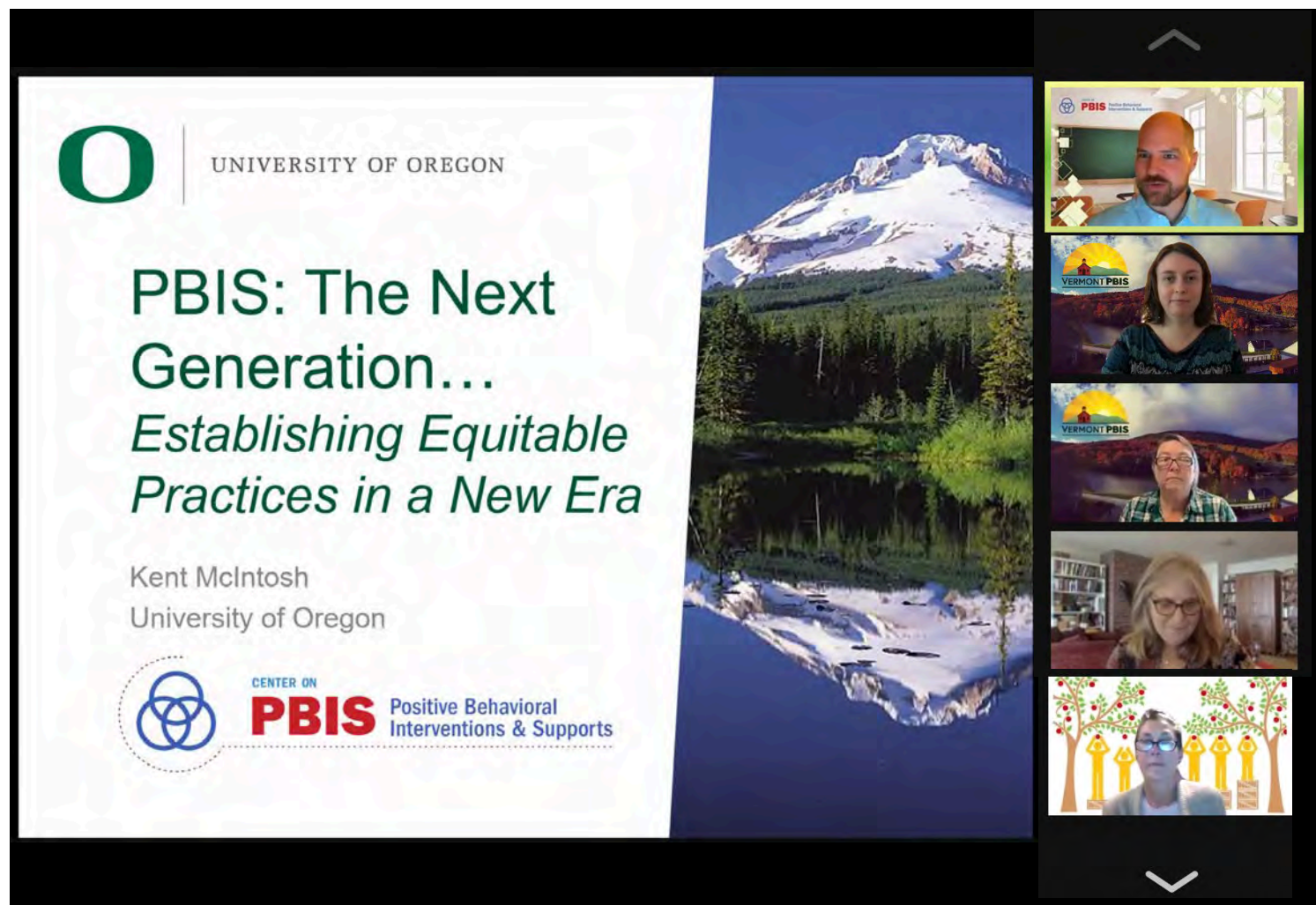


VTPBIS Annual Forum

The keystone professional development activity of the year is the annual VTPBIS Annual Forum.

Nearly 150 people from 58 schools attended this October 2021 event to share and learn new ideas about PBIS!

This year's conference featured a keynote presentation by National PBIS Technical Assistance Center Co-Director Kent McIntosh, as well as 12 workshop sessions and four ignite sessions.



Kent McIntosh, presenting on "PBIS: The Next Generation: Establishing Equitable Practices in a New Era" at the October 2021 VTPBIS Annual Forum.

Process

12

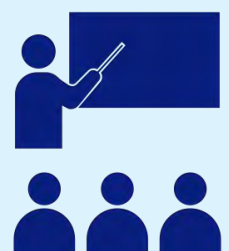
workshops

131

participants

58

schools

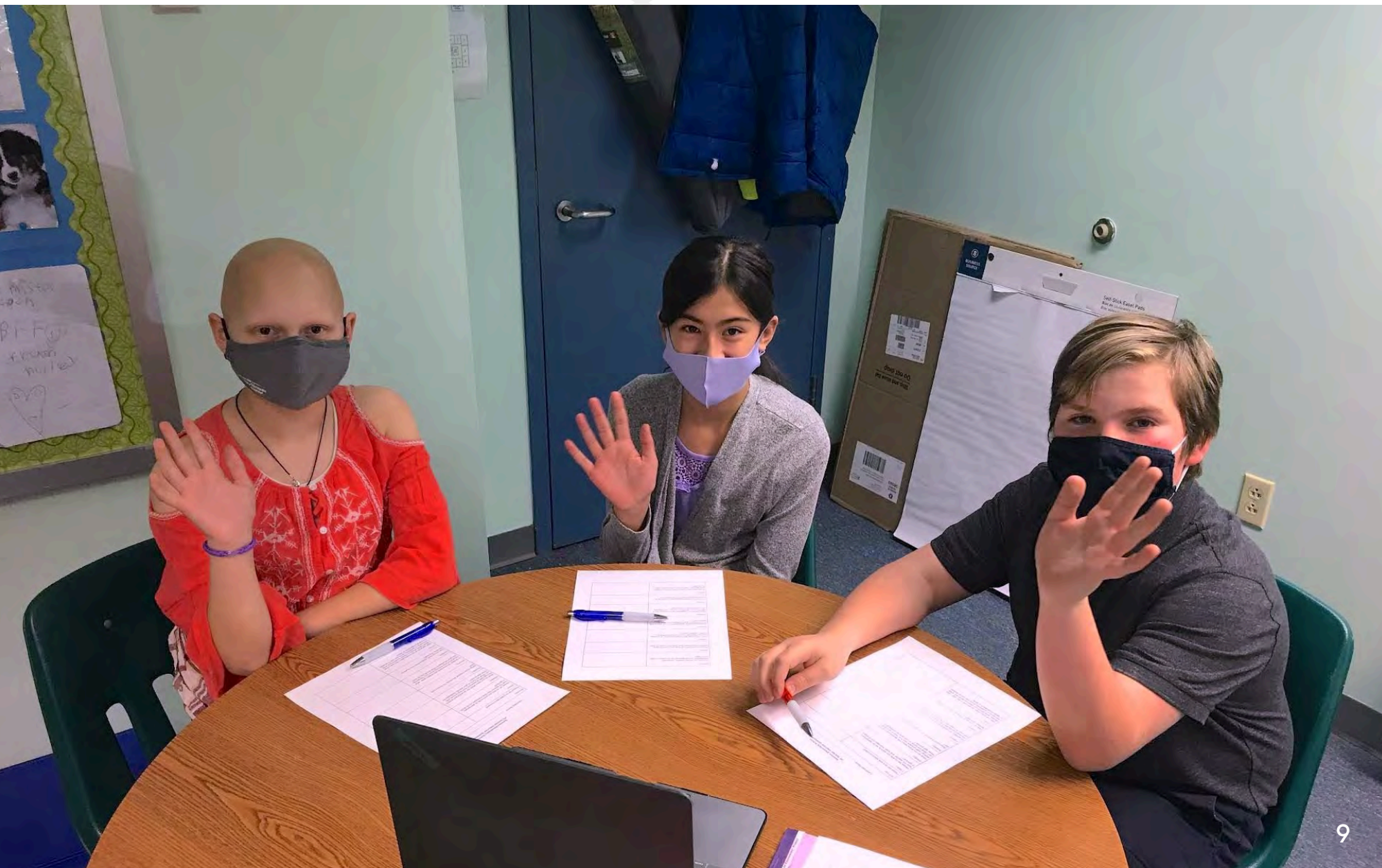


“

“It’s always wonderful to have student presenters. The use of climate data to build student leadership is perfect and easily accomplished... I will definitely act on what I learned.”

—Annual Forum Attendee

”





“

“It was great to be able to connect with other coordinators during this time, and get good feedback from the coaches.

They pointed me toward a lot of helpful resources I was able to take back to my team. The PBIS Equity Crosswalk was an especially helpful tool.”

—VTPBIS School Coordinator

”

Technical Assistance & Coaching

2022 VTPBIS Technical Assistants



Kym Asam



*Ken
Kramberg*



*Rebecca
Lallier*



*Sherry
Schoenberg*



*Amy
Wheeler-Sutton*

This year, with the increased capacity of five technical assistance providers to support VTPBIS schools, supervisory unions (SUs), and school districts (SDs), TAs formally reviewed, analyzed, and shared data with all of our schools to assist with data-based decision-making and problem-solving.

This practice, which occurs quarterly, promotes connections between TAs and school teams and supports the sustainability of effective PBIS implementation.

TAs also completed a time study in October where they tracked every contact they had with a school or SU/SD.

Among the five TAs, they had 78 contacts with schools or SU/SDs, totaling 1,598 minutes (or 26.6 hours) of technical assistance provided to 121 educators.

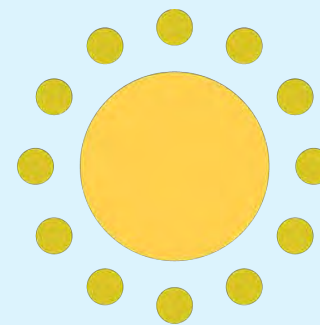
Some schools and SU/SDs help bridge the gap between professional learning and PBIS implementation by working with one of the [13 VTPBIS coaches](#).

So far this year, at least 15 schools have contacted coaches to develop a scope of work that will help them improve and sustain PBIS systems, data, and practices.

Capacity

The Team hopes that as pressures from the current COVID surge abate, more schools will access coaching supports to revitalize their PBIS work.





This year, the BEST Project/VTPBIS, in collaboration with UP for Learning, was awarded a second contract to coordinate the delivery of training and technical assistance on restorative approaches (RA) in schools, supervisory unions (SUs), and/or school districts (SDs).

The project, RISE-VT (Restorative Approaches Implementation for School Equity in Vermont), officially began on November 22, 2021, and the work will continue through January 2023.

Building off the previous restorative approaches contract from the Vermont Agency of Education, the team is excited to select up to five sites (either schools, SUs, or SDs) that have already begun implementing restorative approaches in the systems.

The Coordination Team, consisting of Lindsey Halman from UP for Learning, Amy Wheeler-Sutton and Valerie Wood, from the VTPBIS Project and the Center on Disability & Community Inclusion at UVM, work with the VT Restorative Approaches Collaborative (VTRAC) to match sites to RA trainers and coaches.

The RA trainers and coaches will support the five sites in deepening their knowledge and application of restorative approaches.

The project aims to grow exemplars in restorative approaches in the state of Vermont so that other schools can learn from their experience.

The VTRAC looks forward to choosing the finalists in the next few weeks.

Capacity

The RISE-VT Project officially began on November 22, 2021. The work will continue through January 2023.



Project Aware

The VTPBIS State Team continues to participate in a project to support three supervisory unions in building an Interconnected Systems Framework (ISF).

With consultation and support from national PBIS experts, VTPBIS provides training, technical assistance, and coaching on strategies to enhance PBIS with mental health support across the home, school, and community.

The three local education agencies participating in Project Aware have established District Community Leadership Teams to:

- 1) identify and manage priorities for change;
- 2) develop and adapt roles of mental health clinicians to meet the needs across a continuum of supports; and
- 3) build student and family voice into their existing systems.

This fall and winter, VTPBIS TAs had the opportunity to conduct Learning Walks in four Project Aware schools to learn more about their implementation of PBIS, the impact Project Aware is having, and offer feedback and considerations.

Capacity

An Interconnected Systems Framework deliberately integrates mental health, community, school, and family partners through a single system of delivery.



Fidelity Assessments

All VTPBIS schools are expected to complete fidelity assessments at least once per year.

This year, schools are asked to complete the [Tiered Fidelity Inventory \(TFI\)](#) at each level of implementation by the end of March.

The TFI is an efficient and effective validated measure to assess the fidelity of core PBIS features at all three tiers. Categories of the assessment include Teams, Implementation, and Evaluation. Results will allow school leadership teams to prioritize actions for change.

Additionally, for the second year in a row, schools have a choice between completing the [Self-Assessment Survey \(SAS\)](#) or the [School Climate Survey](#) (or both, if they prefer).

The SAS is intended to assess staff perceptions around what PBIS features are in place and which areas are needed for improvement.



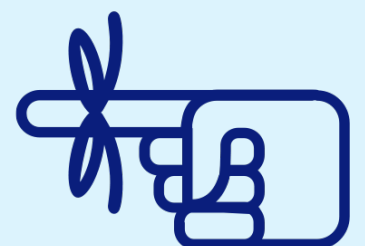
The School Climate Survey can be administered to staff, students, and/or families. It measures school connectedness, school safety, peer/adult relationships, and more.

Collecting robust data from the School Climate Survey can be used by school teams as a check-in to understand to what extent staff, students, and families feel connected and engaged in their learning environments, despite the ongoing stress of teaching and learning during a pandemic.

The results of the TFI, SAS, and/or School Climate Survey are used by schools to develop an annual action plan for PBIS sustainability and guide the professional development offerings of the VTPBIS State Team.

Fidelity

The results of the TFI, SAS and SCS completed this spring will be published in the 2022 VTPBIS Annual Report.



Expanding Outcomes



Centering Equity

As we know, PBIS is not fully implemented with fidelity until it is culturally responsive.

VTPBIS schools continue to focus on centering equity across all features and tiers of PBIS implementation. To support equity within the implementation of PBIS, schools were introduced to the Culturally Responsive Tiered Fidelity Inventory which assesses fidelity of PBIS implementation through an equity lens.

The School-Wide Information System (SWIS) now has a reporting option that allows schools to look at disaggregated data and creates interpretive sentences for each graph to tell schools their data story. They can disaggregate by students' IEP status, gender, English Language Learner status, and race/ethnicity to uncover any areas of disproportionality. Schools have started reviewing this report and sharing data with their staff for analysis and action planning.

Schools are also encouraged to review their equity report results with the VTPBIS coaches.



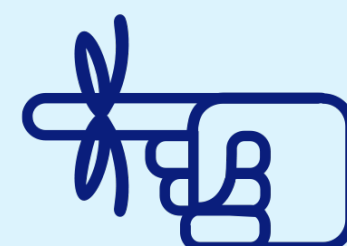
Decision-making

While COVID continues to impact schools significantly, the VTPBIS Team is exploring various ways to assess student outcomes statewide.

Schools are continuing to expand their repertoire of data to incorporate a variety of other social, emotional, and behavioral indicators, such as attendance, engagement, relationships, and informal screeners, to inform decisions about students' social, emotional, and behavioral supports.

Outcomes

Results will be included in the 2022 VTPBIS Annual Report.





Summary & Recommendations

As we approach the second anniversary of the statewide shutdown (March 18, 2020), we continue to focus on social/emotional/behavioral learning and wellbeing as the highest priority.

The VTPBIS State team continues to promote doing a few things well that will significantly impact student outcomes.



The 2021-2022 VT State PBIS Team

The following chart details the current status of the VTPBIS Action Steps for Sustainability identified in the 2021 VTPBIS Annual Report.

SY 22 VTPBIS Action Plan for Sustainability

GOAL: Focus on centering equity within PBIS

1

- The VTPBIS State Team continues to ensure that equity is infused in both professional learning for the Team, and by the Team for educators.
- The BEST/VTmtss Summer Institute Planning Committee expanded to include diverse stakeholders.
- The Annual VTPBIS Forum featured sessions on engaging families and engaging students. The student session was led by youth who shared their experiences examining and acting on School Climate Survey data.

- In preparation for the Annual Forum, they developed a new webpage on the Core Constructs of Equity as applied to PBIS. It includes examples and non-examples of the Core Constructs in action.



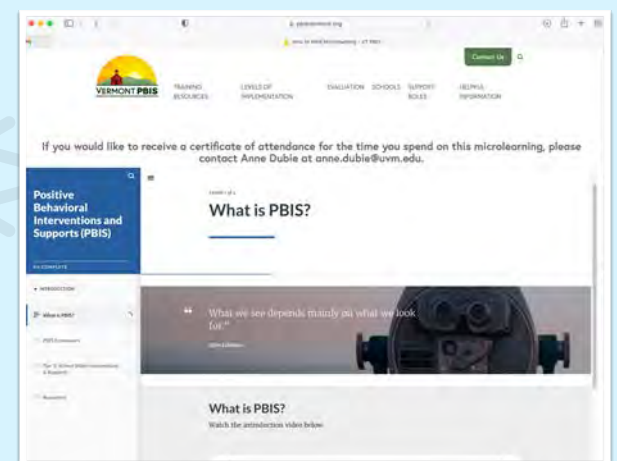
Core Constructs of Equity
in PBIS webpage

GOAL: Ensure access to accessible resources & trainings

2

- Trainings conducted in person were done safely, with COVID precautions in place. Trainings that were unable to be conducted safely in person were conducted virtually. Virtual trainings were recorded and captioned in order to ensure equitable access on our website.
- This fall, an interactive Introduction to PBIS Microlearning was launched to ensure easy access to the fundamental features of PBIS.

- In January 2022, the Coordinators Learning and Networking Session focused on educator wellness, and anchored to a new webpage on educator wellness.



New microlearning module

GOAL:

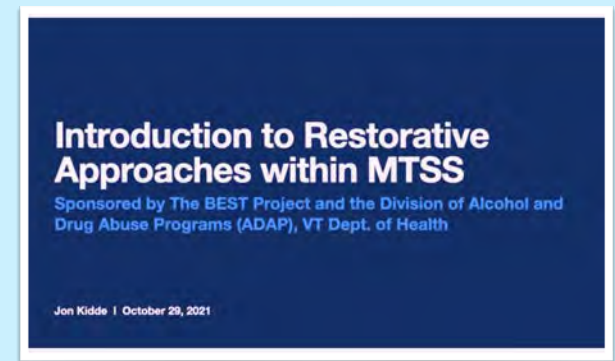
Create and share opportunities for staff, student, and family voice

3

- A survey was conducted that sought input from educators about the current social/emotional/behavioral challenges they are observing in schools, strategies that their schools are utilizing, and ways the BEST Project/VTPBIS can support them. The results were used to guide the development of [the new webpage](#) on supporting educators and improving school climate.

- As detailed above, sessions on engaging student and family voice were offered and well attended at the Annual Forum in October.

- Student voice is represented on the BEST/VTmtss Summer Institute Planning Committee. A strand on youth/adult partnership facilitated by UP for Learning, will be offered at this year's Institute.
- [A session on restorative approaches](#) was offered in October, in addition to a session at the Annual Forum on Circles of Support. Restorative principles continue to be embedded in all VTPBIS trainings.



Restorative Approaches session materials



**"This is not a
recovery year. It is
a survival year."**

**—Libby Bonesteel,
Superintendent,
Montpelier Roxbury
Public Schools**



VTPBIS is supported by the Vermont Agency of Education (AOE) and administered by the Center on Disability and Community Inclusion (CDCI) at the University of Vermont.

- Anne Dubie
- Ken Kramberg
- Sherry Schoenberg
- Cassandra Townshend
- Amy Wheeler-Sutton
- Valerie Wood

- Marianna Donnally

- Laura Greenwood
- Tracy Harris
- Meg Porcella
- Josh Souliere
- Marni Troop
- Tracy Watterson



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