



**MISSOURI MODEL DISTRICTS-BEHAVIOR (MMD-B)
 DISTRICT INVOICE FORM**

DISTRICT NAME	COUNTY/DISTRICT CODE	DATE
CONTACT PERSON	EMAIL	
PHONE	FAX	

INSTRUCTIONS

Check each activity below that has been completed. (Note: There are activities for both district and building levels.) **All Building Activities Documentation forms must be included with the district invoice submission.** Please submit invoice by May 20.

Once completed, save and rename the form for your records. Open a new email attaching the newly named form and submit to DESE.GrantInvoices@dese.mo.gov.

Questions: 573-751-0625

DEFINITIONS

<p>BUILDING SIZE: To be used to calculate allowable amount.</p> <ul style="list-style-type: none"> • Small: Enrollment of 0-350 • Medium: Enrollment of 351-700 • Large: Enrollment above 701 	<p>Total annual amount for district and building-base activities are based on building size (not including value-added activities) and awarded per building and per activity.</p> <ul style="list-style-type: none"> • Small: \$1,000 • Medium: \$1,500 • Large: \$2,000 <p>District activities will be funded at 4.6 percent of the aggregated total of district invoice (indirect cost).</p>
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ACTIVITIES

A. DISTRICT ACTIVITIES: Check each activity completed. Examples related to each activity are included along with a listing of required documentation that must be submitted as evidence of activity completion.

<input type="checkbox"/>	<p>1. Develop, refine, engage and evaluate districtwide (DW) collaborative teaming practices that support DW Tier 1 Statewide Positive Behavior Support (SW-PBS) implementation.</p> <table border="1"> <tr> <td>Evidence:</td> <td><input type="checkbox"/> Team roles and responsibilities</td> <td><input type="checkbox"/> Agenda/ solution plans</td> <td><input type="checkbox"/> Action plan</td> <td><input type="checkbox"/> Attached additional documentation</td> </tr> </table> <p>Examples: Receive training on collaborative teaming; establish leadership team (cabinet district leader with decision-making authority, academic and behavioral expertise, professional development (PD) fluency, data/evaluation fluency, stakeholder representation); establish norms; establish decision-making model; establish roles and responsibilities; establish communication system; establish system to evaluate effectiveness of team (at least biannually); adapt standardized training content for collaborative teaming; incorporate into PD plan; provide training</p>	Evidence:	<input type="checkbox"/> Team roles and responsibilities	<input type="checkbox"/> Agenda/ solution plans	<input type="checkbox"/> Action plan	<input type="checkbox"/> Attached additional documentation
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<input type="checkbox"/>	<p>2. Audit district, school activities and resources annually.</p> <table border="1"> <tr> <td>Evidence:</td> <td><input type="checkbox"/> Working Smarter or similar documentation</td> <td><input type="checkbox"/> Attached additional documentation</td> </tr> </table> <p>Examples: Assess district initiatives and resources through a process similar to MO SW-PBS Working Smarter template around universal supports.</p>	Evidence:	<input type="checkbox"/> Working Smarter or similar documentation	<input type="checkbox"/> Attached additional documentation		
Evidence:	<input type="checkbox"/> Working Smarter or similar documentation	<input type="checkbox"/> Attached additional documentation				
<input type="checkbox"/>	<p>3. Develop and refine system of Data-Based Decision Making (DBDM) capacity.</p> <table border="1"> <tr> <td>Evidence:</td> <td><input type="checkbox"/> Agenda/solution plans</td> <td><input type="checkbox"/> Attached additional documentation</td> </tr> </table> <p>Examples: Receive training on DBDM; identify stakeholders critical to addressing each of the components; design systems to support each component; adapt standardized content for DBDM; incorporate into PD plan; provide training</p>	Evidence:	<input type="checkbox"/> Agenda/solution plans	<input type="checkbox"/> Attached additional documentation		
Evidence:	<input type="checkbox"/> Agenda/solution plans	<input type="checkbox"/> Attached additional documentation				

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ACTIVITIES

A. DISTRICT ACTIVITIES: Check each activity completed. Examples related to each activity are included along with a listing of required documentation that must be submitted as evidence of activity completion.

<input type="checkbox"/>	4. Engage in DBDM processes on a regular basis that address implementation and outcomes at the district and building levels.			
Evidence:	<input type="checkbox"/> Meeting minutes	<input type="checkbox"/> SW-PBS District Data Tracking Tool	<input type="checkbox"/> Data reports	<input type="checkbox"/> Attached additional documentation
Examples: Identify improvement goals from data (at least one related to behavior); identify practices that will be done to effect goals (district and building levels); identify systems to support implementation of practices, identify data points that can progress monitor fidelity of implementation and outcomes of practices and systems, develop an evaluation system to monitor and make adjustments (3-5 year action plan)				
<input type="checkbox"/>	5. Develop and refine systems used to define, teach and reinforce desired adult instructional behaviors (e.g., Missouri Teachers Standards (MTS), Effective Teaching and Learning Practices (ETLPs), etc.).			
Evidence:	<input type="checkbox"/> PD plan for the district and all staff		<input type="checkbox"/> Attached additional documentation	
Examples: Outline and define PD plan that includes focus areas of the year and includes opportunities for all staff to boost and refresh as well as a system for new teacher and staff indoctrination.				
<input type="checkbox"/>	6. Develop and refine District Leadership Team (DLT) knowledge of Function-Based Thinking (FBT).			
Evidence:	<input type="checkbox"/> Agenda for DLT training	<input type="checkbox"/> Adapted training content for ETLPs	<input type="checkbox"/> Documentation of building training	<input type="checkbox"/> Attached additional documentation
Examples: Receive training on content; adapt standardized training content for FBT; incorporate into PD plan and provide training				
<input type="checkbox"/>	7. Develop and refine DLT knowledge of ETLPs (schoolwide and classwide) expectations, teaching, encouraging and discouraging.			
Evidence:	<input type="checkbox"/> Agenda for DLT training	<input type="checkbox"/> Adapted training content for ETLPs	<input type="checkbox"/> Documentation of building training	<input type="checkbox"/> Attached additional documentation
Examples: Receive training on content; adapt standardized training content for identified ETLPs; incorporate into PD plan and provide training				

B. BUILDING-BASE ACTIVITIES: For each activity, list the number of participating buildings that have completed each activity. Each building will be awarded dollars, per building size, for each base activity completed.

1. Develop, refine, engage and evaluate Building Leadership Team (BLT) that includes behavior as part of the improvement process.

Evidence:	<input type="checkbox"/> Team roles and responsibilities	<input type="checkbox"/> Agendas/ solution plans	<input type="checkbox"/> Action plan	<input type="checkbox"/> Attached additional documentation
Examples: Receive training on collaborative leadership teaming; establish leadership team (administrator with decision-making authority, academic and behavioral expertise, stakeholder representation); establish norms; establish decision-making model; establish roles and responsibilities; establish communication system; establish system to evaluate effectiveness of team (at least biannually)				
# of small building(s)			X \$1,000 = _____	
# of medium building(s)			X \$1,500 = _____	
# of large building(s)			X \$2,000 = _____	

2. All instructional staff actively engage in regular Collaborative Team (CT) meetings.

Evidence:	<input type="checkbox"/> Team roles and responsibilities	<input type="checkbox"/> Agendas/ solution plans	<input type="checkbox"/> Action plan	<input type="checkbox"/> Attached additional documentation
Examples: Receive training on CT; all instructional staff participate in CT meetings by established roles; norms; decision-making model; include mix of staff across general education, special education and special subject teachers, etc.				
# of small building(s)			X \$1,000 = _____	
# of medium building(s)			X \$1,500 = _____	
# of large building(s)			X \$2,000 = _____	

ACTIVITIES

B. BUILDING-BASE ACTIVITIES: For each activity, list the number of participating buildings that have completed each activity. Each building will be awarded dollars, per building size, for each base activity completed.

3. All instructional staff actively engage in ongoing DBDM, around behavior during CT meetings.

Evidence:	<input type="checkbox"/> Team roles and responsibilities	<input type="checkbox"/> Agendas/ solution plans	<input type="checkbox"/> Action plan	<input type="checkbox"/> Attached additional documentation
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Examples: Receive DBDM training; all instructional staff participate in DBDM process that includes behavior

# of small building(s)	X \$1,000 = _____
# of medium building(s)	X \$1,500 = _____
# of large building(s)	X \$2,000 = _____

4. All instructional staff engage in ETLPs (schoolwide/classwide).

Evidence:	<input type="checkbox"/> Documentation of building training	<input type="checkbox"/> Attached additional documentation
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Examples: Attend training on the following ETLPs: Function-Based Thinking (FBT); schoolwide and classroom expectations; teaching, encouraging and discouraging; developing schoolwide expectations and systems to support implementation of ETLPs.

# of small building(s)	X \$1,000 = _____
# of medium building(s)	X \$1,500 = _____
# of large building(s)	X \$2,000 = _____

5. All instructional staff participate in requested data activities (e.g., Self-Assessment Practice Profiles (SAPP), Self-Assessment Survey (SAS)).

Evidence:	<input type="checkbox"/> Documentation of building training	<input type="checkbox"/> Attached additional documentation
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Examples: Develop system to support staff in completing data activities, including stated purpose, instructions, adequate time to complete, and system to progress and monitor completion.

# of small building(s)	X \$1,000 = _____
# of medium building(s)	X \$1,500 = _____
# of large building(s)	X \$2,000 = _____

Subtotal for Section B	Small Building(s) subtotal = _____
	Medium Building(s) subtotal = _____
	Large Building(s) subtotal = _____

Total for Section B	Total Amount = _____
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ACTIVITIES

C. BUILDING VALUE-ADDED ACTIVITIES: Each building will be awarded additional dollars per building size for each value-added activity completed. Value-added activities may only be invoiced once. Indicate the number of buildings per size category.

Collaborative Teams (CT) Collaborative teams demonstrate mastery of the practice as documented on the practice profile. Eighty percent of CTs have members complete SAPP at the proficiency level, thus demonstrating mastery.	# of small building(s)	X \$200 = _____
	# of medium building(s)	X \$300 = _____
	# of large building(s)	X \$400 = _____

ACTIVITIES

C. BUILDING VALUE-ADDED ACTIVITIES: Each building will be awarded additional dollars per building size for each value-added activity completed. Value-added activities may only be invoiced once. Indicate the number of buildings per size category.

<p>Classroom Observation Building team conducts a single observation in 80 percent of classrooms and aggregates data for each ETLP observed (e.g., classroom expectations, procedures and routines, and encouraging and discouraging).</p>	<p># of small building(s) # of medium building(s) # of large building(s)</p>	<p>X \$300 = X \$400 = X \$500 =</p>
<p>Effective Teaching/Learning Practices (ETLPs) Instructional staff demonstrate mastery of at least one ETLP as demonstrated on the practice profile. Eighty percent of collaborative teams have 80 percent of members completing a SAPP for classroom expectations, procedures and routines, and encouraging and discouraging.</p>	<p># of small building(s) # of medium building(s) # of large building(s)</p>	<p>X \$200 = X \$300 = X \$400 =</p>
<p>Function-Based Thinking (FBT) Instructional staff demonstrate mastery of FBT as demonstrated on the practice profile. Eighty percent of staff performing at the proficiency level, thus demonstrating mastery.</p>	<p># of small building(s) # of medium building(s) # of large building(s)</p>	<p>X \$200 = X \$300 = X \$400 =</p>
<p>Data-Based Decision Making (DBDM) At least 50 percent of CTs have 80 percent of members self-evaluate the team's performance by completing the DBDM SAPP.</p>	<p># of small building(s) # of medium building(s) # of large building(s)</p>	<p>X \$200 = X \$300 = X \$400 =</p>
<p style="text-align: center;">Subtotal for Section C</p>	<p style="text-align: center;">Small Building(s) subtotal = _____ Medium Building(s) subtotal = _____ Large Building(s) subtotal = _____</p>	
<p style="text-align: center;">Total for Section C</p>	<p style="text-align: center;">Total Amount = _____</p>	

CERTIFICATIONS

I certify that the amount requested above is accurate and documents are available within the district to substantiate that the required activities have been completed.

DISTRICT COACH SIGNATURE	DATE
SUPERINTENDENT SIGNATURE	DATE
MO SW-PBS STATE COORDINATOR	DATE

DESE USE ONLY

Total from Section B (Building-Base Activities)	
Total from Section C (Building Value-Added Activities)	
Subtotal of all sections	
Subtotal X 4.6 percent (indirect cost)	
Invoice Total	