



Application for Participation in
Michigan's Project for Promoting
Positive School Climate

2019-2020

<https://miblsi.org/>





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Application for Participation in Michigan’s Project for Promoting Positive School Climate

Purpose of the Promoting Positive School Climate Project

This federal grant provides funding to the Michigan Department of Education to develop, enhance, or expand statewide systems of support for and technical assistance to school districts and schools implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students using Positive Behavioral and Intervention Supports (PBIS).

What is Positive Behavioral Interventions & Supports (PBIS)

PBIS is a prevention framework for establishing and sustaining effective school-wide and individual behavior supports that maximize academic, social, and behavioral outcomes for all students. Additional information on PBIS is available in Appendix A of this application.

This work is co-directed through the Michigan Department of Education Coordinated School Health and Safety Programs Unit and Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI).

What Is Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI)?

Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI) is funded by the Michigan Department of Education, Office of Special Education and is also funded through various grants from the U.S. Department of Education. MIBLSI is a technical assistance center that works on behalf of Michigan Department of Education to scale-up an integrated Multi-Tiered System of Supports (MTSS) framework. There are two components to the work of MIBLSI: (1) getting effective reading and behavior support into standard educational practice and (2) developing educational systems to support the successful use (fidelity), sustainability, and scale-up of these practices.

I. Overview of Application for Participation

This application is intended for districts seeking MIBLSI intensive technical assistance in implementation of an evidence-based, multi-tiered behavioral framework. Participation will involve a structured process for District Implementation Teams to develop and manage an implementation plan to scale-up an MTSS behavior framework with fidelity and that will endure over time. Funding and additional resources are not available through MIBLSI to participating districts beyond the project-sponsored technical assistance and professional development.

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Benefits of Participation:

Participation with the Promoting Positive School Climate Project (PPSC) will assist the district in developing a continuum of supports and technical assistance for implementation in the following areas:

- Common vision within the district that aligns the beliefs and practices needed to support schools through the implementation of a multi-tiered behavioral framework.
- Development of infrastructures within districts and within schools that are necessary to address the continuum of student and staff needs.
- Long-range plan for supporting implementation that includes mechanisms to:
 - Provide vision/direction for the implementation of the practices that are integrated and aligned with key district initiatives.
 - Allocate resources to adequately implement PBIS with fidelity.
 - Assist in developing capacity to support the implementation of the practices.
 - Collect and analyze data that measures the impact of supports on implementation fidelity and student outcomes.
- Alignment with key initiatives at the state and national levels (e.g., MDE Top 10 in 10 Goals & Strategies, Michigan’s Special Education Reform Taskforce, and Every Student Succeeds Act).

Who Should Apply:

The MIBLSI project promotes a “district-wide” model to implement an evidence-based, multi-tiered behavioral framework. **This does not mean that every school must adopt the MIBLSI supported PBIS work at the same time.** Instead, the district shares ownership for developing readiness and supports across the schools to achieve district-wide results.

Districts may wish to apply to partner with MIBLSI after considering the following:

- Desire to implement an evidence-based three-tiered behavioral framework using Positive Behavioral and Intervention Supports (PBIS).
- Previous experience and sustained implementation after participating with MIBLSI (either in the school-cohort model or the intermediate school district (ISD) model).
- Ability to identify personnel who have sufficient time to provide coordination, coaching, and data coordination, and training capacity to support the schools with their implementation efforts. **(NOTE: MIBLSI will assist districts in applying decision rules to determine when and/or if local district staff**

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should be identified as PBIS trainers after model demonstration schools have successfully installed and initially implemented PBIS.)

- Ability to have school staff (District Implementation Team, School Leadership Teams, coaches, data coordinators, and other staff when applicable) travel to a regional location to attend professional learning sessions to learn how to implement the behavioral components of an MTSS framework. (For the scope and sequence of professional learning sessions see the [application webpage](https://miblsi.org/application#promoting-positive-school-climate-ppsc-for-leas) (<https://miblsi.org/application#promoting-positive-school-climate-ppsc-for-leas>)).
- Ability to adopt specific required measures and data systems necessary for engaging in data-based problem solving at the school and district levels. (See Appendix B of this application and the Rationale for Required Assessments on the [application webpage](https://miblsi.org/application#promoting-positive-school-climate-ppsc-for-leas) (<https://miblsi.org/application#promoting-positive-school-climate-ppsc-for-leas>)).
- Sustained commitment to support staff across the district to implement the behavioral components of an MTSS framework that include maintaining a focus on a multi-year professional learning and data-based problem-solving series that will lead to high quality implementation and create the conditions for sustainability.
- Appropriate timeline for applying to partner with MIBLSI (e.g., this application cycle vs. next year's application cycle) by considering the current priorities and level of change if the district is in the process of district reconfiguration and/or leadership or staff turnover.

Charter schools may wish to apply to partner with the MIBLSI project provided the following are addressed:

- Decision making authority for resource allocation to support the work – meaning there is not another entity that makes these decisions for the charter school that would not be a direct part of this work.

Who Should NOT Apply:

- ISDs/Regional Educational Service Agencies (RESAs): Unlike the previous PPSC application process from 2014-2016, this application is targeted towards district applicants. However, there are still mechanisms for ISDs to support their constituent districts seeking a partnership with MIBLSI. The ways in which an ISD can support districts in their implementation efforts and steps for contributing to a district's application are outlined in the next section of this application.
- Districts seeking to focus their efforts on the implementation of an **integrated** behavior and reading MTSS framework. If your district is interested in intensive technical assistance that integrates the behavioral and reading components of an

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MTSS framework you should complete the application for the Integrated Model (application release date and timeline for submitting are the same as this application).

- Districts seeking to access training and implementation supports for only a portion of the schools within their district (e.g., training for an individual high school or an individual elementary school) and not seeking to build district implementation capacity.
- Districts that are either unable to directly allocate dedicated personnel to provide PBIS implementation supports in the form of coordination, coaching, data coordination, and if applicable, training supports or the ISD/RESA is unable to provide some of the support functions. (The ISD supports are outlined in the next section.)

II. How to Complete This Application

Applications must be submitted online, using the application survey on MIBLSI's website. Applications submitted via any other format (email, fax, mailed paper copies) will NOT be reviewed.

Many of the questions have several components that must be answered. MIBLSI recommends that you write out your answers using this document. Then, electronically copy and paste your answers as plain text into the online questionnaire/application form.

Applications must be submitted online by 5:00 p.m. EST on March 1, 2019

III. Application Timeline

- February 1, 2019** Application is released to the public.
- February 8, 2019** Application webinar (9:30 - 10:30 a.m. EST). *
- February 14, 2019** Application webinar (3:30 - 4:30 p.m. EST). *
- March 1, 2019** Applications are due (entered online by 5:00 p.m. EST).
- March 22, 2019** Applicants are notified of potential partnership.
- April, 2019** MIBLSI staff will schedule meetings with potential partners who are accepted. These meetings will clarify the work and expectations specific to MIBLSI and to each district. These meetings will also ensure a good “fit” for the partnership and allow for mutual selection. Dates and times will be determined.

* Webinar connection information is available on the [application webpage](https://miblsi.org/application#promoting-positive-school-climate-ppsc-for-leas) (<https://miblsi.org/application#promoting-positive-school-climate-ppsc-for-leas>).

IV. Supporting District Implementation: Essential Role of the Intermediate School District (ISD)

An ISD is a critical partner with local districts and the state education agency (SEA) to improve educational outcomes. The ISD supports to constituent districts can exist along a continuum ranging from providing professional learning to coordinating special education programming, to assistance with district operating procedures (e.g., payroll, bus transportation services). Throughout the evolution of the MIBLSI project, the partnerships with ISDs have been greatly valued. In particular, the MIBLSI PBIS, MTSS Intensive Technical Assistance Project has emphasized developing local capacity at the ISD in PBIS/MTSS coordination, training, coaching, and evaluation support to scale-up across the county/region an evidence-based three-tiered behavioral framework with fidelity so that it sustains over time.

Even with the emphasis on a district application, MIBLSI continues to believe ISDs can play a critical role in supporting a local district’s implementation of PBIS. The following ISD support roles to district applicants are possible:

- Coaching support in the form of systems-level coaching to the School Leadership Team and the Grade-Level Teams.
- Data coordination support (support with on-going use of measures, and data systems post installation and initial implementation).
- Serving as member(s) of a District Implementation Team

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- Data systems, technology integration support.
- Content expertise.

District applicants who wish to request PBIS implementation support from the ISD will be asked to speak with ISD leadership about their request for support before submitting their application. ISD leadership will, in turn, be asked to provide the district with a signed letter outlining the support that will be provided from the ISD. The letter will be submitted with the district's application.

V. Requirements for Participation

The following describes considerations for the partnership between MIBLSI and a district:

- Willingness to implement an evidence-based three-tiered framework using PBIS across schools within the district (perhaps with the exception of schools that have special populations such as alternative schools, center-based programs, or schools that have early childhood centers).
- Willingness to identify a District Implementation Team to be given the charge of planning, monitoring, problem solving, and continually improving implementation efforts across schools.
- Ability to identify personnel to perform critical roles:
 - Executive leader to oversee and participate on a District Implementation Team.
 - PBIS coordination.
 - District Implementation Team member.
 - Systems-level coaching for School Leadership Teams.
 - Data Coordination (individuals who will learn how to administer, score, and interpret required assessments over time and support their effective use within the district).
 - Training supports for schools and school staff (if applicable depending on decision rules related to whether training supports should be provided by internal district staff or accessed through regional support structures (e.g., ISDs)
- Ability to have the identified personnel outlined above to travel to a regional location to attend professional learning sessions to learn how to implement the data, systems, and practices for the behavior components of an MTSS framework.
- Ability to allocate resources to adopt and sustain for use, specific measures and data systems necessary for engaging in data-based problem solving at the

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school and district levels within designated timelines (See Appendix B of this application and the Rationale for Required Assessments on the [application webpage](https://miblsi.org/application#promoting-positive-school-climate-ppsc-for-leas) (https://miblsi.org/application#promoting-positive-school-climate-ppsc-for-leas)).

- Agreement to submit required assessment results (aggregate scores) using the MDE’s MTSS Data System (MiMTSS) and to use reports and dashboards in the database for ongoing problem solving.
- Agreement to give select MIBLSI staff direct login access to specific data systems (e.g., SWIS, OurSchoolData) so that they can provide data coordination (coaching) on the installation and use of the data systems.
- Sustained commitment by executive leadership to continuing to support PBIS components as a priority, on-going allocation of resources, and removal of barriers to implementation.
- Maintaining a focus on a three-year professional learning and data-based problem-solving series that will lead to high quality implementation and create the conditions for sustainability.

Michigan Department of Education’s MTSS Data System (MiMTSS)

Schools and districts are required to enter data into MiMTSS so that it can be used for the following purposes:

- School-Level Data Review, Action Planning, and Continuous Improvement.
- District-Level Data Review, Action Planning, and Continuous Improvement.
- ISD-Level Data Review, Action Planning and Continuous Improvement (if applicable).
- MIBLSI Internal Problem-Solving, Continuous Improvement, and reporting to the Michigan Department of Education and U.S. Department of Education.

VI. Costs Associated with Implementation

MIBLSI is an intensive technical assistance program that is specifically funded to provide professional learning to partnering districts and their schools to assist in the implementation of a multi-tiered behavioral framework. Therefore, project funds are used to support MIBLSI-created professional development and technical assistance activities (e.g., developing coaching, data coordination supports, and statewide capacity building opportunities) for a multi-tiered behavioral framework. This project is not intended to cover the necessary costs associated with PBIS implementation within a given fiscal year and throughout the course of participation with the project.

Consequently, applicants are strongly encouraged to leverage existing funding sources to offset implementation costs to develop, sustain, and scale-up local capacity for PBIS

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coordination, coaching, technical assistance, and data coordination. Funding and additional resources are not available through MIBLSI to participating districts beyond the project-sponsored technical assistance and professional development.

VII. Positive School Climate Project Participation Application Questions and Agreements—REQUIRED

The following questions should be answered online through the [application survey](https://www.surveymzmo.com/s3/4814789/2019-2020-MIBLSI-Promoting-Positive-School-Climate-District-Application) (<https://www.surveymzmo.com/s3/4814789/2019-2020-MIBLSI-Promoting-Positive-School-Climate-District-Application>). For responses to open-ended questions, it is helpful to type responses in this or another document and then paste as text into the online application system. The application system does not accept tables or other formatting (i.e., bold, underline, italics, paragraph spacing).

Question 1

Contact information for primary and alternate contacts.

Question 2

Previous experience with MIBLSI (check all that apply):

- No previous experience
- Individual school(s) partnered in the building cohort model (2003 to 2011)
- District partnered with ISD and MIBLSI in the ISD/District cohort model (2010 to 2019)
- Schools partnered with ISD and MIBLSI through the PPSC model (2014 to 2019)
- Schools partnered with the ISD and MIBLSI through the PBIS ISD work (2016 to 2019)
- School participated in a pilot project (PARS, Equity)

Question 3

If individual schools within your district have partnered with MIBLSI in the past for any combination of supports described above in number 2, indicate what will be different about this potential partnership for your district.

Question 4

How do you envision the potential partnership with MIBLSI will add value to your district's efforts to improve student outcomes including addressing state and federal mandates/initiatives? (see benefits referred to earlier in this application)

Question 5

Planning for scale-up of the behavioral components of an MTSS framework:

- a. List all schools in your district. Based on each school's level of readiness, indicate whether it will either be the first cohort of school(s) to install the MTSS components (referred to as a Model Demonstration School) or the second cohort to go through the professional learning scope and sequence (See the school-level scope and sequence documents on the [application webpage](https://miblsi.org/application#promoting-positive-school-climate-ppsc-for-leas) (<https://miblsi.org/application#promoting-positive-school-climate-ppsc-for-leas>):
 - i. School name
 - ii. Grade levels included (K-12)
 - iii. Anticipated cohort and start date for scope and sequence (January 2020, January 2021, other)

Question 6

Please upload letters of support from all school administrators/principals (with signatures). Up to ten files can be uploaded with a maximum file size of 10MB. If you have more than ten administrators/principals, scan them into ten or fewer files before submitting.

Question 7

Will your ISD provide support to your district and/or schools during your installation and use of the behavioral components of an MTSS framework? (Yes/No)

Question 8

Please select all of the following supports that your ISD will provide. **For each of the selected supports, provide a summary of the agreement that has been made between your district and ISD.**

- Coaching support in the form of systems-level coaching (to the School Leadership Team, to the Grade-Level Teams).
- Data coordination support (support with on-going use post installation and initial implementation of measures and data systems). Describe the specific assessments and data coordination roles the ISD will support.
- Member of the District Implementation Team.
- Data Systems, technology integration support.
- Behavior content expertise.

Question 9

Please upload a signed letter of support from your ISD outlining the agreed upon MTSS implementation supports that will be provided to your district. Up to two files can be uploaded with a maximum file size of 10MB per file.

Question 10

Provide information related to the current use **and** commitment for each **Elementary** School Assessment in the table below. Select all that apply.

Elementary School Assessment	Current Use	We Commit to New/Sustained Use in ALL Elementary Schools
Student Risk Screening Scale Externalizing AND Internalizing	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School-wide Information System (SWIS via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School Climate Survey (via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School-wide PBIS Tiered Fidelity Inventory (via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>

Question 11

Provide information related to the current use **and** commitment for each **Secondary** School Assessment in the table below. Select all that apply.

Secondary School Assessment	Current Use	We Commit to New/Sustained Use in ALL Secondary Schools
Student Risk Screening Scale Externalizing AND Internalizing	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School-wide Information System (SWIS via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School Climate Survey (via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School-wide PBIS Tiered Fidelity Inventory (via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>

Question 12

Provide information related to the current use **and** commitment for **District Assessments/Evaluation Tools** listed in the table below. Select all that apply

Assessment	Current Use	We Commit to New/Sustained Use
District Capacity Assessment	<input type="checkbox"/> Have not used before <input type="checkbox"/> Have used at least once before	<input type="checkbox"/>
MDE’s MTSS Data System (MiMTSS)	<input type="checkbox"/> Have not used before <input type="checkbox"/> Have used at least once before	<input type="checkbox"/>

Question 13

List all other behavior assessments being used in your district.

Question 14

What is the name of the student information system being used in your district (e.g., PowerSchool, Skyward, Infinite Campus)?

Question 15

What is the name of the data warehouse being used in your district (e.g., Illuminate Ed, OurSchoolData)?

Question 16

Does your district currently have data flowing to the Michigan DataHubs? (Yes, No, Unsure)

Question 17

What do you see as the potential challenges of adopting a multi-year, district model for PBIS? Describe how you plan to address each of the challenges:

- a. Any pedagogical/philosophical differences in beliefs around PBIS?
- b. Other major initiatives or practices that draw on existing resources (staff, time, fiscal)?

Question 18

As a district, we understand and are committed to allocation of resources to support the behavior components of an MTSS framework at the district and school levels in the following areas (check all boxes below).

- Staff time to attend district- and school-level trainings.
- Associated sub costs.

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- Travel costs associated with sending district and/or school staff to a regional location to attend professional learning.
- Ensuring staff are addressing the functions to support PBIS (e.g., PBIS coordination, data coordination, coaching, intervention implementation).
- Purchase of measures/data systems.

Question 19

Have you begun conversations within your district about allocation of resources to support the components of a multi-tiered behavioral framework (Yes/No)? If yes, please provide a brief description of who these conversations have been with and any decisions.

Question 20

Identify current capacity (name, role/title, and time per week they have allocated) for each of the following functions. If ISD staff are currently supporting any of the functions related to coaching or data coordination, please provide their name and role. It is possible that an individual may fulfill multiple functions. If an individual(s) is not currently fulfilling a function, please leave that row blank.

- a. Coaching:
 - i. School Leadership Team level
- b. Data Coordination:
 - i. SWIS Facilitator
 - ii. PBIS Assessment Coordinator
 - iii. Student Risk Screening Scale Coordinator

Question 21

As a district we understand that these are critical functions to supporting PBIS implementation, and we are committed to building capacity for these functions within our district staff and/or in partnership with our ISD (check “yes”).

Question 22

Please provide us with three days/times your contact would be available for an initial one-hour meeting (either phone call or in person) to confirm the potential partnership between March 25th, 2019 and the end of April 2019.

VIII. Selection Process

Selection of applicants will reflect geographic and demographic diversity (size, urban versus rural, race, socio-economic status), experience, and previous success with supporting district-wide change efforts, as well as a need to improve academic performance. Based on the quality of the applications, those receiving the highest scores will be considered for partnership.

IX. Application Submission

All applications must be submitted online by 5:00 p.m. EST on March 1, 2019 through [application survey](https://www.surveymoz.com/s3/4814789/2019-2020-MIBLSI-Promoting-Positive-School-Climate-District-Application) (<https://www.surveymoz.com/s3/4814789/2019-2020-MIBLSI-Promoting-Positive-School-Climate-District-Application>).

Paper copies of the application will **not** be accepted. If you have questions about the application process, please contact:

- Steve Goodman (Project Director) for questions about potential participation at sgoodman@miblsimtss.org (616-738-8940 x4027)
- Anna Harms (Evaluation & Research Coordinator) for questions about this application survey at aharms@miblsimtss.org (616-843-5676)

Appendix A: Positive Behavior Interventions and Support Framework and Research Base

This School Climate Transformation Project supports schools in their development of an MTSS framework through an integrated approach toward reading and behavior, including implementation of a tiered-system of Positive Behavioral Interventions and Support (PBIS) and reading intervention. PBIS is consistent with Michigan’s School Improvement Framework and is developed from the scientific research base of Applied Behavior Analysis. Schoolwide PBIS has been found to be “experimentally linked to improved perception of school safety” (Horner et al., 2009); has successfully improved the “organizational health” within schools (Bradshaw et al., 2009); and is related to a reduction in office disciplinary referrals, reduction in suspensions, and improved academic performance in targeted grade levels (Bradshaw, Mitchell, Leaf, 2009; Horner et al., 2009).

PBIS is a system approach used to establish the social culture and behavioral supports needed for all children to achieve social and academic success. PBIS is not a packaged curriculum but an approach to behavior support that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below.

Table A1. Core elements defined for each tier of support.

Tier	Core Elements
Schoolwide <i>Tier I</i>	<ul style="list-style-type: none"> • Behavioral expectations defined • Environments structured to promote success • Behavioral expectations explicitly taught and practiced • Behavior monitored • Continuum of strategies identified to acknowledge desired behaviors • Continuum of strategies identified to correct undesired behaviors • Collection and use of data for problem solving and decision making
Targeted <i>Tier II</i>	<ul style="list-style-type: none"> • Identify students with increased behavior support needs through universal screening • Progress monitoring for at-risk students • System to increase structure and predictability • System to ensure adequate monitoring of behavior • System for increasing contingent adult feedback • System for increasing home/school communication • Collection and use of data for problem solving and decision making

Tier	Core Elements
Intensive <i>Tier III</i>	<ul style="list-style-type: none"> • Functional Behavioral Assessment • Collaborative (school-home-community), team-based, person-centered planning • Linking of academic and behavioral supports • Individualized intervention based on assessment information that includes: a) structuring to prevent problematic situations, b) teaching of replacement behaviors, c) strategies to place problem behaviors on extinction, d) strategies to reward desired behavior, e) strategies to correct behavioral errors, f) development of a safety/crisis plan, if needed • Collection and use of data for problem solving and decision making

The core elements of PBIS are integrated into school systems where teams, working with administrators and behavior specialists, provide staff training and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai and Horner, 2009).

References for PBIS Evidence Base

Bradshaw, C.P., Koth, C. W., Thornton, L. A., & Leaf, P. J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*(2), 100-115.

Bradshaw, C. P., Koth, C. W., Bevans, K. B., Ialongo, N., & Leaf, P. J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462-473.

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Appendix B: Required Assessments for Participation

Table B1. Behavior required assessments and data systems.

Data Type	Elementary Schools	Middle Schools	High Schools	Districts
Universal Screening & Progress Monitoring	Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE) Major Discipline Referrals using the School-wide Information System (SWIS) Suspension & Expulsions School Climate Survey	Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE) Major Discipline Referrals using the School-wide Information System (SWIS) Suspension & Expulsions School Climate Survey	Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE) Major Discipline Referrals using the School-wide Information System (SWIS) Suspension & Expulsions School Climate Survey	n/a
Fidelity	SWPBIS - Tiered Fidelity Inventory	SWPBIS - Tiered Fidelity Inventory	SWPBIS - Tiered Fidelity Inventory	n/a
District Capacity	n/a	n/a	n/a	District Capacity Assessment
District Reach (schools' stage of implementation)	n/a	n/a	n/a	Based on criteria identified by the project

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Data Type	Elementary Schools	Middle Schools	High Schools	Districts
Feedback to MIBLSI	n/a	n/a	n/a	Partnership and coaching feedback surveys, Training Evaluations

*Universal Screening defined: The systematic assessment of all students on academic and/or social-emotional indicators for the purpose of identifying students who are at-risk and may require support that varies in terms of level, intensity, and duration.

*Progress Monitoring defined: Frequent (bi-monthly, weekly) assessment in a specific skill area to assist in determining whether students are making adequate progress and for evaluating the effectiveness of instructional/behavioral support.