

Ogden School District

Title IV, part A Programmatic Monitoring Report April 19, 2023

Overview

The Utah State Board of Education Title IV, part A staff monitored Ogden School District programmatic use of funds in April 2023. This report outlines the observations, evidence, and any findings or recommendations from that site visit.

Goals

Ogden School District is utilizing Title IV, part A funds to support the three categories of Well-Rounded Educational Opportunities, Safe and Healthy Students, and Effective Use of Technology as outlined below:

Goal 1: Demonstrate a 1% - 2% annual increase in emotional regulation, grit, self-efficacy, and social awareness data in Panorama student self-perception surveys, grades 3-5 and grades 6-12.

Goal 2: Demonstrate a decreased number of drug and vaping related behavioral incidents in secondary students.

Goal 3: Demonstrate a 1%-2% annual increase in “regular attenders” (i.e., students who attend 95% or more school days).

Ogden School District has implemented these goals through district-wide Positive Behavior Interventions and Supports (PBIS).

Highlights

Ogden School District has created a consistent implementation plan for PBIS in all schools to build capacity across the district. There is a continuous school culture from kindergarten to graduation with all school administrators, teachers, counselors, and students for the implementation of PBIS.

Each school used themes based on mascots and student input to develop their individual incentive programs. It was clear that the system was built with student, educator, and parent feedback. There was strong evidence of student and educator buy-in and commitment to the success of PBIS in the Ogden School District.

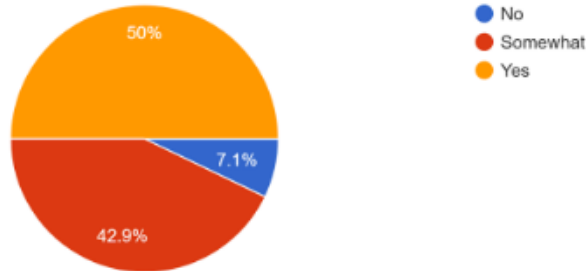
Ogden High School decided to focus its implementation on Tier 1 supports to create a base of understanding and engagement for students and staff, in the hopes of direct impact on the school's culture to be 3OT (On Time, On Task, On Track). The school recognized that before the school community would be ready for SEL system supports capacity, there needed to be a base of normalcy reestablished in terms of school rules, thus the focus of 3OT.

The school utilizes a database to review behavior factors in order to understand when behavior incidents are happening, with which students, and any other patterns that emerge. They found more issues with discipline in the classroom than in the hallways. Through the database, they also analyzed the types of discipline happening during class time and found most instances of discipline included failure to carry out instructions, misuse of electronics, talking, not staying in a seat, head down, and not staying on task.

As a result, they created a classroom checklist to help measure student expectations and gave professional learning to teachers to increase engagement from the start of class. Teachers were asked to do a self-assessment of their instructional practices. This self-assessment showed that 60% of teachers reported they get students' attention at the beginning of class most of the time through means such as bell work or relevant tasks. The self-assessment also showed that only 28% of teachers use an attention signal, 62% of teachers have a visual display of expectations, and 86% of teachers circulated the classroom. Most educators rated their own classroom management as a 4 out of 5. The administration and staff determined that the culture in the school needs to be adjusted to make sure all students understand the importance of being in class on time and ready to learn, and agreed that students need to have something valuable occurring at the beginning of class. The goal for each educator was to select one area and set a goal for improvement. Samples of the self-assessment can be seen in the images below.

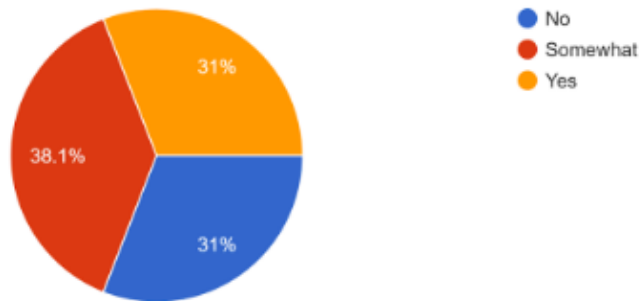
Do you acknowledge expected behaviors regularly? More specifically, is your ratio of attention to positive behavior (the sum of your non-contingent ... and consequences) 3:1 or better? (Mark only one)

42 responses



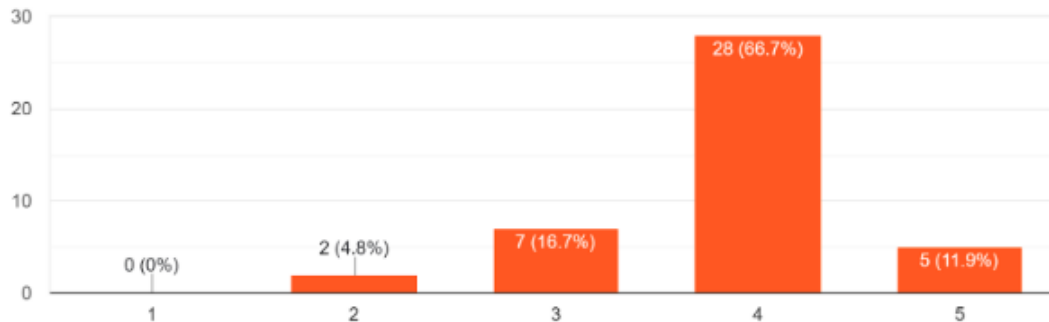
If misbehavior or lack of motivation is an issue, do you have a system in place for documenting and rewarding appropriate class-wide and individual student behavior? (Mark only one)

42 responses



Overall how would you rate your classroom management? (Mark only one)

42 responses



As a result of the self-assessment and implementation of PBIS in Ogden High School, rules are visible and class expectations are discussed with students on a regular basis. They have 206 students participating in the student reward system, “Tiger Points.” Educators have noted in data findings that as they began looking for positives, their classrooms became more positive, and they were able to provide daily support. The school has seen a shift and plans to continue to focus on PBIS and student engagement.

At **Highland Junior High**, the school has focused primarily on supporting students through the reinstatement process after a suspension. In the event of a suspension, students are sent home with a lesson on emotional regulation and school rules with prompts; they must identify what their personal obstacle was with following the school rules, and come up with an action plan for how they will correct, address, or fix that obstacle. Because of the focus on what happens during the suspension, the reinstatement process is shortened and students are able to return to learning faster. During reinstatement, students must meet with the administration and parents. The students will identify an adult in the building with whom they have a relationship and can trust. As with Ogden High, PBIS implementation requires student engagement and a connection with the school, making relationships a vital part of a successful system. The school resource officer (SRO) is also part of the school’s restorative practices and attends training, which improves consistency for students and parents. As a result of the restorative practices, there have been no repeat offenses after students complete the reinstatement meetings with parents.

Highland Junior High has also implemented other PBIS components focusing on student attendance and behavior management. Like other schools, they have had issues with students attending classes with little reinforcement to attend. Now, the school has implemented “Stop, Stand, and Wait.” Students have to be checked into the classroom if they are late to class. The school has noticed more students are in class and out of the hallways during class time, improving behavior incidents.

In addition to the concerns above, teachers reported needing support with behavior management and student behavior support. The school has created a student support center (SSC) where students can de-escalate in another classroom if needed and complete “meta-moment” sheets. The SSC allows the students to



stop and reflect in order to avoid suspension. Students are now taking ownership for their behaviors and there has been a decrease in office referrals for student behavior.

Three elementary schools were part of the Title IV, part A monitoring visit: Wasatch Elementary, Polk Elementary, and New Bridge Elementary. Each elementary school utilized student incentives and PBIS consistent with Ogden School District goals. Highlights from each school program are outlined below.

Wasatch Elementary School has implemented the Multi-Tiered Systems of Support (MTSS) and PBIS school-wide. They focused on creating a safe and trustworthy environment where students feel valued and accountable for their actions. This is reflected in their “Wild Cat Way,” where they strive to be “trustworthy, safe, courteous, and accountable.” Through a 5-year plan to return to the baseline post-pandemic for school culture, Wasatch Elementary School has fully implemented Tier 1 of the plan, which focuses on social-emotional learning (SEL) and data-driven programs such as the Panorama and survey collection. The school counselor goes into each classroom to enhance student skills based on student surveys and needs. Students are taught the importance of reporting and completing surveys to help collect accurate data. The school counselor also uses student and parent surveys to help tailor the programs to meet the needs of their community. Wasatch Elementary School has a prize wagon program, which is supported by a braid of federal and state funds. This program recognizes students who meet and exceed expectations weekly.

After seeing success on current goals to implement school rules, there are plans to shift focus to attendance. Wasatch Elementary School believes in building relationships with students, and greeting every student rain or shine at the start of the day. They remain committed to creating a safe and supportive environment where all students can thrive.

Polk Elementary is also committed to promoting good practices that help students thrive. POLK focuses on Preparedness, On-time Learners, and Kindness, and has implemented school-wide MTSS and PBIS initiatives similar to the rest of the Ogden school district. Teachers received training on the new school-wide PBIS and MTSS rules and aided the implementation, which has helped the school community align



their actions and promote an understanding of consequences for the students. To ensure that students learn to be accountable for their actions, the school has implemented redactive consequences, including 4:1 reinforcements and office referrals for behavior interventions. The principal, counselor, and behavior specialists also come into classrooms to support students and reteach them how to be anti-disruptive. In addition, the implemented Multi-Tiered System of Supports (MTSS) helps to identify the issues students may be having, and then provides emotional regulation supports. When students are suspended, a reinstatement meeting is held with parents, and teachers welcome students back to class. The school has two student support centers where students can sit and reflect on their actions and complete Behavioral Think Sheets. When an issue arises, the school focuses on reteaching first and building relationships and skills such as listening, thinking about learning, and raising one's hand if help is needed. Social skills classes are offered three days a week with the school counselor, and attendance and PBIS rewards are provided to students. To receive the reward, students are allowed one absence per month, and all classes receive points for good attendance and behavior. These points can be used in the school store, Amaz'in. A party is held for students and classes who achieve a 95% good attendance rate for the year, which has helped build a sense of pride and belonging among the students. As a result of these initiatives, a 90% increase in attendance since Covid times has been identified. Additionally, teachers are given the opportunity and an incentive to submit data to show the support given to students.

New Bridge Elementary has proudly created a student-led PBIS system. Student leaders have a voice and take a leadership role in determining incentives, leading lessons, and supporting other students in achieving school goals and their chosen motto of "Respectful, Responsible, and Safe." The motto can be found in the classrooms, the hallways, the bathrooms, and the playground.

Consistent with other Ogden School District schools, New Bridge Elementary has a focus on attendance. Students encourage each other to improve attendance through student-led activities and incentive programs. New Bridge has "Principal Bingo," a large dinosaur wall filled with student examples of kindness, a planned field day incentive for students achieving 95% attendance for the quarter, and a cart for students to trade incentive points for prizes.



New Bridge Elementary has created a school-wide culture of PBIS. Through posters and signs in the hallways and classrooms, to student-designed incentive programs, it is clear there is consistent implementation of PBIS in the school. Students have consistent and clear expectations posted throughout the building, and each classroom has prominent displays of behavior and academic expectations.

In addition, New Bridge Elementary has built a strong communication system with parents. There is a school-wide PBIS Implementation Plan that includes parent communication and engagement. Parents are included in all aspects of their child's education and play an important role in the success of PBIS at New Bridge Elementary. Four times a year, lessons on PBIS are given to students.

In accordance with PBIS, there is a reinstatement plan for students in the event of a suspension. Students will identify the causes of their behavior and work to correct and prevent the incident from reoccurring. There are visuals, worksheets, and a plan to include parents.

District-wide Implementation has several elements that are consistent in each school. Every school in the district has a PBIS Facilitator. These facilitators meet regularly to plan, align goals, review data, and support the district goals. There is a handbook that each school uses to ensure PBIS implementation is done with fidelity. This includes ensuring the Tier 1 system is executed consistently in each classroom with all students. The team also critically reviews possible barriers as well as success for school-wide Tier 1 supports.

The PBIS facilitators together review data and reflect on the areas that need the most improvement, and analyze why those areas need improvement. This analysis leads to the development of new goals and benchmarks of quality (BoQ). One facilitator reflected that for kids that haven't had a lot of positive experiences, PBIS really is a new experience. Students have a choice of various rewards for meeting goals and making improvements. Many kids use points to buy gifts for family members. Sometimes this is the only positive interaction with an adult all day. PBIS is restoring skills lost during Covid - the relationships with school, educators, and peers, a sense of belonging, and grit. PBIS improves the equity of the school by having a consistent plan between each school and ensuring each student has equal opportunities for success.

In the case that more support is needed, behavior specialists and social workers in each building implement Tier 2, the Child Assistance Team (ChAT). The behavior specialists and social workers ensure that interventions meet the behavior and needs of the students. In addition, data is collected on students on Tier 2 supports to monitor progress and ensure students are making progress and meeting goals. District data shows that 54% of students on Tier 2 support are in fact meeting their goals. In addition, teachers also receive a lot of behavioral support. There is an interconnectedness between what teachers need and what students need.

When Tier 3 support is needed, the district has partnerships with Weber State University and other outside agencies to offer services. When needed, there are therapy options at school. This reduces the barriers for students to receive therapy. Another Tier 3 support is youth court, most often required for truancy and vaping. Ogden School District partners with [Juvenile Justice And Youth Services](#) (JJYS) to ensure youth court is administered appropriately.

Findings and Recommendations

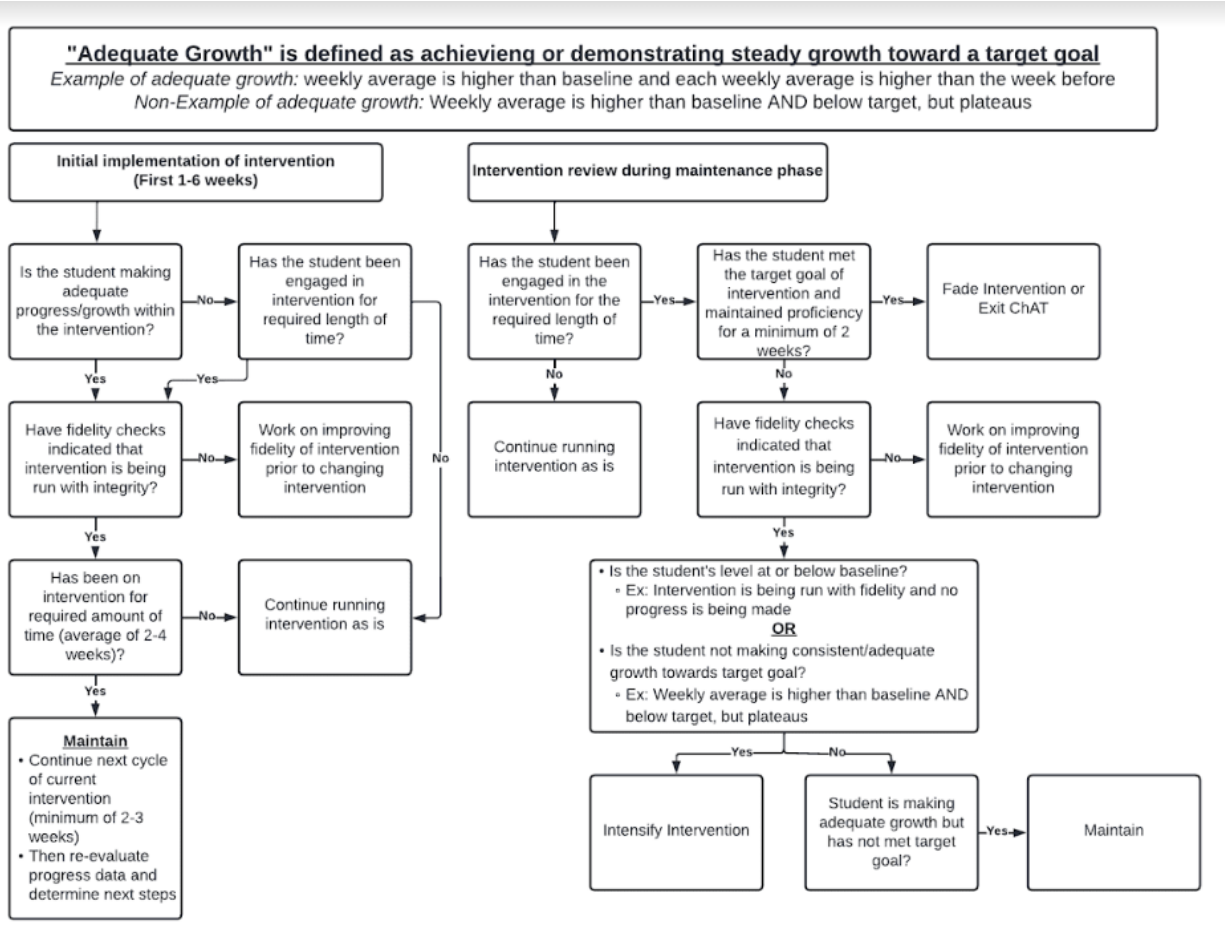
Funds are being used appropriately and are aligned with Ogden School District's Title IV, part A grant application. The USBE staff recommends Ogden School District continue to focus on the importance of relationship building as part of the PBIS implementation plan. We recognize that there is a continued issue of absenteeism throughout the state, and the use of incentives for students to attend school could be a practice to address the situation within Ogden School District. Hence, we also recommend that each school PBIS Facilitator use data to support the use of the incentive programs and ensure these incentives are sustainable and being used appropriately. To effectively promote student attendance, emotional regulation, grit, and self-efficacy, it is recommended that Ogden School District prioritize the ongoing development of their school culture and ensure consistent implementation of PBIS practices. The ultimate goal is for students to recognize the value of attending school and learning, regardless of external incentives.

Next Steps

Ogden School District plans to continue utilizing Title IV, part A funds as outlined above and expand PBIS implementation. This system has allowed Ogden School District to rebuild momentum and enthusiasm around attendance and engagement post-pandemic. Ogden School District is dedicated to supporting students with a strong focus on building supportive relationships between all students, parents, and educators.

Photos and Evidence

Intervention Decision Flowchart





Tier 1 systems-----“YEAR –AT- A- GLANCE” updated 3/01/2022

*Tier 1 Team includes Behavior Systems and Attendance

Before Students Return				
	INFORMATION (DATA)	PLANNING (SYSTEM)	IMPLEMENTATION (PRACTICES)	COMMUNICATION WITH STAFF
PBIS	<input type="checkbox"/> Review prior year's EdHB, Panorama (SEL) TFI, Walk-Through	<input type="checkbox"/> Establish bi-monthly-meetings <input type="checkbox"/> Plan for staff, student, parent and bus driver tier 1 kick-offs. <input type="checkbox"/> Develop survey regarding your kick-off for feedback evaluation purposes.	<input type="checkbox"/> Conduct staff kick-off to inform on systems <input type="checkbox"/> Send out Tier 1 Systems Expectations to Stakeholders (Students, parents, staff, community)	<input type="checkbox"/> Staff kick-off, Communicate schools focus on tier 1 behavior systems and communicate expectations of accurate behavior documentation
Attendance	<input type="checkbox"/> Review TAC from prior year. <input type="checkbox"/> Review Attendance Tier 1 SEAT Elementary , SEAT secondary	<input type="checkbox"/> Establish bi-monthly-meetings <input type="checkbox"/> Establish schedule for reporting to and celebrating with staff <input type="checkbox"/> Review Year At A Glance <input type="checkbox"/> Plan for how School-wide Team will provide data/coordinate with team/staff managing Targeted and Intensive Interventions <input type="checkbox"/> Review laws regarding attendance <input type="checkbox"/> Review current district attendance codes <input type="checkbox"/> Review District and School's Attendance Policy <input type="checkbox"/> Identify key areas to implement from TAC .	<input type="checkbox"/> Send out Tier 1 Systems Expectations to Stakeholders (Students, parents, staff, community)	<input type="checkbox"/> Staff kick-off, Communicate schools focus on accurate taking of attendance and review of data (progress)

Action plans for the Year

September:

- PBIS:** Teach behavior expectations schoolwide and TFI / walkthrough
- Attendance:** Tiered Attendance Checklist (TAC)

October:

- PBIS:** Review of TFI results and action planning
- Attendance:** Create, revise or review attendance policy

November:

- PBIS:** Review Tier I Data and action planning
- Attendance:** Review TAC results and action planning based on data

December:

- PBIS:** Plan for Expectation Reboot and take BOQ
- Attendance:** Attendance Implementation Checklist (SEAT)

January:

- PBIS:** Reteach Expectations School-Wide
- Attendance:** Review Attendance Policy

February:

- PBIS:** Review Tier I data and action plan
- Attendance:** Data review / revisit TAC action items

March:

- PBIS:** Spring Reboot
- Attendance:** Send out communication and action plan based on data

April:

- PBIS:** Take TFI
- Attendance:** Take TAC

May:

- PBIS:** Review Tier 1 data and action plan for next year
- Attendance:** Send out communication and action plan based on dataD


5 more weeks!!

- Redeem Tiger Points EVERY Thursday during lunch!
- May 9-10-11 (Tues, Wed, Thurs.) LAST WEEK!!!
- Know what you want **BEFORE** you redeem points!
- Points do NOT roll over to next year.
- Bring your ID to redeem points the last week!

3OT Tiger Points

Slushie	40	Maverik (\$10)	300
Chips/Candy	40	Amazon (\$10)	300
New ID Card	60	Costa Vida (\$10)	300
OHS Sticker	60	Chick-fil-A (\$10)	300
"U" Removal	80	OHS Hats	300
Lanyard	100	OHS T-Shirt	400
OHS Keychain	100	Dance Tickets (2)	400
OHS Airpod Cover	100	OHS Hoodie	800
OHS Scarf	200	Yearbook	800
4 U s removed	200	Blanket	1200

Every THURSDAY during lunch, points can be redeemed in the BASEMENT Rotunda by the LUNCHROOM (Lunch 11:25-12:03 PM)




Revised 8/11/22

Triple OT


PBIS	
(Positive Behavior Intervention Supports)	
On Time	<p>The Expectation is Success!</p> <p>Be to Class ON TIME!</p> <p>LESS than 2 Tardies per class</p> <p>LESS than 1 Day Missed per month</p>
On Task	<p>Masks (optional)</p> <p>Chrome books charged and ready</p> <p>Keep Our School Clean</p> <p>Show Respect & Support Each Other</p> <p>Dress Appropriately</p>
On Track	<p>Keep Grades at C or above</p> <p>Earn your Credit</p> <p>Absent 9 days or less (95%)</p> <p>College Career Readiness</p>

**We are POLK Proud!
Hallway Rules - We are...**

Prepared	On-task Learners	Kind
<p>Face Forward.</p> <p>Line up and walk in single file or double file lines.</p> <p>Keep arms and hands to your side, or folded.</p> <p>Have a zero voice level.</p>	<p>Follow directions the first time.</p> <p>Walk on the right side of the hall.</p> <p>Walk directly to your destination.</p>	<p>Be respectful to others by being kind and helpful.</p> <p>Keep objects, hands and feet to yourself.</p> <p>Respect our school and help keep the school clean.</p> <p>Use Second Step skills to show empathy and to solve problems.</p>

COUGARS
POLK ELEMENTARY 

SCHOOL RULES


WILDCAT WAY

C	Courteous
A	Accountable
T	Trustworthy
S	Safe

**Wildcat Way
Hallways**

C	A	T	S
Courteous	Accountable	Trustworthy	Safe
-Walk on the right side of the hallway - Walk quietly	-Listen to directions the first time. -Always have a hall pass	-Appropriate talk -Report concerns to teacher or staff -Help someone in need. Stop, walk, talk	-Keep hands and feet to self -Head behind head while in line

Modo Wildcat en los pasillos

C	A	T	S
Courteous (Cortés)	Accountable (Responsable)	Trustworthy (Confiable)	Safe (Seguro)
-Camino al lado derecho del pasillo - Caminar en silencio	-Seguir las instrucciones la primera vez que se digan. -Siempre tener un pase de pasillo	-Hablar apropiadamente -Avisar al maestro las preocupaciones -Ayudar a alguien. <i>Parar, Caminar, Hablar</i>	-Dejar las manos y los pies quietos -Formarse bien

