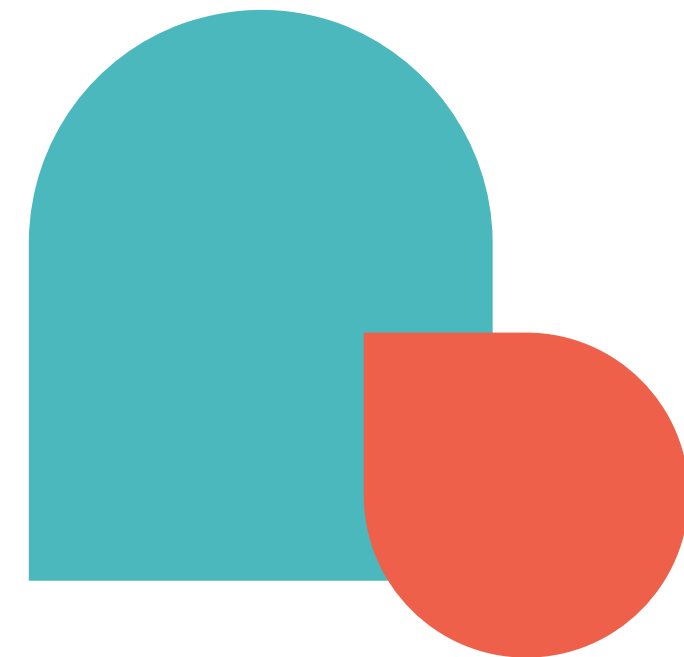
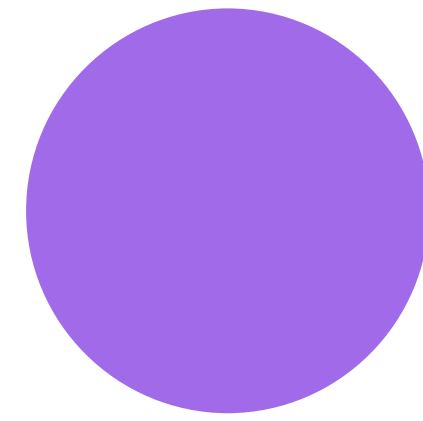


# District Behavioral Task Force 2022-2023

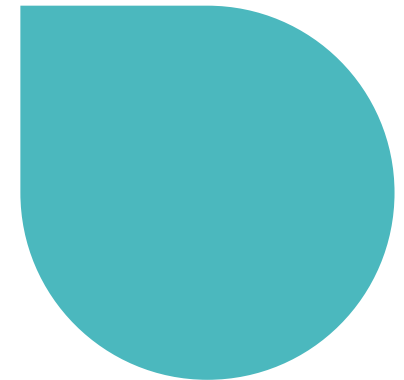
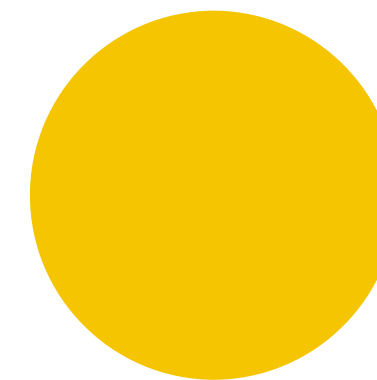
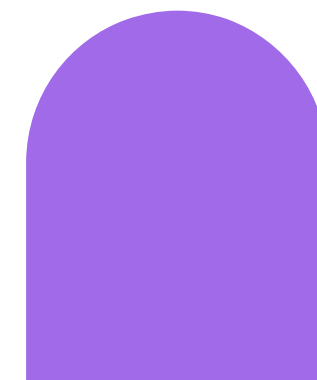
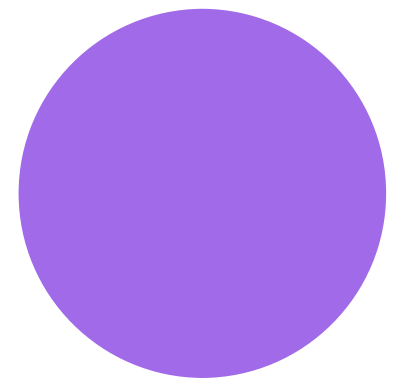
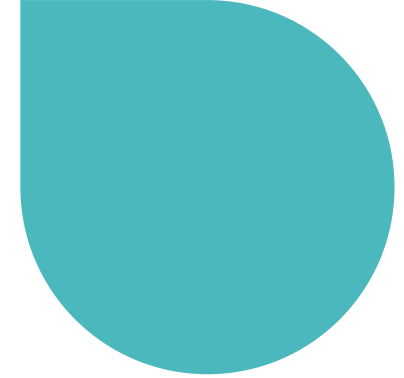
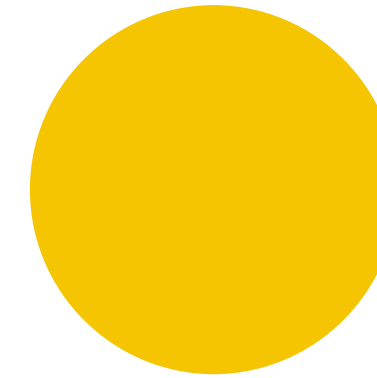
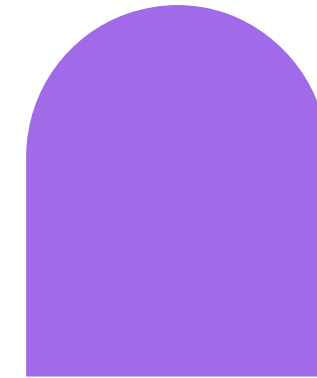
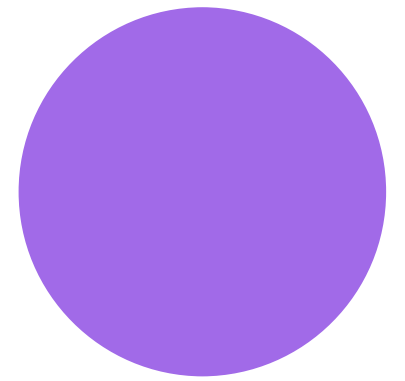
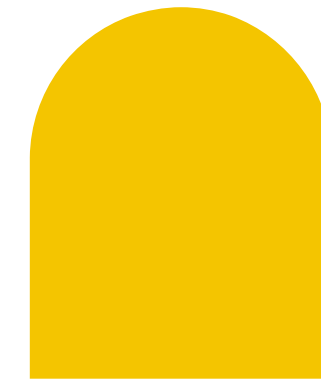
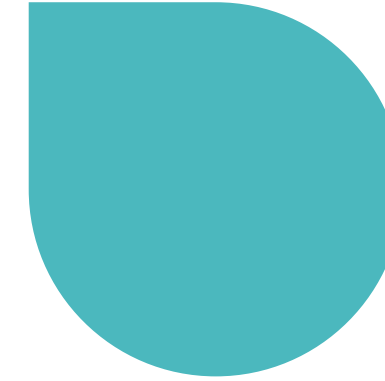


# Scope Of Work

- Refine/review call for support and incident reporting protocols
- Schedule verbal de-escalation training for all teaching staff not CALM trained
- Schedule CALM training for all para-professionals not CALM trained
- Schedule behavior plan training for all para-professionals
- Schedule school committee reports on incident and call for support protocol data
- Refine/review/schedule debrief on any use of physical restraint, timeout, timeout rooms etc. in order to prepare for DESE reporting and school committee presentations
- Redistribute BCBA presentations on behavior plans to all staff.
- Presentation to all staff on logical consequences at the elementary level through Responsive Classroom training and to be reviewed for elementary and scheduled at all other levels in the fall.
- Schedule in person trainings for all required annual trainings including 51A, restraint, incident/call for support, accident reporting, bullying intervention/reporting etc. prior to the start of school for FY 23
- Handbook updates prior to end of school year and distribute with assignment letters. Staff signature indicating receipt will be required.

# TEAM MEMBERS

- ★ **Laura Chesson: Superintendent**
- ★ **Kristin DeFrancisco: Assistant Superintendent**
- ★ **Jill Jarvis: Principal of Swallow Union**
- ★ **Marla De La Cruz: Coordinator of Mental & Behavioral Health**
- ★ **Nancy Murphy: Educator Swallow Union**
- ★ **Sadie Bradshaw: Special Education Florence Roche**
- ★ **Wendy Kelly: Paraprofessional Florence Roche**
- ★ **Marsha Gray: Paraprofessional GDRHS**
- ★ **Lacey McCabe: GDRSD School Committee**
- ★ **Katie Leonard: SEPAC Representative**
- ★ **Fran Osterholtz: Educator GDRMS**
- ★ **Jamie Vieira: Educator Boutwell**
- ★ **Laura Taylor: Asst. Principal Florence Roche**
- ★ **Tiana Nygren: Special Educator Florence Roche**



# WHERE WE WERE, ARE AND GOING



## Where We Were

- Concerns were raised about having a way to get help to classrooms to respond to difficult student behavior
- Understanding the nature of student's behavior and how to respond to that behavior.
- Creating a system for calling for support in the district.

## Where We Are

- Monthly Meetings to create and monitor the implementation of the call for support system
- Beginning to look at data trends from each school
- Beginning to understand what it means to be proactive about and respond to behavior in developmentally appropriate ways.

## Where We Are Going

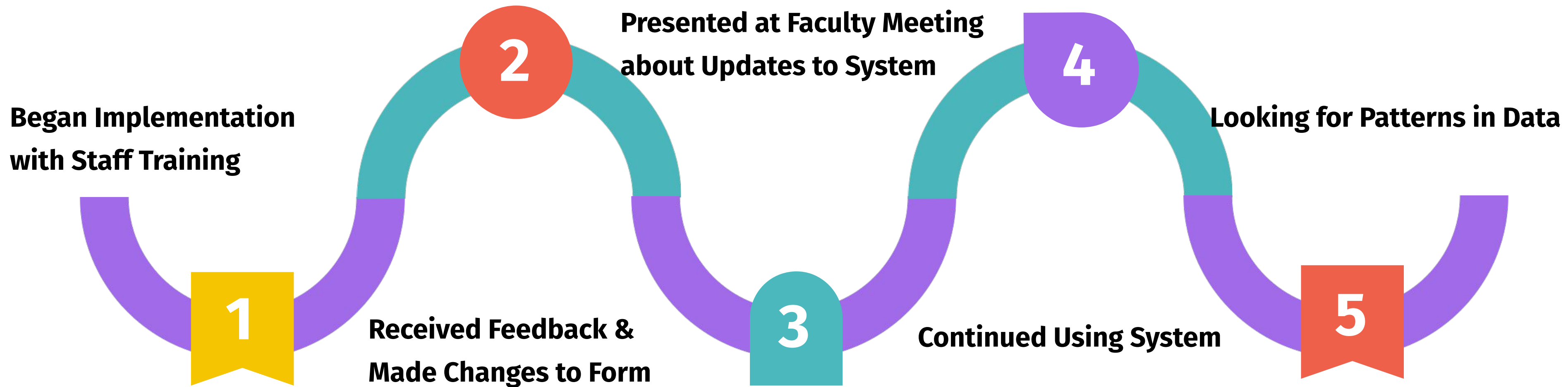
- Continued use of data trends to inform next steps.
- Building Based Teams to continue the conversations about what kinds of PD/PL would be beneficial.
- Collaboration between building based teams and the district team around preventative, proactive measures and responses to behavior.



**Where We Are**

# Call for Support

## Phases and Stages



# Staff Training for Implementation

During a staff meeting at each building, a representative from the behavioral task force from the school presented the Call for Support System. This included:

- The form itself
- The difference between a green, yellow and red call
- How to call
- Question & answers

The presentation can be seen at the link below: [\*When and How to Call for Support\*](#)

# Received Feedback & Made Changes

After using the form and the system for the first six weeks of school, committee members used meeting time to understand how the system was working as a whole. We looked at preliminary data. We collected feedback from the staff and made changes to the form and the system based on the feedback. Some of these changes were:

- Eliminated green as a call and left yellow and red in place
- Were more explicit about who receives the calls
- Made slight changes to what we included in the form
- Moved to all electronic reporting
- Included a glossary of terms to create common vocabulary



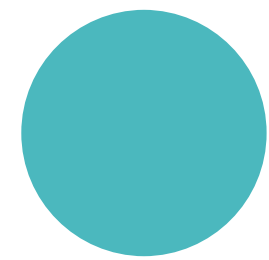
# Updated Presentation to Faculty

Following the changes and updates, representatives led a second presentation to ensure that the revised system would be implemented with fidelity. This time, the principals joined the representative and they co-presented. The presentation can be seen using this link: [Updated presentation](#)

At this point, no other changes were made and the system continued to be used. As of our April meeting, we have been beginning to look at the trends we see in buildings and across the district.

This means that the trends you are about to see are from January forward. This is because we wanted to make sure that we were looking at data after we had piloted, gotten feedback and made changes. In addition, there was a presentation in December including data.

# Trends in Data



**Boutwell has used the system a few times for medical attention.**



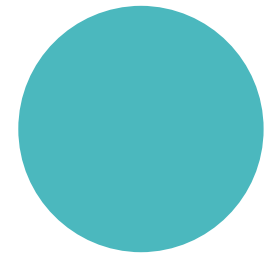
**The majority of use is at the elementary schools and originates from the classroom learning environment as opposed to to the hallway, cafeteria or recess.**



**There is some use at the middle school, mainly to locate students. This means students who have left the room during class and have not returned or have been marked present and are not in class.**



# Trends in Data



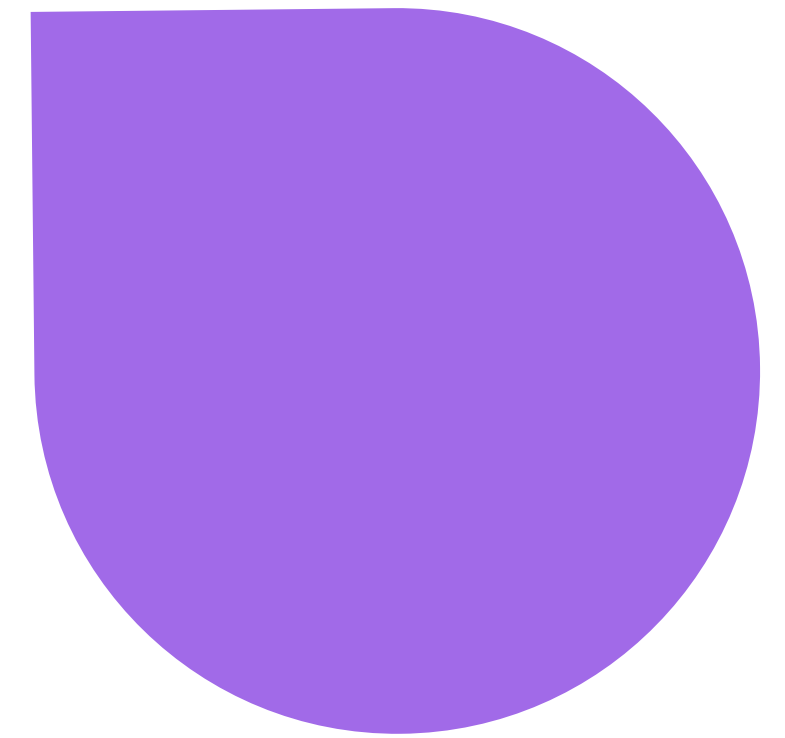
The High School has used the system for students who are already identified as needing support, but needed more in the moment.



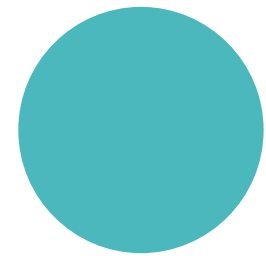
Most of the calls are happening in the afternoon.



The average length of students needing additional support in the district is 10 minutes. This does not mean that there are not some outliers where students are needing significantly more assistance, particularly at the elementary level.



# Trends in Data



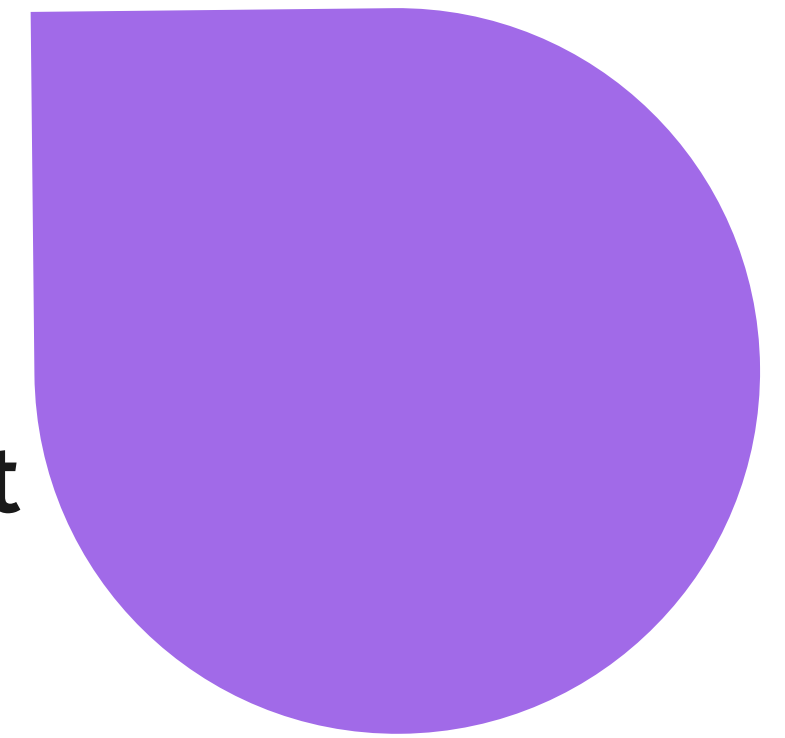
**Second to classroom spaces, students need support in the hallways during transitional times.**



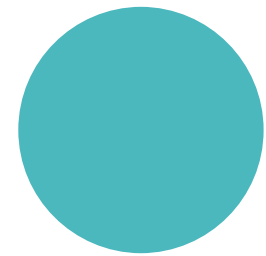
**The majority of our calls are categorized as yellow which means a student is experiencing low to medium dysregulation that might look like raised voices, peer attention, lack of focus on instruction, task avoidance or task delay, excessive wandering. (From the form)**



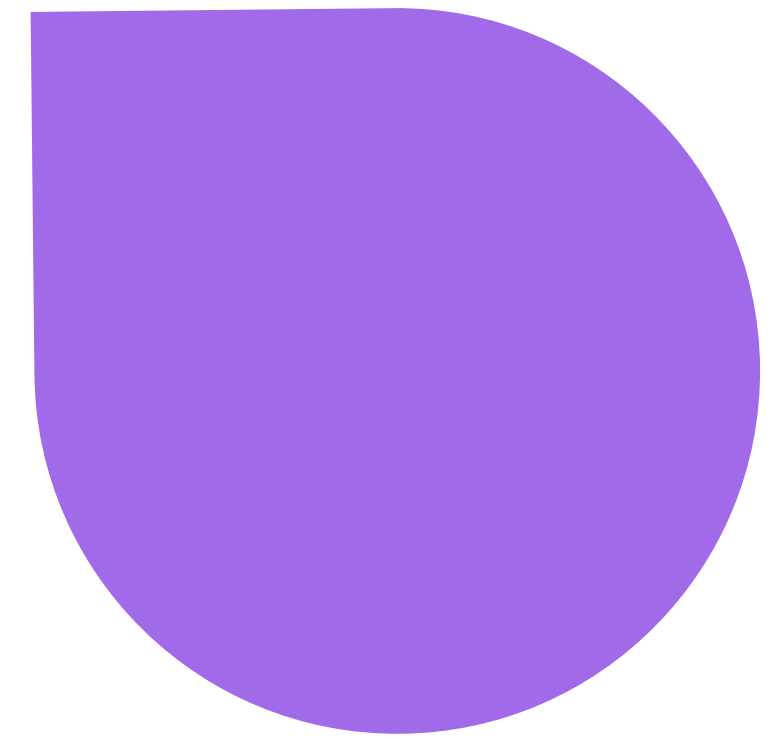
**Aside from the male/female representation, The data is representative of our district demographics**



# Trends in Data



Out of 141 incidents (not number of students) 8 incidents were reported as female and the remaining were reported as male.



Our current data represents 30 children across the district



The data also allows us to understand who is placing calls and who is responding for support. While educators respond to calls to support their colleagues, counselors & administration respond to calls the most.

# This Makes Us Curious About

Professional Development that fosters equitable outcomes for students

Why most of our calls are reported as involving male students.

Why most of our calls are happening in the afternoon

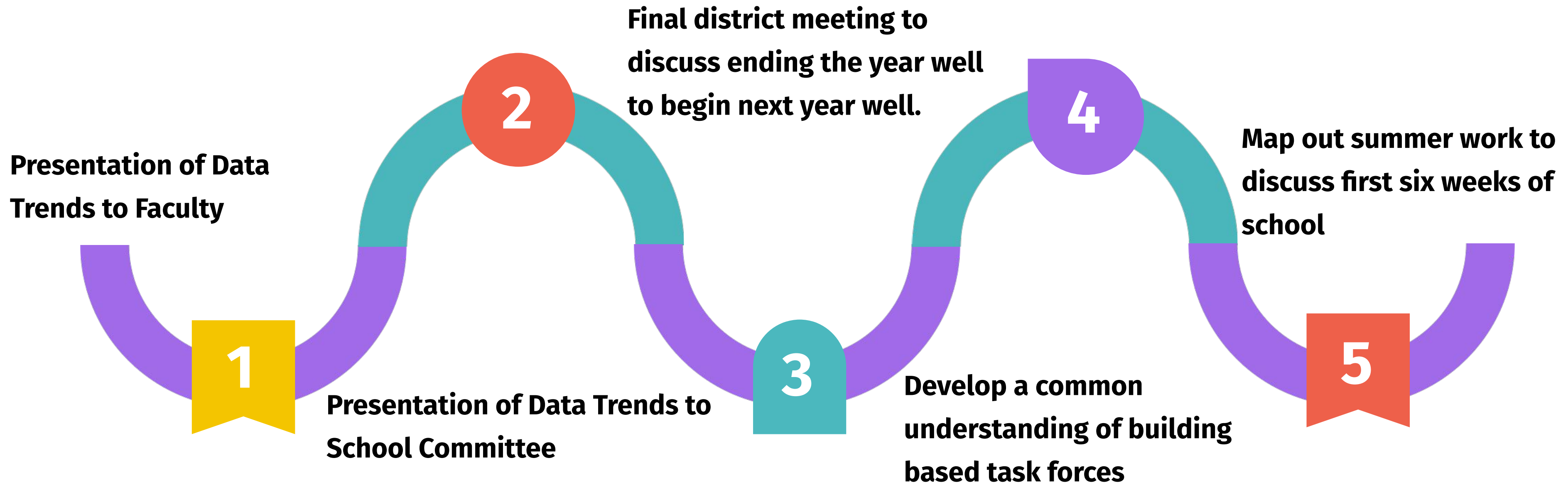
Strategies for times when students are transitioning in and out of classrooms

There is only some use of Call for Support outside of PK - 4.

Whether or not students are successful following the Call for Support

# What's Next?

## Phases and Stages



# Building Based Task Force

Each building will have a team that looks at data to inform next steps.

The building task forces will have a representative on the district task force.

PD & PL to understand and respond to developmentally expected behaviors.

Assist with the communication to the school community

Understanding the development and implementation of a student support plan

Examining our understanding of tiered supports for addressing all behavior.



# Scope Of Work

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