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MIBLSI as a Value Added System

This document is intended to provide information about Michigan's Integrated Behavior and Learning Support Initiative and the value added to our receivers.

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Addressing Critical Educational Issues:

We understand that schools and districts are faced with critical issues that must be addressed as a matter of best practice, political factors or legal mandates. This table emphasizes the alignment of the MIBLSI project, as well as overall MTSS implementation work, with the mandates, priorities and policies of the State of Michigan Department of Education. MTSS implementation is not an add-on or additional work. It is work that is braided within the mission and vision of the MDE, and MIBLSI.

Table 1. Value Added by MIBLSI to State Initiatives

Topic	Description	Value Added
State Board of Education Strategic Goals to Make Michigan a Top 10 Education State in 10 Years	Seven strategic goals adopted by Michigan's State Board of Education with the intent of Michigan becoming a top 10 education state within 10 years. 1. Provide every child access to an aligned, high quality P-20 system	MIBLSI focuses on supports and alignment of these supports that benefit all levels of the educational cascade: ISD, district, school, classroom, and individual students. The supports emphasize how to successfully use evidence-based practices in behavior, reading, and implementation science so every

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	2. Implement, with strong district and school leadership, high quality instruction 3. Develop, support, and sustain a high-quality, prepared, and collaborative education workforce 4. Reduce the impact of risk factors, including poverty, and provide equitable resources to meet the needs of all students 5. Ensure parents and guardians are engaged and supported partners 6. Create and support a strong alignment with job providers, community colleges, and higher education 7. Further develop an innovative and cohesive state education agency that supports an aligned, coherent, education system at all levels (state, ISD, district and school)	student has access to and benefits from high-quality instruction necessary for high academic and social outcomes.
Multi-Tier System of Supports (MTSS)	Michigan Department of Education (MDE) is partnering with the State Implementation and Scaling-Up of Evidence Based Practices (SISEP) Center to apply implementation science in scaling up the core principles of MTSS.	MIBLSI is a nationally recognized MTSS model of support. The project works on behalf of MDE as an intensive technical assistance program for the implementation of an integrated reading and behavior MTSS model that focuses on research-based practices in reading, behavior and implementation science. Additionally, MIBLSI continues to collaborate with national partners; including the Scaling-Up of Evidence

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		Based Practices (SISEP) Center, to support districts and ISDs in their efforts to develop implementation capacity.
Third Grade Reading legislation (Public Act 306)	Guidelines for developing a school-wide system of support necessary for preventing and remediating reading difficulties so students can be proficient readers by the end of third grade. The components of a school-wide system of support outlined in this legislation emphasize data, systems and practices that have evidence for improving reading outcomes.	One aspect of MIBLSI's intensive technical assistance program is focused on the successful use of the MTSS components to improve student-reading outcomes. MIBLSI supports (technical assistance and professional learning materials) address the components of the school-wide system of support outlined in this legislation. The project provides support to school leadership teams ("reading leadership teams") as they work to install the components of a school-wide reading system. The professional learning emphasizes the "five major reading components" and how to use universal screening, progress monitoring, and diagnostic reading data to adjust instructional decisions. MIBLSI resources are also designed for coaches that will be working with the school leadership teams so they better understanding the data, systems, and practices necessary to address student reading needs.

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Seclusion and Restraint legislation (Public Acts 394, 395, 396, 397, 398, 399, 400, 401, 402)	Provides definitions of key terms such as "seclusion", "restraint", emergency seclusion", "emergency restraint" among others. Requires MDE to develop a uniform policy on the use of seclusion and restraint in public schools. Also requires specific data collection related to the use of restraint and seclusion and analysis of such data in the context of school-wide system of behavioral support and in the context of attendance, suspension, expulsion, and dropout data.	One aspect of MIBLSI's intensive technical assistance program is focused on the successful use of MTSS components to improve behavioral outcomes for students and to improve school climate. MIBLSI supports (technical assistance and professional learning materials) focus on the installation and implementation of school-wide positive behavioral interventions and supports (SWPBIS).
The State School Aid Act (amended section effective October 1, 2015)	Amended language in the State School Aid Act in response to the Third Grade Reading Workgroup Report that identifies specific MTSS components to improve reading outcomes in Kindergarten through Grade 3.	One aspect of MIBLSI's intensive technical assistance program is focused on the successful use of MTSS components to improve student-reading outcomes.
State Board of Education Policy on Positive Behavioral Interventions and Supports	It is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies.	MIBLSI works with schools and districts to develop a school-wide system of Positive Behavioral Interventions and Supports.

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Michigan State Board of Education Model Code of Student Conduct 2014	Model Code of Student Conduct provided by Michigan's State Board of Education that is intended to support school districts in developing, updating or revising their local code of conduct. Specifically, the "State Board of Education strongly urges school districts to review existing zero tolerance policies and to adopt practices that allow educators to address disciplinary matters as opportunities for learning instead of punishment" (p. 1) The voluntary Board policy recommended banning some practices, limiting others to emergency situations involving harm to self	MIBLSI works with schools within districts to develop a school-wide system of Positive Behavioral Interventions and Supports (PBIS), which includes the routine collection and use of discipline, academic and attendance data to inform action planning and evaluate the impact of implementation efforts.
Bully Prevention Act 241 (Matt's Safe School Law)	Mandate that all school districts have anti-bullying policies in place by the end of the 2011-2012 school year.	MIBLSi provides information, training and resources on a comprehensive bully prevention program that is embedded within and aligns with schoolwide Positive Behavioral Interventions and Supports (PBIS), is based on research and is embedded in a schoolwide model of supports. MIBLSI also provides guidance and tools around tracking of peer-to-peer disrespectful behavior and assessments for schools to utilize in an effort to take a preventative approach to decreasing bullying behavior in their schools/districts.

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State Board of Education Resolution to Address School Discipline Issues Impacting Student Outcomes	School staff need effective pre-service and professional development opportunities to garner the skills and knowledge necessary to implement effective behavior management strategies.	MIBLSI provides coaching support, training and technical assistance to help schools and districts develop a schoolwide system of Positive Behavioral Interventions and Supports.
Michigan School Improvement Framework	Since the passage of Public Act 25 in 1990, Michigan schools and districts have been required to develop 3-5 year school improvement plans. Schools and districts use these plans to establish goals and objectives that will guide teaching for learning, resource allocation, staff development, data management and assessment. They also use it to measure their ability to meet the goals and objectives established in their plan.	Data-based decision making and linking data to intervention are core components of the MTSS framework and align with the school improvement framework to strengthen the school improvement process. MIBLSI emphasizes the need for SMART objectives, and assists schools in developing strong academic and behavior goals, objectives, and activities that will direct schools toward the work to be done to improve student outcomes.
State Systemic Improvement Plan (SSIP)	Starting in 2012, the U.S. Department of Education, Office of Special Education Programs (OSEP) began focusing more on results, and the State Performance Plan/Annual Performance Report (SPP/APR) is a critical tool for the new process.	Provide training and coaching in evidence-based behavior and academic MTSS. Conduct organizational functional assessment to determine additional supports. Implement targeted supports for schools/classrooms. Evaluate and improve project.

Topic	Description	Value Added
Addressing disproportionality in race and discipline	Indicator 4 of State Performance Plan: Suspension/Expulsion Rates.	Provide training and coaching in evidence-based behavior and academic MTSS. Conduct organizational functional assessment to determine additional supports. Implement targeted supports for schools/classrooms. Evaluate and improve project.

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