

School Board Presentation

Duluth Public Schools
2/4/25



Action Card

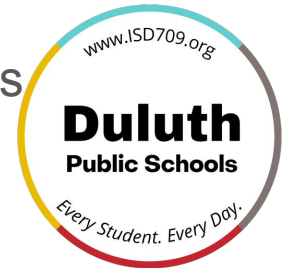


Supporting Every Student - Social Emotional Behavior (SEB)

Focus on developing safe and impactful learning environments through developing, monitoring, and supporting Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems and Support (MTSS) strategies.

The top three action items are:

- A. Support site attendance teams to develop and implement multi-tiered supports and preventative strategies to address attendance concerns
- B. Organize, plan, and support Social Emotional Learning across tiered supports based on developmental needs of each building
- C. Assurance of PBIS implementation and fidelity at building levels



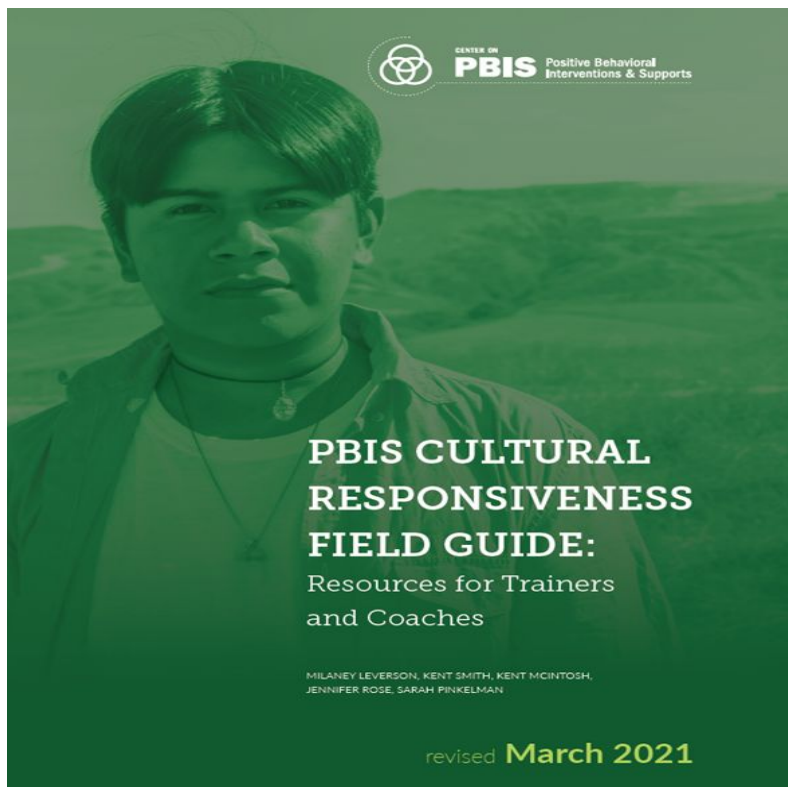
Overview: What is PBIS and MTSS?

Schools implementing PBIS:

- ❑ Use a continuum of evidence-based practices to support student needs
- ❑ Engage students, families, and community members to co-create culturally responsive practices
- ❑ Regularly check the effectiveness of their practices
- ❑ Rely on teams to guide implementation
- ❑ Use data to identify strengths, uncover needs, and monitor student progress
- ❑ Implement universal screening
- ❑ Develop content expertise through coaching and ongoing professional development



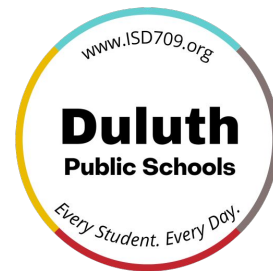
Measuring the Effectiveness of Implementation



PBIS is not fully implemented unless it is culturally responsive.

Core components of Cultural Responsiveness:

1. Identity
2. Voice
3. Supportive Environments
4. Situational Appropriateness
5. Data for Equity



Why We Do the Work

- ❑ Improvements in social and self-awareness, decision-making capacity, and relationship skills (Durlak et al., 2011)
- ❑ Improved academic outcomes (Durlak et al., 2011; Kase et al., 2017)
- ❑ Increased student engagement and feelings of connectedness to school (Greenberg et al., 2005)
- ❑ Fewer special education referrals and decreased need for restrictive placements (Bruns et al., 2004)
- ❑ Fewer disciplinary actions (Flannery et al., 2014; Taylor et al., 2017)

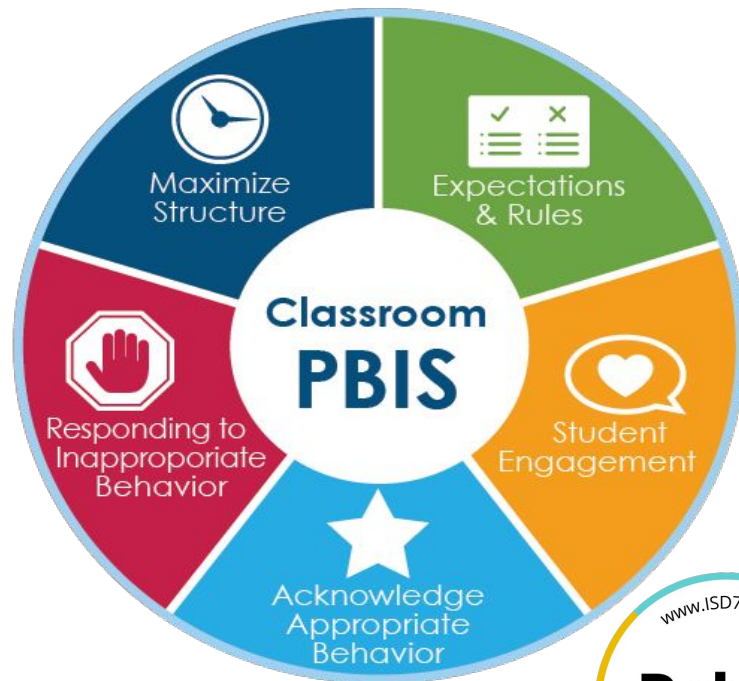
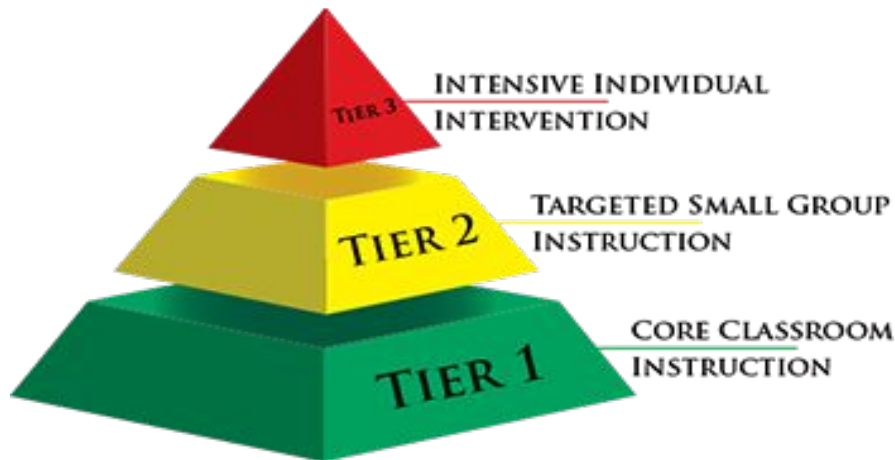


Comprehensive School Mental Health Systems

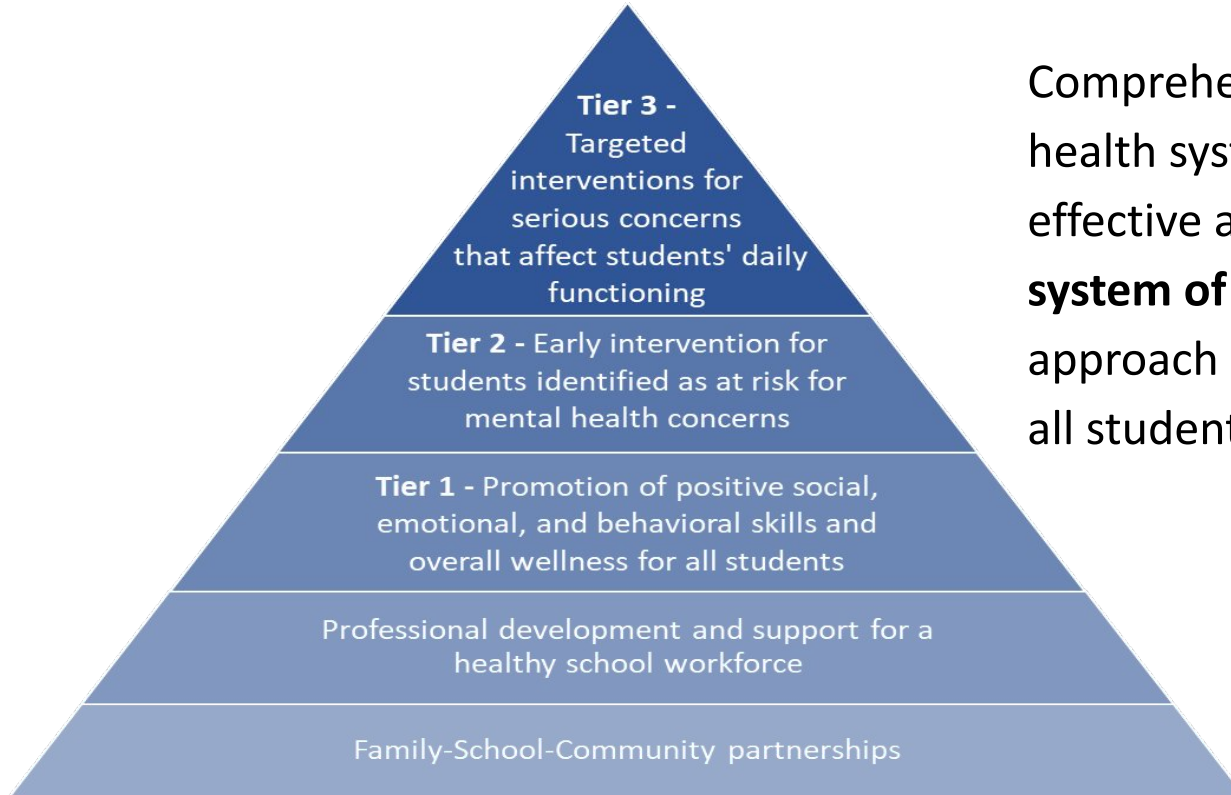


Positive Behavioral Interventions & Supports

PBIS is an evidence-based, three-tiered, framework that strives to integrate all the data, systems and practices affecting students social, emotional and behavioral outcomes. It works to improve the effectiveness of schools and prioritizes equity.



Comprehensive School Mental Health Systems



Comprehensive school mental health systems (CSMHS) is an effective and broad **multi-tiered system of supports (MTSS)** approach to caring for the needs of all students.

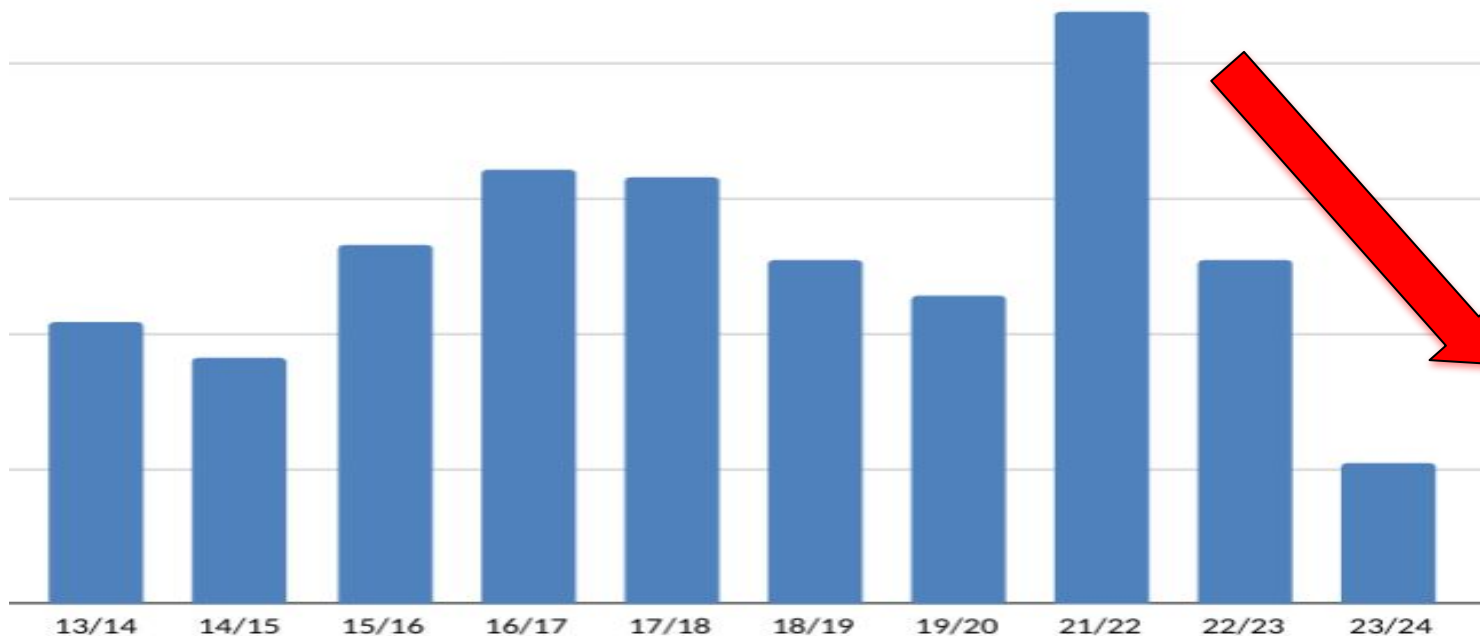


What are the Outcomes?

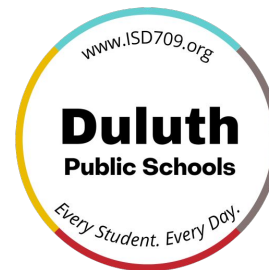


Grades K-12 - Days of Suspensions: *2013/2014 to **2023/2024

OSS



75% reduction in days of OSS within the last 2 years



PBIS Tiered Fidelity Inventory (TFI) Tier I Data

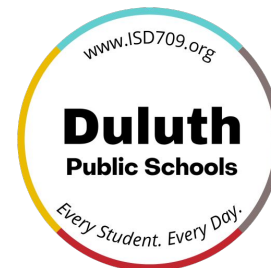
District Average (all schools combined) Total Score:

- ❑ Fall 2022- 49.3%
- ❑ Spring 2023- 49.5%
- ❑ Fall 2023- 49.49%
- ❑ Spring 2024- 76.71%
- ❑ Fall 2024- 75%

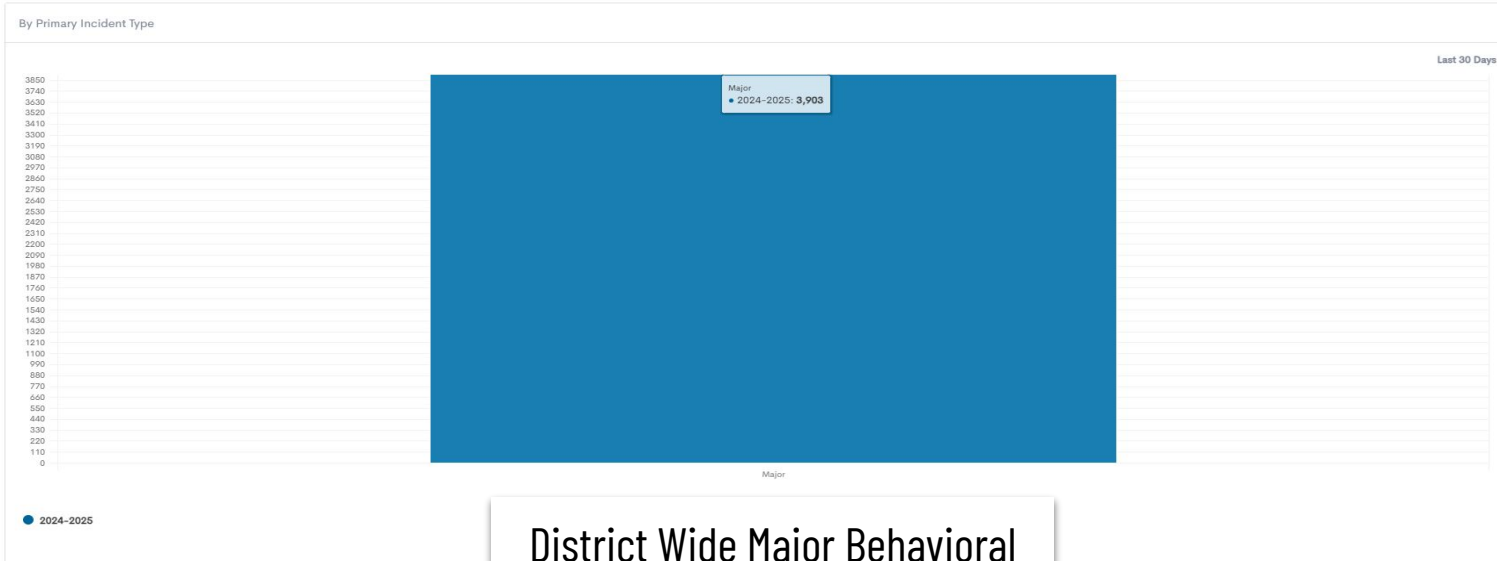


Overall School Climate

<u>Survey Period</u>	<u>Elementary</u>	<u>Secondary</u>	<u>Staff</u>	<u>Families</u>
Fall 2024	74.5% (N=1318)	66.7% (N=2082)	74.4% (N=696)	83.8% (N=760)
Spring 2024	72.1% (N=1347)	62.9% (N=1625)	73.5% (N=452)	77.6% (N=433)
Fall 2023	75.1% (N=1396)	65.4% (N=2191)	-	81.1% (N=594)
Spring 2023	70.7% (N=1403)	61.9% (N=1531)	-	75.1% (N=367)
Norm Comparison Score	70.7%	64%	70.8%	79.2%



EduClimber Data-Informed Decision Making



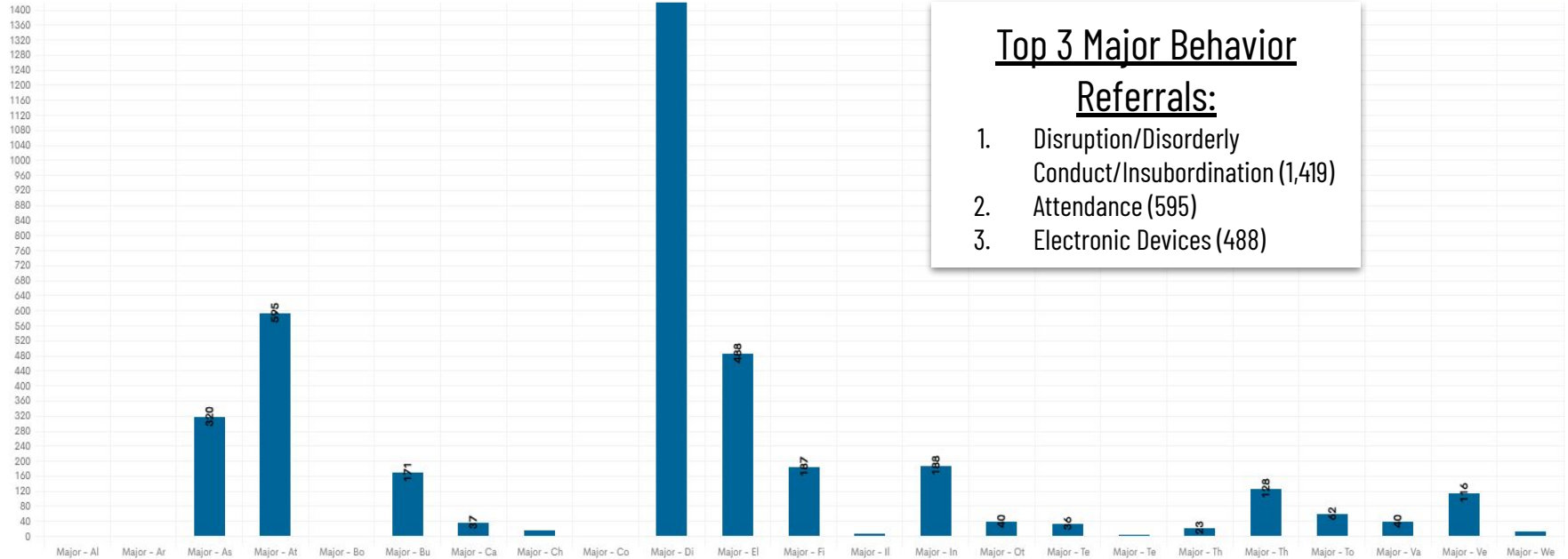
District Wide Major Behavioral
Data as of 1/6/2025.
3,903



District Wide Major Referral Types

By Primary Incident Code

Last 30 Days



Top 3 Major Behavior

Referrals:

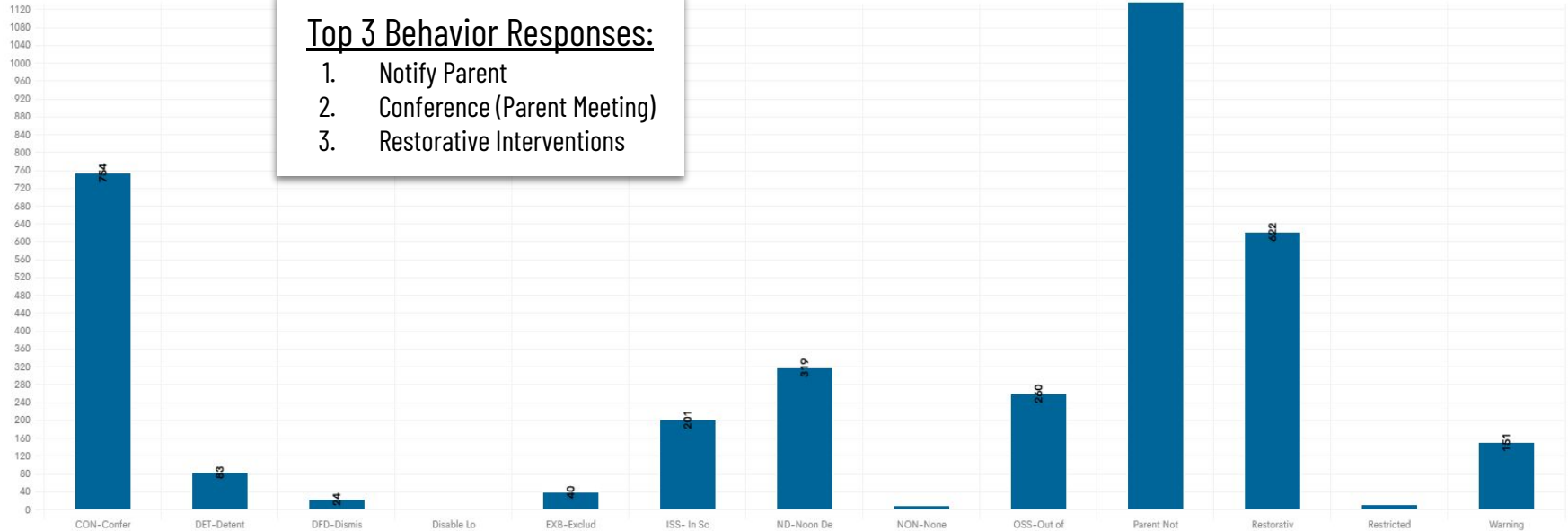
1. Disruption/Disorderly Conduct/Insubordination (1,419)
2. Attendance (595)
3. Electronic Devices (488)

District Wide Incident Responses

By Primary Response



Last 30 Days



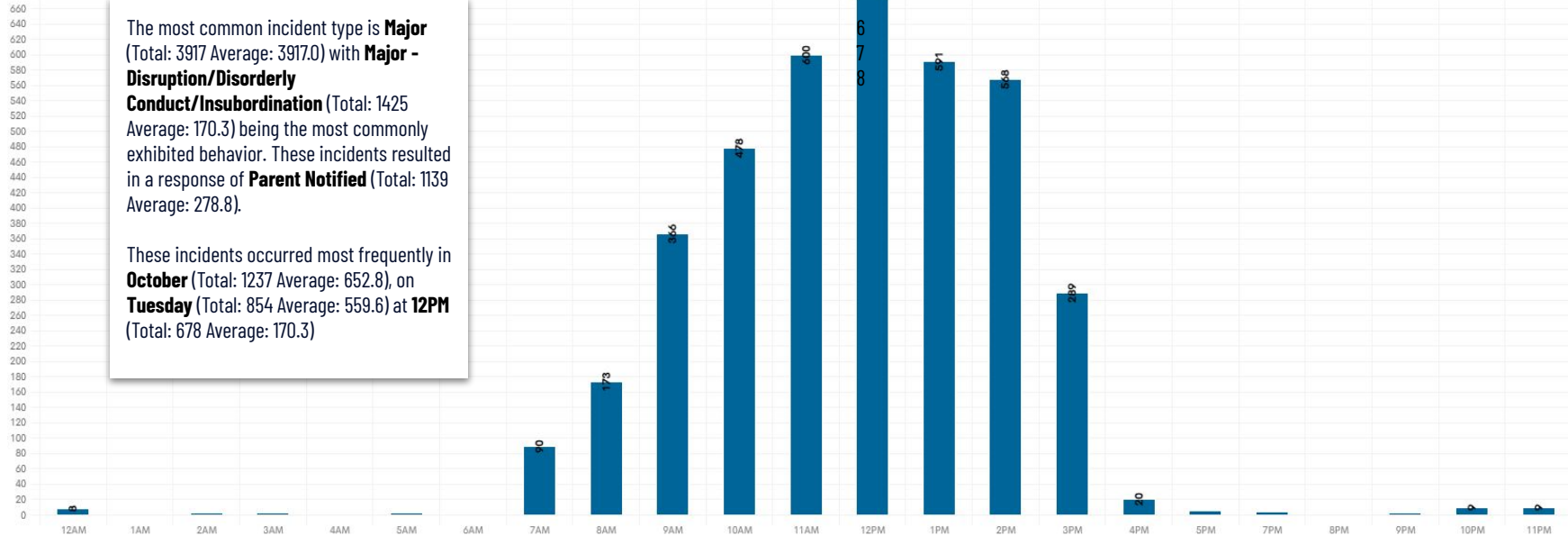
Top 3 Behavior Responses:

1. Notify Parent
2. Conference (Parent Meeting)
3. Restorative Interventions

District Wide Example of Time Specific Trend

By Hour

Last 30 Days



Thank you!

We will be continuing to build upon the PBIS foundation that has been set.

All traditional sites will continue to have PBIS teams and coaches to support and guide the work, a cycle of continuous improvement that requires data review and stakeholder engagement.

THANK YOU for all the work you have done and will do to make our schools better places for kids and adults to thrive!



Acronym Key

CBITS	Cognitive Behavior Intervention for Trauma
CSMHS	Comprehensive School Mental Health Systems
MnMTSS	Minnesota Multi-Tiered System of Support
MTSS	Multi-Tiered System of Support
OSS	Out of School Suspension
PBIS	Positive Behavior Intervention and Supports
QPR	Question Persuade Refer
SEB	Social, Emotional, Behavior
SEMI-DLT	Self-Evaluation of MnMTSS Implementation for District Leadership Teams
SHAPE	School Health Assessment and Performance Evaluation
TFI	Tiered Fidelity Inventory

