Division:

Division Contact:

Division Contact (email/phone#):

| ***Exploration Activity*** | | ***Considerations*** | | ***Who is responsible for facilitating?***  ***By when?*** | | ***Evidence of completion*** | | ***Questions/Needs*** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Webinar #1: VTSS Overview and Identification of Exploration Team** | | | | | | | | | |
| *Exploration Team identified:*  Team has members who are representative of the division. This may include: executive staff and/or those that can influence policy, funding, and resources; school board members; instruction; student services; special education; data management and/or information technology; family  *Team designates coordinator or point of contact* | Who would make a good thinking partner?  Who has the authority to allocate resources, including funding?  Who has the authority to influence or change policy?  Who understands academic,  behavioral and emotional wellness needs in our division and if these needs are significant enough to become a priority?  Who has an understanding of the needs of our families and  community?  Brainstorm to identify other  possible change agents/ opinion leaders, etc. | |  | | Exploration Team Members:  Exploration Team Point of Contact: | |  | |
| *Exploration Team schedules regular meetings* to share resources and complete exploration activities. | In which meetings could VTSS  resources be shared? Ex. Executive or cabinet level division meetings  Do additional meetings need to be scheduled or can time be allocated at executive level meeting to complete exploration activities? | |  | | Team Meeting Schedule (dates/times): | |  | |
| Exploration Team schedules time to *view quarterly webinars* presented by the VTSS State Leadership Team. | With whom should the  exploration team share webinar recordings and/or information from the webinars? | |  | | Date webinars reviewed: | |  | |
| Exploration Team gathers research, information and resources related to VTSS. This should include (but is not limited to):   * Overview information from the DOE sponsored webinars. * VTSS Overview Handout * Integrating Academic and Behavior Supports at the District Level * Review of the following websites   [link: http://www.pbis.org/school](http://www.pbis.org/school)  [link: http://www.pbis.org/school/swpbis-for-beginners](http://www.pbis.org/school/swpbis-for-beginners)  [link: http://www.pbis.org/school/rti](http://www.pbis.org/school/rti)  [link: http://www.pbis.org/research](http://www.pbis.org/research)   * Other information as noted in the webinars | Are there research data available to demonstrate the effectiveness of VTSS (multi-tiered frameworks)?  Examine the research, information and resources for effectiveness with a variety of learners and with students of diverse cultural groups and/or that match the  demographics of the division.    Examine ways in which fidelity data will be measured and consider during implementation. | |  | | Research, information and resources considered: | |  | |
| **Webinar #2 : Analyzing Data to Assess Need** | | | | | | | | |
| *Problem Identification:*  Exploration Team analyzes local data to determine needs and prevalence. | Does the data suggest that office discipline referral rates, in school suspensions and out of schools suspensions are higher than is acceptable?  Does attendance data (including tardy and early dismissal data) indicate an area for improvement?  Are graduation rates acceptable for ALL groups of students?  Does data indicate a need or priority around bullying behaviors?  Does school climate data indicate a need or concern?  Does the data indicate a need to increase academic performance in one or more areas for one or more groups of students?  Does the data indicate that there is a need for increased fidelity of implementation of evidence based instructional practices? | |  | | Data Points Considered:  Area of Need: | |  | |
| *Identifying solutions:*  Exploration Team selects targeted area(s) to address the identified needs. | Using what was learned through the research, information and resources examined above, is there evidence that VTSS addresses the specific areas of need in the division? | |  | | Describe information considered: | |  | |
| **Webinar #3 : Identifying Existing Resources and Initiatives and the Fit with VTSS** | | | | | | | | |
| Exploration Team completes initial resource map of current programs/ initiatives/ interventions/ common practices that are currently in place in the division to address the identified need(s). | What current initiatives and  resources exist within the division to address the identified area(s) of need?  Is it likely that the implementation and outcomes of the current initiatives and resources will be enhanced by the implementation of VTSS?  How does VTSS fit with other  priorities in the division?  How can VTSS fit with the current organizational structure?  How can VTSS fit with community values including the values of diverse cultural groups? | |  | | Attached resource map | |  | |
| **Webinar #4 : Expectations for Participation in VTSS** | | | | | | | | |
| Exploration Team assesses potential barriers to adoption and implementation and problem solve potential solutions. | What staffing resources are  needed and are they available?  Are there any costs associated  with VTSS? Explore funding options.  Are professional learning  resources needed and are they available?  Are coaching resources needed and are they available? | |  | | Identify staffing, professional  learning and coaching resources:  Superintendent in  conjunction with the Exploration Team documents  funding options (i.e. school  improvement, Title II grants, etc.) to support the VTSS  initiative for a minimum of 5 years. | |  | |
| *Optional:* Exploration Team conducts site visits to meet with divisions currently implementing VTSS. If visits are not feasible, division representative(s) contact divisions currently implementing VTSS for more information. |  | |  | |  | |  | |
| Exploration Team presents findings to the Superintendent and if policy/procedure dictates, the School Board. | Does the presentation include  information about:  What is VTSS?  What does our data say about our needs?  How does VTSS fit our identified need?  How do existing resources and initiatives fit with VTSS?  What are the expectations for  participation in VTSS? | |  | | Date of presentation to the  Superintendent and/or School Board. Attach  resources utilized. | |  | |
| Superintendent endorses moving forward. | With this endorsement, discuss  with the Superintendent how  he/she and Central  Administration can articulate:   * A vision for this way of work moving forward * Provide political support to school teams * Allocate needed resources * Ensure alignment between   VTSS and other division  initiatives | |  | | Superintendent signature and/or statement of intent to participate. | |  | |
| Exploration Team considers potential pilot schools for implementation and share information on VTSS with administrators. | When considering schools for pilot sites determine:   * Is there student need? * Is there administrator   support?   * Does the school have   personnel skilled in practice of implementation (with fidelity), existing systems and  infrastructure to support implementation and/or  components of VTSS/PBIS already in place?   * How easily can the practice be put into place in the school? * Are there adequate resources and supports within the school to implement? * Does it fit with existing   initiatives or projects within the school? | |  | |  | |  | |
| Exploration Team *assesses* membership to determine if the team should continue as the Division Leadership Team (DLT) for VTSS Implementation or adjust membership to better meet the roles and functions of the DLT. | Is the team representative of the division?  Does the team have at least one member who:  Has the authority to allocate  resources, including funding?  Has the authority to influence or change policy?  Understands academic, behavioral and emotional wellness needs in our division?  Has an understanding of the needs of our families and community? | |  | | Division Leadership Team (DLT) Members: | |  | |

Please attach any relevant documentation.

For questions and/or additional support and information, please contact:

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