



Positive Behavioral Interventions and Supports: Building Systems and Using Data to Support Tier 2 Practices

Part 2

Materials

- Google Drive With Materials
 - <http://bit.ly/Tier2materials>



Learning Intentions

Part 1

- Ensure a shared understanding of MTSS/PBIS with a focus on Tier 2
- Explore and action plan to support implementation of Check-In, Check-Out (CICO)
 - Tier 2 Team
 - Screening and Decision Rules
 - Implementation Process

Part 2

- Review how we match interventions with student needs
- Plan for professional development and family support
- Plan for data monitoring

Learning Expectations

EXPECTATION	BEHAVIOR
Be Responsible	<ul style="list-style-type: none">▪ Make yourself comfortable▪ Take care of your needs (water, food, restroom, etc.)▪ Practice physical distancing while engaging with others during our time together▪ Consider, I am not here to be right, I am here to <i>Get It Right</i>
Be Respectful	<ul style="list-style-type: none">▪ Listen to understand▪ Assume best intentions▪ Practice perspective-taking
Be Safe	<ul style="list-style-type: none">▪ Ask what you need to know to understand and contribute▪ Create a safe space that invites open dialogue and vulnerability – Consider the 3 Gates of Speech: Is what you want to say Kind? True for you? Necessary?



Matching to Student Needs

TFI 2.7 Practices Matched to Student Need

- Formal process in place to select practices that:
 - Match student need (CICO meets a basic need for all)
 - Reflect contextual fit (developmentally appropriate & culturally appropriate)

Thinking about Meeting Student Needs with Targeted/Tier II Practices

	Targeted Intervention	Check in, Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies
1.	Access to Adult Attention	yes	yes	yes	yes	yes
2.	Access to Peer Attention	yes	yes	yes		yes
3.	Access to Choice of Alternatives/Activities	yes	yes	yes	yes	yes
4.	Option for Avoiding Aversive Activities	yes	yes	yes		yes
5.	Option for Avoiding Aversive Social Peer/ Adult Attention	yes				yes
6.	Structural Prompts for 'What To Do' Throughout the Day	yes	yes			
7.	At Least 5 Times During the Day When Positive Feedback is Set Up	yes				
8.	A School-Home Communication System	yes			yes	
9.	Opportunity for Adaptation into a Self-Management System	yes	yes	yes	yes	yes

Function

Systems

Is CICO Trauma Informed?

- **Relationship**
 - Morning and afternoon CICO facilitator
 - Scheduled feedback from teacher
 - Behavior Specific Praise
- **Higher dose of Skill Teaching**
 - Feedback on school-wide expectations
- **Safety, Consistency, Predictability**
 - Consistent person to begin and end the day
 - Scheduled feedback
- **Regulation**
 - All students in CICO select a regulation activity from short list each morning
 - Some (Modified CICO) check-in with special facilitator who leads a body scan with students before going to class

TFI 2.8 Access to Tier 1 Supports

- Tier 2 supports are explicitly linked to Tier 1 supports (e.g., school-wide expectations defined, taught explicitly, acknowledged, and corrected)
- Students have full access to Tier 1 supports (T2 is layered not in place of)

Tier 1 Practices

- Define, post, teach expectations (using DPR card)
- Pre-correct for expected behaviors/skills
- Reinforce behaviors/skills
- Correct as part of instruction on behaviors/skills



Guidelines

- Use the same school-wide expectations
 - CICO provides additional practice and feedback for students struggling with the expectations
- If you need to add specific behaviors (rules), use the same ones for all students
 - Be respectful: Keep hands and objects to self

***Reminder: Card is not the intervention. Focus on the positive adult interaction and feedback!**

Behavior Specific Praise

Step 1: Name the specific student

Step 2: Acknowledge specific behavior (from Daily Progress Report [DPR])

Step 3: Tie it back to school-wide expectations (from DPR)

This interaction should take 1 minute or less with the teacher giving the feedback.

Error Correction

Step 1: Deliver in a brief concise manner

Step 2: Pair with behavior-specific praise when student displays appropriate behavior

Step 3: Use error correction as a teaching opportunity to clarify and reteach expectations

Step 5: Use the same calm instructional approaches used to point out the problem through specific feedback and redirection

This interaction should take 1 minute or less with the teacher giving the feedback.

Notes on Developing a Reinforcement System

- Most schools include an opportunity for small daily reinforcement (note: should always be paired with social praise)
 - Sticker, school token, high five
- Opportunity to earn larger reinforcement
 - Points on a credit card
 - Stickers on a chart
- Examples of long-term reinforcement:
 - Free time: gym, computer, time with friends
 - Lunch with preferred adult
 - Coupons to snack bar, movie theater, school store

Considerations for Acknowledgement

- ✓ What will students' daily point goal be?
- ✓ What reinforcers will students receive for checking in and out (e.g., praise and lottery ticket)?
- ✓ What reinforcers will students receive for checking out **AND** meeting their daily point goal?
- ✓ How will you ensure students do not become satiated on the reinforcers?

Reinforcer Checklist

To be completed by your student

Please answer YES or NO to if the item or activity is reinforcing/fun to you
(Someone can help you decide)

Activity Reinforcers

Video Game	YES	NO	Basketball	YES	NO
Swimming	YES	NO	Magazine	YES	NO
Watch show	YES	NO	Drawing	YES	NO
Walking	YES	NO	Field Trips/virtual	YES	NO
Comic Books	YES	NO	Puzzles	YES	NO
Play Dough	YES	NO	Board Game	YES	NO
Craft Activities	YES	NO	Card Game	YES	NO

CICO Trading Post - Focus on Building Relationships

Points Required	Wants attention	Wants item/activity	Wants to escape attention	Wants to avoid something
100 pts	<ul style="list-style-type: none"> ◆ School helper ◆ Ask a peer to play/read/draw/meet virtually ◆ Social time with student selected adult or peer ◆ Tie to family activity (choose movie for movie night) 	<ul style="list-style-type: none"> ◆ Choose HW ◆ Student selected –no sugar, no salt, no \$ 	<ul style="list-style-type: none"> ◆ Time to self 	<ul style="list-style-type: none"> ◆ Short break cards to avoid student-selected activity
250 pts	<ul style="list-style-type: none"> ◆ Computer/activity with a friend ◆ Walk with friend pass during day ◆ Social time with student selected adult or peer 	<ul style="list-style-type: none"> ◆ More time for selected activity ◆ Free ticket to sporting event, play ◆ Student selected –no sugar, no salt, no \$ 	<ul style="list-style-type: none"> ◆ Time alone ◆ Independent work space 	<ul style="list-style-type: none"> ◆ Choice of an alternative assignment
400 pts	<ul style="list-style-type: none"> ◆ Out to lunch with chosen adult ◆ Class recess, free time, or popcorn party ◆ Help with school announcements/news ◆ Arrival greeter 	<ul style="list-style-type: none"> ◆ Student selected –no sugar, no salt, no \$ 	<ul style="list-style-type: none"> ◆ Leave class 10 minutes early at end of the day to go to an alternative location; e.g., library (predetermined) 	<ul style="list-style-type: none"> ◆ Leave class 10 minutes early at end of the day to go to an alternative location; e.g., gym with PE teacher (predetermined) or



What will be your message about consequences to staff?

Are there consequences for students receiving minor or major referrals?

Considerations for Consequences

Considerations ...

- Pre-correct during staff professional learning for
 - This is not meant to be a Response Cost approach- we do not take points away
 - Punitive consequences for behavioral infractions are driven by a separate system
 - Think natural consequences: If students are not in the classroom, then they do not have the opportunity to earn DPR points for that time period
 - Minors and majors are data sources that can be used to inform feedback from the facilitator and team decisions



**Professional
Development and Family
Support**

TFI 2.9 Professional Development & Family Support

- Written roles of Coordinators & Facilitators for each intervention
- Written process used to teach & coach all relevant staff in all aspects of intervention:
 - How to deliver the intervention
 - How to request assistance
 - How to use the progress report (DPR) as an instructional prompt, deliver feedback, and monitor progress

Staff Training and Overview

- Targeted/Tier II Systems and CICO Training for ALL staff (consider starting small before scaling to All)
- Include how Tier II system will operate
 - Data used to identify students (decision rules, RFA) and other IN-ON-OUT decision rules
 - Roles of Coordinator & Facilitators
 - Teacher, student, family roles
- Must also introduce your CICO DPR and detailed explanation of how the intervention will work
 - Pre-correct: what to do when a student is unhappy with their score (corrective vs. negative feedback and other prompts for teachers based on common student reactions...)

Professional Learning for Staff

- Schedule for refresher training just like with Tier 1
- Staff feedback (student aggregate data & program)
- Special considerations: substitute (student teacher), coaching for individual teachers, conflict with classroom cost-response practices

Student Participation

- Student involvement in development of CICO
- Student training developed and delivered
 - Role playing
 - Discussion of routines
 - Responding to redirection from teacher
- Special Considerations: training for students who need support accepting redirection

Student and Family Orientation

- For students on intervention
 - Who, what, when, where
 - Pre-correct: Teach students what to do when they disagree with a score
- All families...what CICO is
 - Inform during registration process
 - Address at open house, through newsletters, newspaper and other...
- Families of students on CICO...process for explaining/consent
 - Best if phone call is made directly to family by the student's teacher
 - Followed by letter
 - Consent: check with your district's decision makers
 - "Back-up Plan" in place if needed

Sample Resources in Workbook

- Review as a team
- Make edits as needed to reflect your school
- Prepare staff PD using slides in this ppt and relevant sections of this workbook
- Prepare supports for staff, students, and families

Remember: Schools may want to start with a small number of students and staff and then plan to scale or grow as a school-wide system



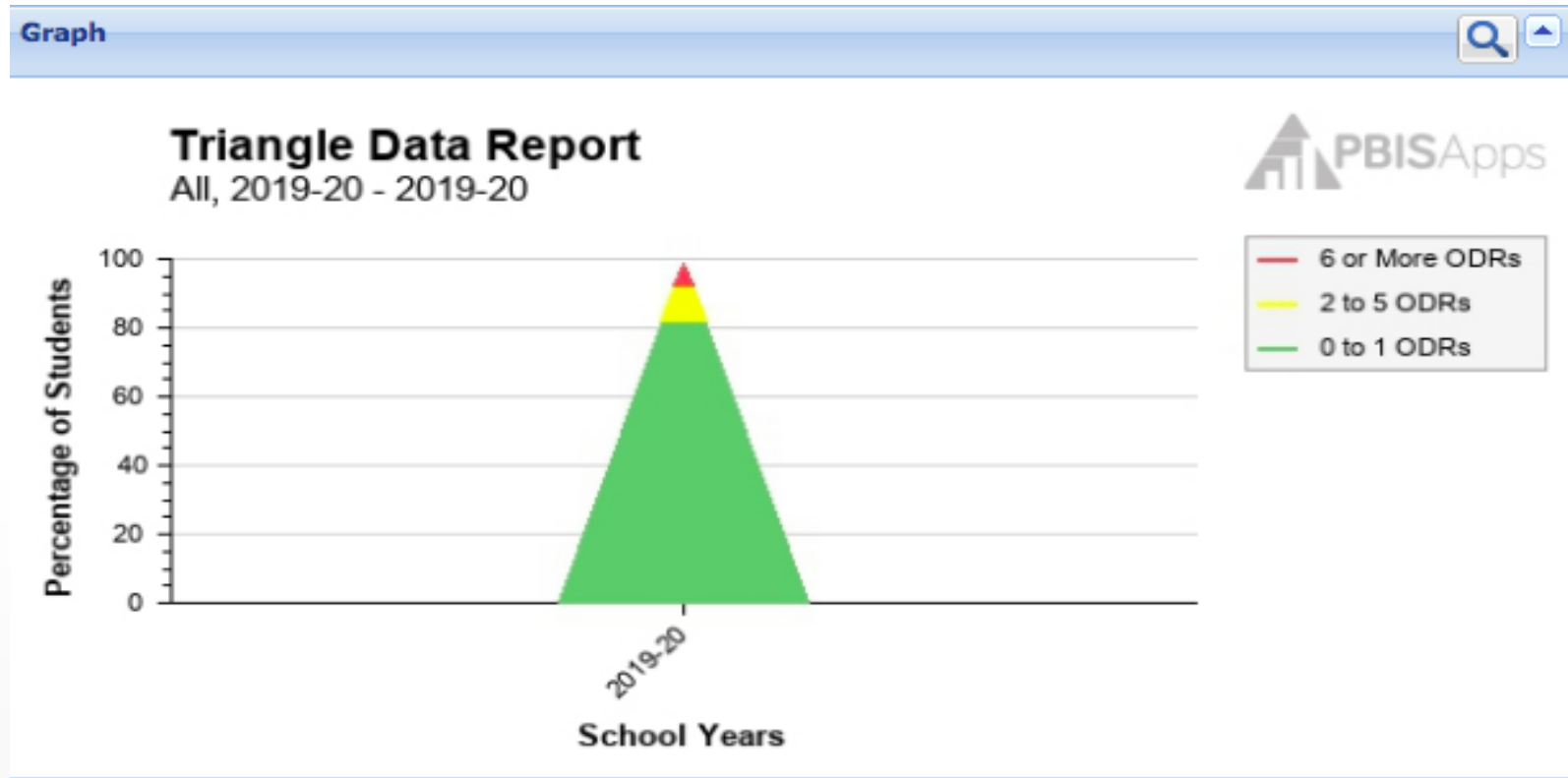
Data Monitoring



TFI Evaluation Subscale Features

- 2.10 Level of Use
 - At least 5% of students are receiving Tier 2 supports
 - Criteria for responding are defined for each Tier 2 Intervention
- 2.11 Student Performance
- 2.12 Fidelity Data
- 2.13 Annual Evaluation

Using the Data



Data Table

School Y...	Enrollm...	0 ODRs	1 ODRs	2-5 O...	6-8 O...	9+ O...	% 0-1 ...	% 2-5 ...	% 6+ O...
2019-20	549	394	57	56	14	28	82.15%	10.20%	7.65%

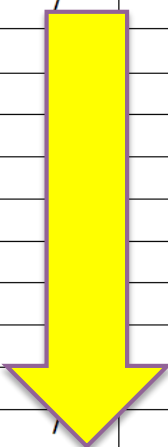
Tier 2 and 3 Tracking Tool

School Name: _____

Total School Population as of October 1: _____

PLEASE NOTE, enter number and Percentages for each Intervention. Also provide the averages in the last row.

Interventions	Check-in Check-out (CICO) # and %		Social/Academic Instructional Groups # / %		Individualized Check-In/Check-Out, Groups & Mentoring # / %		Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning) # / %		Complex FBA/BIP # / %		Wraparound Support # / %	
	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding
July	/	/	/	/	/	/	/	/	/	/	/	/
August	/	/	/	/	/	/	/	/	/	/	/	/
September	/	/	/	/	/	/	/	/	/	/	/	/
October	/	/	/	/	/	/	/	/	/	/	/	/
November	/	/	/	/	/	/	/	/	/	/	/	/
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February	/	/	/	/	/	/	/	/	/	/	/	/
March	/	/	/	/	/	/	/	/	/	/	/	/
April	/	/	/	/	/	/	/	/	/	/	/	/
May	/	/	/	/	/	/	/	/	/	/	/	/
June	/	/	/	/	/	/	/	/	/	/	/	/
Averages for year	/	/	/	/	/	/	/	/	/	/	/	/



Data-based Decision-rules for defining “response to intervention”: Please list below your data-based decision-rule/s to determine youth ‘response’ for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):



Responding to Social/Academic Instructional Groups:

TFI 2.11 Student Performance Data

- Student data monitored & used at least monthly (usually every 2 weeks)
 - % of students T2 is working for
- Data decision rules established & used to
 - Adjust support (fade, intensify, continue)
- Aggregate data shared with stakeholders

Data monitoring

- Student level
 - Daily percentage of points earned
 - Use for decision making (continue, modify, intensify, fade)
 - 80% = success
- Progress monitoring data are necessary to answer important questions:
 - Is the student making progress towards the goal?
 - Is the intervention effective for most of the students receiving the intervention?
 - Is the intervention being implemented with fidelity?

Data-Based Decision-Rules: Sample to Consider

a) Identification for CICO (IN):

- Student is identified by 2 or more office discipline referrals (ODRs), 4 or more classroom-managed incidents, attendance, work completion, referral from family, student, or school staff, etc.

b) Progress-monitoring (ON):

- DPR data is collected daily & reviewed every other week. Data is collected for 4-6 weeks (individual buildings decide whether 4 or 6 weeks will be better for their students).

c) Exiting/transitioning (OUT):

- Student received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs or attendance concerns. Student may be transitioned into being a CICO student mentor

Data-Informed Team Decisions

Fade

Continue

Intensify

Fade

- If student has met graduation criteria consider:
 - Graduation process including celebration!
 - Then...
 - Checking in less frequently (i.e., every other day, or less times throughout the day)
 - Move to student self-monitoring
 - Student Leader- help the adults check-in and check-out students
 - Mentoring other students (student leader)
 - Share story to key stakeholders

Continue

- If student has NOT met graduation criteria (and further CICO could result in success), consider:
 - Keeping the student in CICO
 - Caution: Avoid leaving students in CICO without fading or intensifying for too long of a period of time

Intensify

- If student has NOT met graduation criteria (and further CICO with no modifications would NOT result in success), consider:
 - Adding an additional CICO time throughout the day
 - Letting student bring a friend to check-in and check-out
 - Student choosing specifically who he/she will check-in and check-out with
 - Check in for a few more minutes (be careful here of getting too close to a mentoring model)

TFI 2.12 Fidelity Data

- Routine & schedule established to collect fidelity data (e.g., direct, self-report, checklist) for all Tier 2 interventions

- Use tools for measuring fidelity of implementation – TFI or CICO-TIM
- Using data to celebrate success and improve teacher buy-in

**Check In Check Out Fidelity of Implementation Measure (CICO)
Scoring Guide**

School: _____ Date: _____ Pre: _____ Post: _____

District: _____ State: _____ Data collector: _____

<u>Evaluation Question</u>	<u>Data Source</u> P = permanent product; I = Interview; O= Observation	<u>Score</u> 0-2
1. Does the school employ a CICO coordinator whose job is to manage CICO (10-15 hours per week allocated) (0 = No CICO Coordinator, 1 = CICO coordinator but less than 10 hours per week allocated, 2= CICO Coordinator, 10-15 hours per week allocated)	Interviews with Administrator & CICO Coordinator	I
2. Does the school budget contain an allocated amount of money to maintain the CICO)? (e.g. money for <u>reinforcers</u> , DPR forms, etc. (0 = No, 2 = Yes)	CICO Budget Interviews	P / I
3. Do students who are referred to the CICO receive support within a week? (0 = more than 2 weeks between referral and CICO support, 1 = within 2 weeks, 2 = within a week)	Interview CICO Referrals & CICO Start dates	P / I
4. Does the administrator serve on the CICO team or review CICO data on a regular basis? (0 = no, 1 = yes, but not consistently, 2 = yes)	Interview	I
5. Do 90% of CICO team members state that the CICO system has been taught/reviewed on an annual basis? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	Interview	I
6. Do 90% of the students on the CICO check-in daily? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO recording form	P
7. Do 90% of students on the CICO <u>check-out</u> daily? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO recording form	P
8. Do 90% of students on the CICO report that they receive reinforcement (e.g. verbal, tangible) for meeting daily goals? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	Interview students on CICO	I
9. Do 90% of students on the CICO receive regular feedback from teachers? (<u>randomly</u> sample 50% of student DPR's across 3 days) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO Daily Progress Reports	P
10. Do 90% of students on the CICO receive feedback from their parents? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO Daily Progress Reports	P
11. Does the CICO coordinator enter DPR data daily? (0 = no, 1 = 1-4 x a week, 2 = daily)	Interview	I
12. Do 90% of CICO team members indicate that the daily CICO data is used for decision-making? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	Interview	I

CICO Fidelity Tool to be used with the TFI

Bringing it Together: Tier 2 TIPS Meeting Minutes

CICO Intervention Summary (Completed by CICO Coordinator/Data Analyst)

Tier 2 Implementation Fidelity Check - Tiered Fidelity Inventory (TFI) – Tier 2 section

Date of last assessment: April 2018 Tier 2 Implementation 85 % Next Check: Tier 2 Date April 2019

TFI Completion Date

Fidelity for Tier II is 70%

Recommended annually when at fidelity and 2-3 times/year until fidelity.

Population Data:

Total School Population as of Oct 1: 500 #
 Total # students currently receiving Tier 2 CICO supports 30 # Percentage of students currently receiving Tier 2 CICO supports: 6 %

Population & Progress Monitoring Data comes from Tracking Tool. Want to include all interventions at Tier II.

CICO Progress Monitoring:

Data-Based Decision Rule for "responding" to CICO: *Student has an average of 80% of DPR points and no time out of class reports in last 4 weeks.*

Number/Percent of students by status since last review:

Students Meeting Goal # 19 % 63 Students Not Meeting Goal # 11 % 17 Students Fading to self-management

Target is 10-15%. Need to consider students we are missing with our data decision rules.

Target is 70% of students responding. Need to problem solve this from systems perspective.

Tier 2 and 3 Tracking Tool

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April	/	/	/	/	/	/	/	/	/	/	/	/
May	/	/	/	/	/	/	/	/	/	/	/	/
June	/	/	/	/	/	/	/	/	/	/	/	/
Averages for year	/	/	/	/	/	/	/	/	/	/	/	/

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Responding to Check-in Check-out (CICO):

Responding to Social/Academic Instructional Groups:



Tier 2 Systems Team Meeting

- 70% of students are responding
- Coordinator comes with **precision statement**:
"30 students are being supported through CICO. 70% are responding (21 students), 16 students are making progress (upward trend) and we will continue to progress monitor until goal is met (80% points earned over 4 consecutive weeks), 5 students have met their goal (80% of points earned over 4 consecutive weeks), and 9 students are not responding."
- Coordinator updates team on plan for **continue, fade/graduate,** and **intensify/modify**

TFI 2.13 Annual Evaluation

Evaluation plan to assess overall effectiveness & efficiency of interventions to include:

- Data based decision making rules to uncover student needs
- Data based Range of interventions available
- Implementation fidelity
- On-going support for implementers identified
- Evaluations are shared with staff & district leadership

Tier 2 and 3 Tracking Tool

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Responding to Check-in Check-out (CICO):

Responding to Social/Academic Instructional Groups:



Resource Map for Tier 1

What practices/programs/initiatives are in place?	Who receives support?	Who are the providers?	How is progress monitored? How are outcomes evaluated?
Every Student is Known	All students	All staff matched w/ Ss	Google Student roster doc to progress monitor
SW Expectations defined, taught, pre-correction, feedback to acknowledge & correct provided	All students	All staff	TFI (2x/yr); Informal surveys, Observations
Morning Meetings	All students	Classroom Teachers	Checklist submitted weekly
Second Step	All students	Collab-Ts and Counselor; Embedded in lesson plans	Lesson Plans reviewed in PLCs; Student behavior
Virtual Socials (school-wide goals for attendance; non-contingent community builders)	All students	All staff; PBIS team facilitates	Attendance; Progress Monitor Goals

Resource Map for Tier 2

What practices are in place?	Who receives support?	Who are the providers?	How is progress monitored? How are outcomes evaluated?	How do students enter & exit?
Check-In Check Out (CICO)	Students with low level behaviors, attendance issues, perceived internalizing behaviors	School Counselor Coordinator; CICO Facilitators	Student behavior data, DPR to progress monitor, CICO FIM-fidelity	<u>Entry:</u> 2 Office Referrals, 3 unexcused absences, staff/family/student nomination <u>Exit:</u> Avg. 80% points earned over 4 weeks
Check-In Check Out - Modified	Students needing support in addition to CICO	School Counselor Coordinator; CICO Facilitators	Student behavior data, DPR to progress monitor, TFI and CICO FIM-fidelity	<u>Entry:</u> Lack of progress with CICO w/in 2 weeks <u>Exit:</u> Avg. 80% points earned over 4 weeks



Closing

Review from Part 1 and 2

- Tier 2 interventions are a part of a broader system
- Decision rules needed to fade, continue, intensify
- Data collection and review are key
- Fidelity must be measured for success

Survey and PLU Certificates

- To receive a PLU certificate, fill out the exit survey:
<http://bit.ly/3cwyveu>
- We will review your response and send a follow up email



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DIVISION OF TEACHING & LEARNING

WEBSITE:

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