



# District Community Implementation Team Formation and Development



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# Group Expectations - Virtual

## Be Responsible

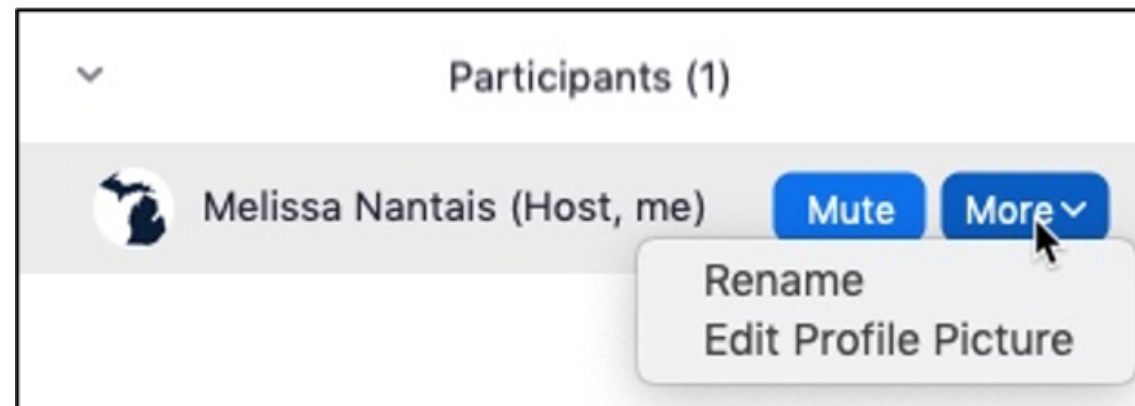
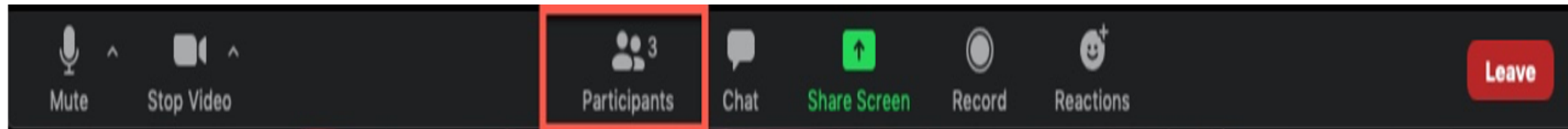
- Return from breaks on time
- Active Participation
  - Use participant features of raise hand, thumbs up, etc.
  - Type short answer or questions in chat box
  - Respond to poll questions, if provided

## Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

# Zoom Attendance

- Click on Participants Icon
- Is your first and last name listed? If not, please click Rename and edit so we know who is here



# Acknowledgments

The content for this training day was developed based on the work of:

- Center on Positive Behavioral Interventions and Supports (PBIS)
- Midwest PBIS Network
- Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide MiMTSS TA Center: District Implementation Team Series

# Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Session Purpose

This session focuses establishing the DCIT priorities and mission as well as building fluency with the tools and processes necessary to hold effective and efficient team meetings.

# Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



# Today's Intended Outcomes

- Describe the role of the DCIT, and their contributions and perspectives related to PBIS, SEL, and SBMH
- Understand the processes being used for structuring effective and efficient DCIT meetings
- Establish a time to determine shared priorities using existing district and community data
- Understand the importance of a shared mission statement
- Understand the purpose of an Initiative Inventory (resource map)



# Today's Agenda

1.0 Purpose and Role of the District Community Implementation Team

2.0 Processes and Procedures

3.0 School and Community Data, Mission Statement, and Initiative Inventory

# 1.0 District Community Implementation Team (DCIT)

## Roles and Purpose



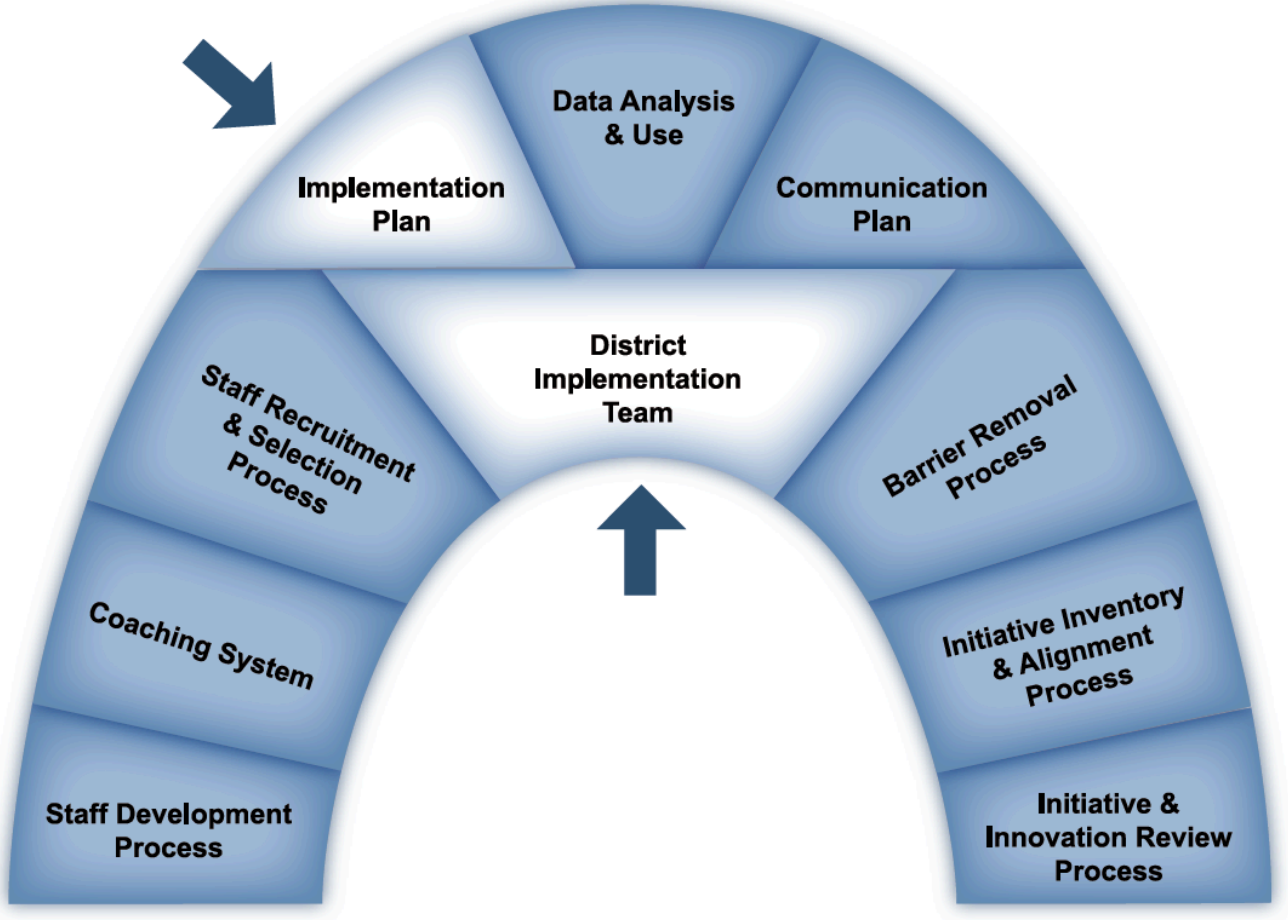
# Activity 1.1

## Breakout Room Discussions:

- Think about a team you are on or have been a part of?
- What was the function of the team?
- What made your team successful?
- What were the challenges?

In your small groups, discuss the prompts above. Bring back one feature of a positive team structure or process. Add to the Jamboard on page 1.

# District Community Implementation Infrastructure



# Existing District Organizational Structures

- A school district is comprised of the following structures each with its own function:
  1. Board of Education
  2. Executive Leadership (includes Superintendent)
  3. Administrative Team
- Each of these structures is necessary to support the development of a District Community Implementation infrastructure and implementation of an ISF framework

# Existing Mental Health Organizational Structures

- A mental health/community organization is comprised of the following structures each within its own function.
  1. Executive Leader( Director)
  2. Other
  3. Other
- Each of these structures is necessary to support the development of a District Community Implementation infrastructure and implementation an ISF Framework

# DCIT Description

An integrated team that oversees the development and use of a district community implementation infrastructure to support schools to expand the PBIS work to include mental health services at all three tiers

# District Community Implementation Team (DCIT) Description

An **integrated** team that **oversees** the development and use of a district community **implementation infrastructure** to **support schools** to **expand the PBIS work** to include mental health services at all three tiers



# DCIT Functions

- Shapes district/mental health processes and procedures for selection and use of social emotional effective innovations
- Analyzes both district and community mental health data sources to support implementation
- Ensures communication amongst groups/teams across the district, the mental health agency and the community
- Provides an avenue for executive leaders from the district and mental health agency to work together to change policy, blend funding streams, reposition personnel and adapt procedures



# Activity 1.2

In Random Breakout Rooms:

Respond to the following prompts using the Jamboard page 2

- What are the benefits of an integrated team at the district/community/school level?
- What are the challenges of an integrated team at the district/community and school level?
- What are the primary functions of a DCIT?

# DCIT Membership

- Essential Roles
  - Executive Leaders (district and mental health director)
  - Coordinator (s) (district or shared with mental health)
  - Family/Youth as active team members
- Other Roles
  - Building level leaders
  - Program directors
  - Clinical supervisor

# Key Roles

## Coordinator (s)

- Facilitate DCIT meetings
- Draft, monitor, prompt use of district processes and procedures (e.g., implementation plan, communication plan)
- Facilitate analysis of district/community data
- Facilitate coaches' meetings and support school leadership team coaches and mental health clinicians

## Executive Leaders

- Participate in DCIT meetings
- Ensure political support and visibility for district/community processes and procedures
- Allocate resources/funding to support implementation
- Support barrier removal
- Ensure collaborative partnerships and outcomes

# DCIT Member's Role

- Participate in DCIT meetings
- Use district's review process (hexagon tool) to recommend adding, keeping or discontinuing behavioral and/or SEL supports for students across all tiers.
- Inventory and assure there is alignment among all of the practices and assessments used to support students' social, emotional, and behavioral needs.
- Ensure all coaches are included in coaching sessions related to the implementation of PBIS, SEL, and SBMH
- Develop and use a protocol for communicating with various groups/teams and agencies who will be working to implement

## DCIT Members Member's Role (cont.)

- Gather barriers impeding community/district implementation efforts and work to actively remove those barriers
- Discuss strengths and needs related to the district's capacity to replicate and scale up PBIS, SEL and SBMH across other schools within the district
- Develop differentiated plans to support principals in developing staff readiness to use PBIS, SEL, and SBMH and to address the needs of the school
- Establish consistent routines and procedures that ensure adherence to the core features of MTSS and PBIS, SEL, and SBMH (e.g., staff handbook or district guidelines document)

# Personnel to Support Implementation at District and School Level

- District
  - Executive Leaders and MTSS Coordinator (s)
  - District Community Implementation Team
  - District Data Coordinators
- School
  - School Leadership Team Coaches (including school and mental health)
  - School Leadership Teams (including school administrator and mental health)
  - Grade Level Teams (Elementary)/Department Teams (Secondary)
  - Multidisciplinary Teams (including school and mental health)

# Time Allocation

- Adequate time needs to be allocated for district, mental health, and school staff to engage in professional learning and team meetings
  - PBIS, SEL, and SBMH professional learning
  - Monthly meetings for district and school teams (e.g., DCIT, SLT, grade level, department)
  - Professional development for school and mental health staff
  - Time during Staff Meetings





# Activity 1.3

In random breakout rooms:

Respond to the prompts using the Jamboard on page 3

- What is your role on your current team/organization? How would it look differently on a DCIT?
- What do you see as the essential roles on the DCIT?
- What challenges do you anticipate for the DCIT, Executive Leaders, and Coordinators in fulfilling their roles?
- What would your next steps to be to establish a DCIT?

## 2.0 Meeting Process and Procedures

### Setting the team up for Success

# Focus of District Community Implementation Team

- Inventory and align practices, programs and assessments
- Recommend the selection or discontinuation of practices, programs and assessments
- Recommend and support professional learning for all staff who support practices, programs and assessments
- Communication plan
- Recognize and work to remove barriers
- Coaching System
- Complete action items and tasks to support implementation
- Analyze data to monitor the effectiveness of the implementation (at district/MH-C and school levels)

# DCIT Operating Procedures

- Standard ways of work to ensure efficient and effective meetings
  - Established meeting schedule
  - Defined meeting roles and norms
  - Shared Mission statement
  - Decision-making protocols
  - Decisions for storing and organizing team minutes and documents
  - Agenda/meeting minute template
  - District/Community Implementation plan template and decisions

# DCIT Meeting Agenda Template

- Use of a standardized agenda template guides the development of monthly meeting agendas
- This ensures critical topics are regularly addressed and sufficient time is allocated
- Meeting minutes are documented for future reference

# DCIT Agenda Topics

## Standing Agenda Topics

- Review agenda and previous action items
- Implementation Challenges
- Data Collection and Use
- Communication From/To
- Meeting Wrap-Up

## As Needed Topics

- Professional learning preparation
- Deepening team knowledge
- Effective innovation review/ selection, de-selection process and alignment process

# Next Steps on DCIT Operating Procedures

DCIT with Coordinator(s) and Executive Leader met to:

- Assign and team meeting roles
- Confirm decision-making protocols with district and community mental health partnerships
- Finalize agenda template
- Determine electronic document storage and provide access

Remember to schedule annual reviews of the DCIT Operating Procedures to ensure they are still relevant to how the team operates. It is also a good tool to onboard new members so accuracy matters.

# District Community Implementation Plan

- An implementation plan is one document or sheet that combines your goals/targets and your action items in one place.
  - Integrating PBIS, school mental health, and related social-emotional-behavioral initiatives requires planning at the district and school levels
  - Intentional activities will need to be planned and monitored for completion
  - Coordinator(s) will prompt DCIT to monitor, update, and add tasks to the meeting agenda to support timely completion
  - Goals/targets are set to ensure scale-up, capacity, fidelity and SEB outcomes are all monitored and improving.



# Next Steps District/Community Implementation Plan

- MTSS Coordinator or district leaders provide the DCIT with a draft of the District/Community Implementation Plan
- Review activities from professional learning training to determine any updates that need to be included to the Implementation plan.
- Determine the format the team will use to document the District Implementation Plan and identify the process for how it will be drafted, finalized and reviewed on a regular basis

# Activity 2.1

- Random Breakout Rooms utilizing Jam board page 4
  - Individually review the DCIT Operating Procedures Packet, Agenda template, and implementation plan
- As a small group consider the following prompts:
  - What specific components do you find will lead to more efficient and effective meetings?
  - Have you ever participated in any meetings that utilized a specific structure or process? If so, how can it complement or support this DCIT Operating process?
  - What experiences do you have in developing, implementing, and monitoring an implementation plan?
  - What potential challenges do you anticipate?

# Memorandum of Understanding (MOU) Considerations

- MOU screenshots of items pertaining to today's training
  - DCIT Member's Roles were addressed and reflected in this content. The Staff Roles and Responsibilities component of the MOU are shared
  - Teaming process and procedures were reviewed as well. The component Expectation for Teaming are Defined will guide the newly formed DCIT in the refinement or development of the MOU

# Component 7: Staff Roles and Responsibilities are Defined

Checklist Items	Examples
<p>MOU spells out:</p> <ul style="list-style-type: none"> <li>• Staff selection and recruitment</li> </ul> <p>Parties responsible (District and Community Partners) are listed and:</p> <ul style="list-style-type: none"> <li>• Have executive authority decision-making</li> <li>• Address role changes and job description for staff</li> <li>• Plan for the installation of community-based clinician into the building leadership team</li> <li>• Plans, support and coordinates co-training model</li> <li>• Participates in Problem-solving Activities on the DCIT</li> <li>• Participates in Problem-Solving Activities on the SLT</li> </ul>	<p>Summary statement of staff roles and responsibilities.</p> <p>The ISF is led by an executive level leadership from education, mental health and other community agencies who have the authority to reallocate resources, change policy, and sustain and scale the core features of an Interconnected System Framework.</p> <p>Family and student voices are integral participants in the establishment of the integrated team.</p> <p>Tools:</p> <ul style="list-style-type: none"> <li>• Changing Role Discussion Guide</li> <li>• Changing Roles of Staff District-Level Discussion Guide</li> </ul>

Amended Interconnected Framework Memorandum of Understanding (MOU) Checklist with Examples:  
Version 2: MiMTSSTAC

# Component 4: Expectations for Teaming are Defined

Checklist Items	Examples
<p>MOU includes:</p> <ul style="list-style-type: none"> <li>• Executive leaders from district and community systems</li> <li>• Family and student representatives</li> </ul>	<p>Expectations for teaming defined</p> <p>The ISF is led by an executive level leadership from education, mental health and other community agencies who have the authority to reallocate resources, change policy, sustain and scale the core features of an ISF. Family and student voices are integral participants in the establishment of the integrated team</p>
<p>MOU identifies/requires the completion of the following to inform readiness/installation of teams:</p> <ul style="list-style-type: none"> <li>• Aligning teaming structures</li> <li>• Team operating procedure process</li> </ul>	<p>ISF Initiative Inventory Team Operating Packet</p>

Amended Interconnected Framework Memorandum of Understanding (MOU) Checklist with Examples: Version 2:  
MiMTSSSTAC

## 3.0 School and Community Data, Mission Statement, and Initiative Inventory

# Review Existing District and Community Data

## School

- Universal screening data (academic and SEB)
- Grades/Course Failure
- Attendance
- Discipline Referrals
- Suspensions/Expulsions, Mi-Profile Healthy Youth (MiPHY),
- School Climate Survey Data

## Community

- Demographic information
- Juvenile justice interactions
- Hospitalizations
- Emergency room visits suicide ideation/attempts
- COVID rate/impact

# Additional Data To Consider

- Community-level indicators of risk and protective factors
  - Family and youth protective data that may be collected from surveys and focus groups
- Specific Community Needs
  - Opioid crisis
  - Spikes in unemployment
  - School/community violence
  - Natural disaster



# Data Analysis Steps

District/Community Leaders will:

1. Review existing district/school and community/mental health data
2. Develop a data summary to present to the DCIT
3. Prioritize the needs based on data summary with the DCIT
4. Create a shared mission statement between the district and community/mental health partner



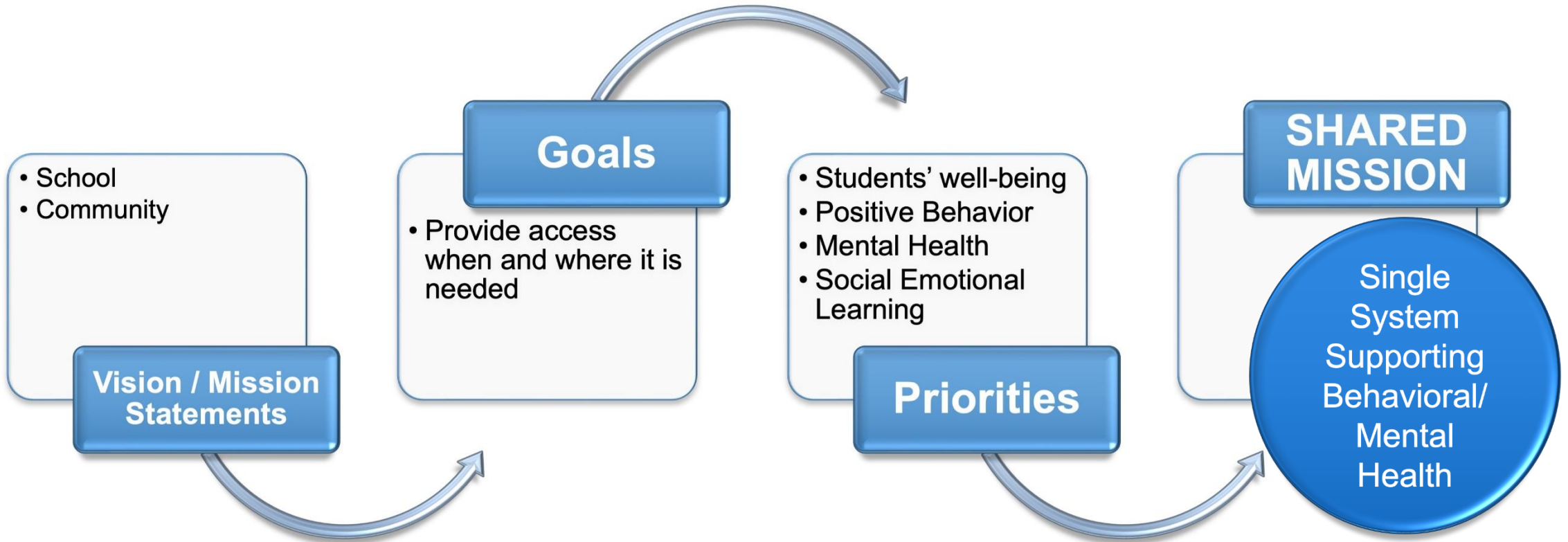
# Activity 3.1

- Breakout Rooms: Self Select Teams or Individual Participants
  - What data do you currently have available?
  - What types of data would be most helpful at the district and school to review?
  - What types of community and mental health data could be reviewed?
  - How could a data summary impact DCIT priorities?

# Shared Mission Statement

- A shared mission statement components:
  - Defines the purpose of the team
  - Establishes goals for the work based on shared priorities
  - Creates a shared vision that can be communicated with stakeholders including teachers, students and families

# Creating a Shared Mission



# Example: U-46 Mission

- The mission of the U-46 School and Community Alliance is to create, integrate, and leverage existing and new school/community partnerships that develop a full continuum of systemic interventions based on data. It encompasses three intervention tiers:
  - Systems for promoting healthy development and preventing problems
  - Systems for responding to problems as soon after onset as is feasible
  - Systems for providing intensive care

# Next Steps Creating Mission Statement

- Review the shared Mission statement components, proposed strategy, example from U-46, and any current missions statements from the district and Mental Health/Community partner
- Begin to draft a mission statement formalizing a shared vision with mutual goals
- Make a plan to finalize the Mission Statement, and communicate with the district and mental health organization
- The steps listed above would be examples of actions (activities) to add to an implementation plan

## Activity 3.2

- In Random Breakout Rooms..
  - Individually review the shared Mission statement components, proposed strategy, example from U-46, and any current missions statements from the district and mental health/community partner
  - As small group discuss..
    - How do you begin to draft a mission statement formalizing a shared vision with mutual goals?
    - How would you communicate with the district and mental health organization about the mission statement?

# Initiative Inventory Purpose

- To provide an overview picture of existing social-emotional-behavioral related initiatives or programs available to the larger community
- Determine the effectiveness, relevance, and fidelity for for each program or initiative
- Determine funding and resource allocation
- Determine areas of redundancy or gaps in support

( adapted from NIRN)



# PBIS/SEL/SBMH Initiative Inventory Outcomes

- Clarify the purpose of district and mental health/community structures
- Identify each team or committee
- Determine how new partners/teams will fit within existing structures
- Inform selection decisions when leveraging existing and new staff
- Identify opportunities to align or eliminate related initiatives as they begin the integration into a combined behavioral/mental health support system

# ISF Initiative Inventory Process

Name of Initiative	What is connection to DCLT mission?	What personnel are involved in the implementation?	What is expected outcome?	What evidence of outcomes are there thus far?	What is financial commitment and source of funding?	What fidelity measures exist?	What professional development exists including coaching and performance feedback?
<b>PBIS</b>	<b>School climate and culture</b>	All Staff	Reduction in suspensions, ODRs, restrictive placements	Improved suspension, ODR and restrictive placements	District Coach FTE, Stipends for building coaches, & professional development	Tiered Fidelity Inventory	Quarterly coaching for building coaches; PD for new staff, On-going PD and coaching for all staff
<b>Social Emotional Behavioral Skills Curriculum</b>	<b>School climate and culture through social and emotional learning</b>	<b>School counselors and social workers</b>	Improved skills for students in grades K-5	Reduction in ODRs from last school year	Purchasing curriculum plans for each grade level & professional development for integrating into academic content	Self-report of counselor or social worker	None
Wellness	Increasing awareness of whole child	All Staff	Increased awareness of mental health issues	<b>Unknown</b>	Paying for materials for each teacher	<b>None</b>	1 hour PD for staff
Bullying Prevention, •Stop, Walk, Talk	Aligns with PBIS framework	All elementary staff	Increased awareness of interactions and respect for self and others	SWIS data shows reduction in ODRs for bullying behavior	None	Part of fidelity check for PBIS – TFI	Teachers receive ongoing PD, coaching and TA from district and building coaches
Suicide Prevention	Increasing awareness of whole child	All high school staff	Increase awareness	<b>Increase in suicide ideation and attempts</b>	None	None	8 hours of PD for all staff

# ISF Initiative Inventory Process Continued

- Use the ISF Inventory to identify all social-emotional-behavioral related initiatives or programs
- Organize, align, or eliminate based upon overlap, effectiveness, relevance and fidelity
- Develop a schedule for ongoing review of initiatives
- Items for conversation are flagged in red, and action to be taken by the DCIT
- Identify items of discussion, decisions, and action steps

Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide

# Next Steps in Conducting and Initiative Inventory

- Your Executive Leaders and Coordinator (s) would facilitate a review of the Initiative Inventory with the DCIT
- Flag any items in red font for conversation and action to be taken by the DCIT
- Use the example inventory and discussion for DCIT to guide your process
- When setting up your initiative inventory consider using your implementation plan to help monitor our progress toward completion.



# Activity 3.3

- Individually Reflect on the following and record in the chat
  - Who would you need to invite to conduct a district/community Initiative Inventory?
  - How would a district/community Inventory be different than other initiative inventories? Has your district collected this information in another way like a resource map?
  - What potential action items could be generated from conducting an initiative inventory to guide the work?
  - What could potential challenges and benefits in conducting an initiative inventory with a DCIT?



# DCIT Team Next Steps

- Ensure meetings are scheduled for the entire year
- Share power point and resources with DCIT
- Review Next step slides to determine action items
- Attend office hours as additional resource and support
- Attend the next professional learning series session.
- At your DCIT meeting review all activities on your DCIT Implementation Plan



# DIT and Individual Next Steps

- Share power point and resources with stakeholders in your district or organization
- Review the next slides steps to determine any potential action items
- Attend office hours as additional resources and support
- Attend the next professional learning series session

# References

- Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide.
- Perales, K., Barrett, S. and Pohlman, K. (2019) *Developing the Memorandum of Understanding: A Discussion Guide to Develop or Enhance MOU*. ISF District Leadership Installation Guide.
- St. Martin, K. and Barrett, S. (2021) *Interconnected System Framework Professional Learning Series*. Michigan's Multi-Tiered System of Supports Technical Assistance Center.