

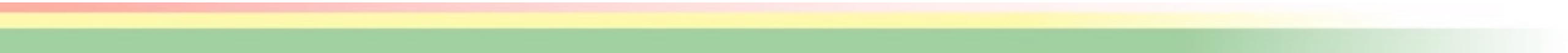
# The Role of the District PBS Team

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**Center for SW-PBS**  
College of Education  
University of Missouri

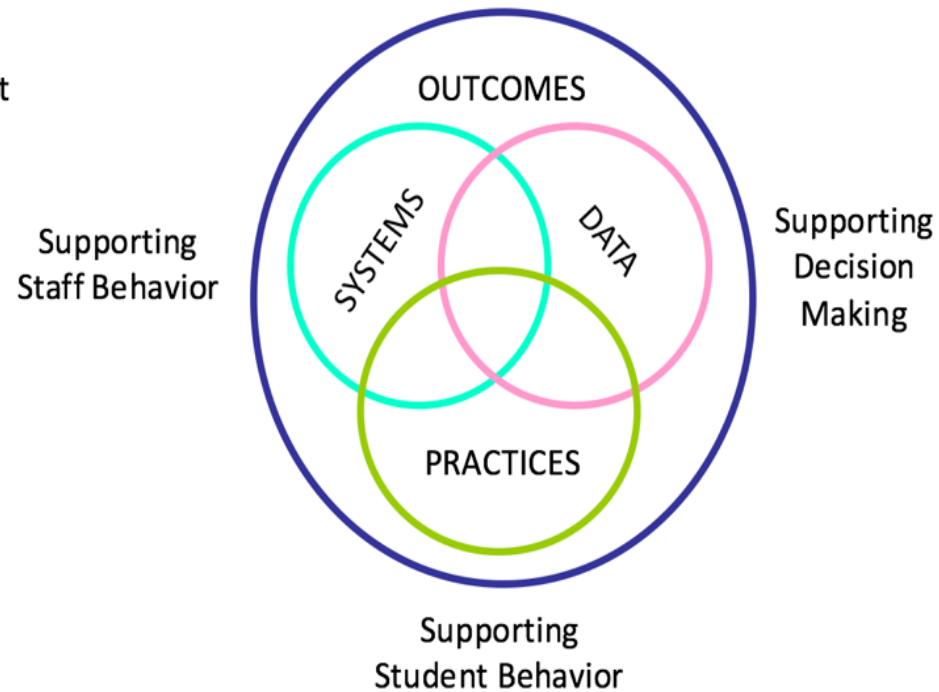
# Outcomes

- Understand the purpose and role of the District PBS Team
  - Make connections to the MO SW-PBS Curriculum
  - Review District PBS Team documents and learn how to modify and adapt them for the use of your district
  - Discover assessments available for the District PBS Team
- 

# Working within the Framework as a District PBS Team

## The Framework

Social Competence &  
Academic Achievement



- Build capacity
- Support implementation
- Develop outcomes
- Utilize data
- Create/modify systems to support staff
- Create/modify the practices utilized in supporting students



# The impact of PBS on District Level Leadership

- Business Office
- Data and Technology
- Human Resources
- Professional Development
- Academic/Student Services
- Public Relations
- Board of Education



# Leadership: Tier 1 Implementation

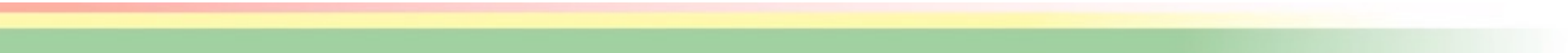
## **District PBS Team (Ch 1 for District)**

- District Coordinator
- Team Members – decision makers and some building representatives
- Agenda and Notes
- District budget
- District calendar
- Working agreement

## **School PBS Team (Ch 2 for Schools)**


- Tier 1 Team
  - Representative of building
- Agenda and Notes
- Building budget
- Building calendar

# Leadership: District PBS Team Roles and Responsibilities

- PBS Team Lead
  - Data Coordinator
  - District Tier 1 Coach
  - District Tier 2 Coach
  - District Tier 3 Coach
  - MTSS Liaison
  - Implementation
  - Professional Development
- 

Role	Responsibilities		
PBIS Team Lead <i>(possibly paired w/ implementation?)</i>	<ul style="list-style-type: none"> <li>● Coordinate and facilitate meetings</li> <li>● Oversee budget</li> <li>● Develop agenda, oversee meetings</li> <li>● Coordinate and oversee action plan</li> <li>● Provides updates and works with BOE, Superintendent, and Superintendent's cabinet on PBIS implementation and support</li> <li>● Ensure compliance/deadlines</li> <li>● Works with Professional Development regarding Out of District trainings/meetings (RPDC, STI, etc)</li> </ul>	District Tier 3 Coach	<ul style="list-style-type: none"> <li>● Oversees Tier 3 implementation</li> <li>● Provides support to Tier 3 teams</li> <li>● Qualified to conduct FBA and SET</li> <li>● Works with Tier 2 Coach on Tier 2 fidelity</li> </ul>
		MTSS Liaison	<ul style="list-style-type: none"> <li>● Organize efforts within MTSS</li> <li>● Take notes at all meetings and share/post</li> <li>● Works with district PBIS Coaches on PD for building coaches</li> <li>● Works with School <u>Psycs</u>, Social Workers, and Counselors regarding PBIS</li> <li>● Assists Tier 1 Coach in external stakeholder communication</li> </ul>
Data Coordinator	<ul style="list-style-type: none"> <li>● Review quarterly building and district data; assess for trends</li> <li>● Schedule/open/close surveys</li> <li>● Assess survey data</li> <li>● Share data with team</li> <li>● Oversee implementation of Data Plan</li> <li>● Manage the Google Drive folder related to PBIS</li> </ul>	Implementation	<ul style="list-style-type: none"> <li>● Reviews hiring practices to ensure alignment with MTSS philosophy and logic of thinking</li> <li>● Reviews walk-thru data with Professional Development team member to help guide training needs</li> <li>● Reviews evaluation data with Professional Development team member to help guide training needs</li> <li>● Work with the MTSS Liaison to ensure implementation of MTSS across the district</li> </ul>
District Tier 1 Coach	<ul style="list-style-type: none"> <li>● Train and coach school team leaders and/or school coaches</li> <li>● Conduct fidelity checks quarterly at each school site</li> <li>● Provide on-site support to school teams</li> <li>● Qualified to conduct FBA and SET</li> <li>● Oversee external stakeholder communication</li> <li>● Oversee promotion/awareness</li> <li>● Coordinate district PBIS professional development and staff recognition</li> </ul>	Professional Development	<ul style="list-style-type: none"> <li>● Oversees professional development plan of PBS/MTSS implementation</li> <li>● Works with Implementation team member to review walk-thru data to help guide training needs</li> <li>● Works with Implementation team member to review evaluation data to help guide training needs</li> </ul>
District Tier 2 Coach	<ul style="list-style-type: none"> <li>● Oversees Tier 2 implementation</li> <li>● Provides support to Tier 2 teams</li> <li>● Works with Tier 1 Coach on Tier 1 fidelity</li> <li>● Work with Data Coordinator and PBIS Coach on professional development needs</li> <li>● Qualified to conduct FBA and SET</li> </ul>		<ul style="list-style-type: none"> <li>● Works with district coaches on training and implementation timeline</li> <li>● Coordinates district professional development with MTSS Liaison</li> <li>● Works with Team Lead on out of district trainings</li> </ul>

# Leadership: Working Agreement/Team Expectations

- Be Respectful
    - Listen to others
    - Limit side conversations
  - Be Responsible
    - Be on time
    - Bring required materials
    - Complete tasks as assigned
    - Meetings will begin and end of time
  - Be Actively Engaged
    - Brainstorm solutions
    - Decisions made through consensus (thumb up, thumb side, thumb down)
    - Attend standing monthly meetings
    - Support implementation through your words and actions
- 



## District PBS Team Meeting Agenda/Notes

DATE: \_\_\_\_\_

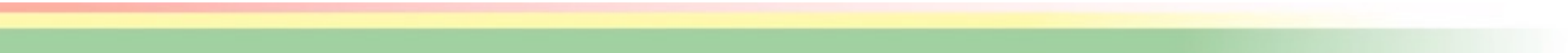
Members Present:

Objective/ <b>Outcome/Notes</b>	Person Reporting
Item 1: <ul style="list-style-type: none"><li data-bbox="759 362 861 386">• <b>Notes</b></li></ul>	
Item 2	
Item 3	
Item 4	
<b>Assigned Tasks/To Do Before the Next Meeting</b> ( <i>next meeting date and time</i> )	
<b>Next Meeting Agenda Needs:</b>	

Supports BOE Goal	PBIS Action Plan Goal	Purpose/Details	Item	Individual Cost	Total Needed	Projected/ Requested Amount	Received Amount	Spent	Remaining Amount
<b>Professional Development</b>									
2.1, 3.2	1.4, 2, 3, 4.6	Training for PBS teams; train the trainer method.	<b>Tier 1 Advanced Training for all SW-PBIS Tier 1 team members</b>			\$ -			\$ -
			Subs	\$ 139.00	40	\$ 5,560.00			\$ -
			Training		40	\$ -			\$ -
2.1, 3.2	1.4, 2, 3, 4.6	Training for District PBS Team; train the trainer model.	<b>Tier 2 Advanced Training for District PBIS team member</b>			\$ -			\$ -
			Subs	\$ -	0	\$ -			\$ -
			Training		5	\$ -			\$ -
2.1, 3.2		All staff will hear the same message during Convocation.	<b>District-Wide PD</b>			\$ -			\$ -
	1.2, 1.7, 2.4, 3.6, 4.1	Provide different sessions for staff to choose from (de-escalation, relationship building, crisis intervention, TSS, science of behavior/function based thinking, PBIS in the	Back-to-School			\$ -			\$ -
	1.2, 2.4	PBIS in the classroom; Tier 1 PBS members provide training	PD Days			\$ -			\$ -
	1.2, 2.4	School teams provide update on data and then provide strategies/training based on	Monthly			\$ -			\$ -
2.1, 3.2	1.4, 2, 3, 4.6	Learn from schools, districts, and experts in the field while at an in-state conference.	<b>Summer Training Institute</b>			\$ -			\$ -
			Travel		40	\$ -			\$ -
			Hotel	\$ -	40	\$ -			\$ -
			Registration	\$ -	40	\$ -			\$ -
			Food	\$ 40.00	40	\$ 1,600.00			\$ -
1.4, 2.1, 3.2	1.4, 2, 3, 4.6	Three individuals from the District PBIS Team will attend the PBIS Leadership Forum, held in Chicago, IL. The conference will require a 2-night stay in September 2017. This 2-day forum for is for school, state, district and regional Leadership Teams and other professionals has been designed to help increase the effectiveness of PBIS implementation. Meals are provided for breakfast for both days and lunch on one of the days.	<b>PBIS Leadership Forum</b>			\$ 3,240.00			\$ -
			Travel	\$ 300.00	3	\$ 900.00			\$ -
			Hotel (\$250 per night, 2 nights needed)	\$ 500.00	3	\$ 1,500.00			\$ -
			Registration	\$ 220.00	3	\$ 660.00			\$ -
			Food	\$ 60.00	3	\$ 180.00			\$ -
1.4, 2.1, 3.2	1.4, 2, 3, 4.6	Three individuals from the district team, in addition to one administrator (or their designee), will attend the APBS Conference. The conference will require a two night stay around March of 2018. This three-day conference is for school, state, district, and regional PBIS teams to assist in the effectiveness of PBIS implementation.	<b>APBS Conference</b>			\$ 5,100.00			\$ -
			Travel	\$ 400.00	4	\$ 1,600.00			\$ -
			Hotel (\$250 per night, 2 nights needed)	\$ 500.00	4	\$ 2,000.00			\$ -
			Registration	\$ 300.00	4	\$ 1,200.00			\$ -
			Food	\$ 75.00	4	\$ 300.00			\$ -
1.4, 2.1, 3.2	1.4, 2, 3, 4.6	In-state conference for District PBS teams. Meals are provided for dinner, breakfast, and lunch through the institute.	<b>Mini-Winter Institute</b>			\$ 1,435.00			\$ -
			Travel			\$ -			\$ -
			Hotel (\$175 per night, 1 night needed)	\$ 175.00	5	\$ 875.00			\$ -
			Registration	\$ 100.00	5	\$ 500.00			\$ -
			Food	\$ 12.00	5	\$ 60.00			\$ -

Supports BOE Goal	PBIS Action Plan Goal	Purpose/Details	Item	Individual Cost	Total Needed	Projected/ Requested Amount	Received Amount	Spent	Remaining Amount
<b>Student Incentives</b>									
2.1, 3.2, 3.4	1.3, 2.4	Recognizing/rewarding students are effective when used: to build new skills or sustain desired skills, with contingent delivery of rewards for specific behavior, and gradually faded over time. (Akin-Little, Eckert, Lovett, Little, 2014). Recognition and rewards should be for the behavior, not the person; this reinforces the desired behavior. Positively reinforcing the desired behavior turns to intrinsic motivation.	District-Wide Incentives	\$ 3.50	400	\$1,400.00			\$ -
						\$ -			\$ -
			Elementary 1	\$ 3.50	312	\$1,092.00			\$ -
			Alternative School	\$ 3.50	102	\$ 357.00			\$ -
			Elementary 2	\$ 3.50	355	\$1,242.50			\$ -
			High School	\$ 3.50	607	\$2,124.50			\$ -
			Middle School	\$ 3.50	540	\$1,890.00			\$ -
			Early Childhood Education Center	\$ 3.50	196	\$ 686.00			\$ -
			Elementary 3	\$ 3.50	271	\$ 948.50			\$ -
Elementary 4	\$ 3.50	292	\$1,022.00			\$ -			
<b>Staff Incentives</b>									
2.1, 3.2, 3.4	2.3, 2.4	they are more likely to remain in their current position. The fewer numbers in staff turnover each year, the better it is for students. Adults benefit from behavior specific praise just as much as our students do. Positive staff feedback on a specific behavioral skill used will likely increase the future probability of that behavior occurring again from that staff member and his/her colleagues who witness its effectiveness. Recognition increases student and staff engagement. Better engaged staff members are more motivated, have better morale, and higher productivity. This results in a climate that produces higher educational opportunities in a more supportive environment for our students.	District-Wide Incentives	\$ 3.50	103	\$ 360.50			\$ -
						\$ -			\$ -
			Elementary 1	\$ 3.50	31	\$ 108.50			\$ -
			Alternative School	\$ 3.50	22	\$ 77.00			\$ -
			Elementary 2	\$ 3.50	33	\$ 115.50			\$ -
			High School	\$ 3.50	72	\$ 252.00			\$ -
			Middle School	\$ 3.50	62	\$ 217.00			\$ -
			Early Childhood	\$ 3.50	27	\$ 94.50			\$ -
			Elementary 3	\$ 3.50	25	\$ 87.50			\$ -
Elementary 4	\$ 3.50	27	\$ 94.50			\$ -			
<b>Materials</b>									
1.2, 1.4, 4	1.6, 2.1, 3.4, 4.2	This system will allow for behavior and academics to be viewed side-by-side in order to best determine how to support a student in the area of academics and behavior.	MTSS Data Management System	\$ 6,000.00	1	\$6,000.00	\$ -	\$ -	\$ -
1.2, 1.4	1.6, 2.1, 3.4, 4.2	Utilizing a behavior management system, such as SWIS, allows for the data coordinator and team leader in each PBS team to easily pull and extract data in order to make informed decisions regarding the level of implementation, areas of success, areas that need additional attention, needs for professional development, and additional support needed for students and/or staff.	SWIS	\$ 500.00	8	\$ 4,000.00			\$ -
1.2, 1.4	1.6, 2.1, 3.4, 4.2	This system will monitor student academics based on skill set. This will help MTSS teams in determining levels of support.	AimsWeb			\$ -			\$ -

# Leadership: Calendar

- Grey – conference
  - Purple - school team due dates
    - Analysis/reflection of surveys/assessments
    - Updated action plans
  - Peach - district team due dates
    - Analysis/reflection of surveys/assessments
    - Updated action plans
  - Turquoise - training dates
  - Green – meetings
  - Yellow - survey/assessment windows
- 

Today



September 2017

Day

Week

Month

4 Days

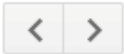
Agenda

More ▾



Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	Sep 1	2
School Safety Survey window						
					District PBS Action Plans due	
3	4	5	6	7	8	9
School Safety Survey window						
10	11	12	13	14	15	16
School Safety Survey window						
				8:30 ■ Center - District PBS Te		
17	18	19	20	21	22	23
					District Capacity Assessment	
24	25	26	27	28	29	30
		8:30 ■ SW-PBS Tier 1 Sustaini		PBIS Leadership Forum - Chicago, IL		

Today



October 2017

Day

Week

Month

4 Days

Agenda

More ▾



Sun	Mon	Tue	Wed	Thu	Fri	Sat
Oct 1	2	3	4 District Resource Map due	5	6 School Safety Survey (SSS)	7
8	9 School Climate Survey (SCS) SW-PBS Action Plan update	10 8:30 ■ SW-PBS Tier 1 - Implem	11	12 8:30 ■ Center - District PBS Te	13	14
15 School Climate Survey (SCS)	16	17	18	19	20 Q1 Solution Plan's due (Augl	21
22	23	24	25	26	27 District SSS data reflected or	28
29	30	31	Nov 1 District PBS Action Plans due	2	3 School Climate Survey (SCS)	4

# Common Philosophy and Purpose: Tier 1 Implementation

## **District PBS Team (Ch 2)**

- District Mission
- District Vision
- Philosophy of Discipline
- District CSIP Goals
- Documentation of connection of district initiatives/programs to achieve district goals
- Action Plan

## **School PBS Team (Ch 1)**

- All aligned to district:
  - School mission
  - School Vision
  - SIP Goals
- Action Plan



# Common Philosophy & Purpose: Philosophy of Discipline

- Review Beliefs, Mission, and Vision
- Address important Social and Academic Competence
- Overview of how competence will be achieved
- Shared and posted with Beliefs, Mission, and Vision

*Example School District implements the school-wide application of positive behavior supports (PBIS) as a means to teach students behavioral expectations and skills that are utilized in all aspects of life. This school-wide preventative intervention supports staff in recognizing students for appropriate behaviors, monitoring data for effectiveness, and creates a framework for those students needing additional behavioral interventions. Staff will implement the tiers of PBIS to assist with student success while reinforcing the universal expectations established within each building.*



# Common Philosophy & Purpose: Action Plan

- Include CSIP/BOE goals
- Five year timeline
- Four areas:
  - Practices – What we do for students
  - Systems – How we support adults
  - Data – How we make decisions
  - Policy – How to maintain change

## ***District Improvement Plan Goal***

**Goal 1:** Develop and enhance quality educational / instructional programs to enable students to compete at the top levels of academics and industry.

- Objective 1: Integrate personalized learning strategies in curriculum and instruction at all levels.
  - Strategy 1: Integrate research-based instructional approaches
- Objective 7: Implement RTI as a systematic district structure

**Goal 2:** Prepare our students for success in college and career

**Goal 3:** Engagement

- Objective 1: Explore school structures and schedules that enhance learning opportunities for students.
- Objective 4: Engage parents.

**Goal 4:** Taking Care of Students and Staff: Taking care of our students and staff fundamentally enhances the culture and atmosphere of our community. Healthy staff and students – both mentally and physically – contributes to our emotional wellbeing as a family.

- Objective 1: Implement trauma-informed schools with trauma-informed training for staff. Find resources for teachers and students that fill the need for counseling support and mental health for all.
  - Strategy 1: Implement trauma-informed training and support for all educators and school staff.
    - Action Step 7: Research resources and strategies for teaching children skills to cope with anxiety and emotions.
- Objective 3: Implement Positive Behavior Intervention Supports
  - Strategy 1: Implement SW-PBS/PBIS with School District Faculty and Staff
  - Strategy 2: Train support staff on the foundations on SW-PBS/PBIS
  - Strategy 3: Incorporate SW-PBS/PBIS strategies with students

**Goal 5:** Efficient Systems

- Objective 4: Ensure our facilities are safe and welcoming.
  - Strategy 2: Update the District Crisis Management Plan and make it available online to Patrons, Staff, and the community at large.
- Objective 5: Build system capacity by creating leadership opportunities for students, teachers, and administrators.
  - Strategy 2: Build the capacity of district administrators by providing collaborative professional development opportunities for both new and seasoned administrators.
    - Action Step 2: Creating a climate hospitable to education
    - Action Step 5: Managing people, data and processes to foster school improvement

**Goal 6:** 21<sup>st</sup> Century Learning Environments

- Objective 4: Achieve recognition for excellence through state and national designations such as Annual Performance Report (APR), Distinction in Performance, Blue Ribbon, US News and World Report among others.
  - Strategy 1: Seek out apply for awards of recognition.

# School District – SW-PBS Five Year Timeline

## 2015-2016 to 2020-2021

X School District has established the following five-year timeline as a guide to ensure School-wide Positive Behavior Supports is not only implemented with fidelity within each school but becomes a part of the district culture. The goal of the district-wide PBS Leadership Team is to build capacity for district personnel to conduct school team trainings, provide technical assistance to school teams, and improve outcomes for students, staff, and the community. Through this process, the following will be attained:

A system-wide approach for PBS and RtI within MTSS.

An increase in student instructional time by being in the classroom.

Increase of student scores

Increase of student attendance

Data driven decision making regarding intervention and student support.

### Tier 1

2015-2016

All schools participate in PBS Tier 1 Prep Year  
Create infrastructure for data, artifact information, etc.  
Website created for housing district and school data  
100% buy-in from our leaders

2016-2017

All schools participate in PBS Tier 1 Emerging Training  
Funding to reflect that PBS is a priority for our students and staff.  
Review hiring practices in relation to PBS culture and the technology knowledge needed.

District PBS Team trained on SET:  
Establish PBS PD Team  
STI learning offered to administration.  
STI learning offered to district-staff.

RtI implementation - entry level  
Create District Tier 1 sub-committee  
District Team Attend Tier 2 trainings (Emerging and Advanced)

2017-2018

Schools participate in Tier 1 Advanced Training  
SET check by district team at each school  
All schools implementing Tier 1 with fidelity by end of school year  
All buildings receive Bronze recognition at MO SW-PBS STI  
STI learning/ PD offered

2018 and beyond

Schools continue Tier 1 systems

### Tier 2

2016-2017

District Team participated in Tier 2 Training; Emerging and Advanced; creates Tier 2 system.  
Develop MTSS relationship document

2017-2018

Tier 2 system piloted at select sites with select staff/student's  
RtI implementation - district-wide plan. Plan includes PBS interventions as well.  
Create District Tier 2 sub-committee. They will attend T2 trainings.

2018-2019

Schools participate in Tier 2 Emerging training; begin implementation.  
All schools have Tier 2 interventions (PBS and RtI).  
STI learning is regularly schedule each year moving forward through professional development (PBS PD Team).

2019-2020

Schools participate in Tier 2 Advanced training

### Tier 3

2018-2019

District team attends Tier 3 Emerging and Advanced training; creates system

2019-2020

Tier 3 system piloted at select sites with select staff/students

2020-2021

Schools participate in Tier 3 training; begin implementation

## District Wide – Practices (What we do for students)

BOE Goal	Short Term Goal	Data Source		Action Steps	Lead	Implementation Status	
		Present Level	Desired Level / Maintenance			Fall	Spring
4.3	1.1: Create vertical alignment in PBIS universal expectations across buildings by feeder pattern and implement a transition plan.	School counselors created transition for elementary to middle and middle to high school	50% of the students transitioning will complete the student feedback survey.	<ol style="list-style-type: none"> <li>1. Review and update student transition plan</li> <li>2. Create student feedback survey</li> <li>3. Implement transition plan (includes administering student feedback survey) in Dec. 2016.</li> <li>4. Analyze student feedback survey in Jan. 2018.</li> </ol>	Tier 1 Coach and MTSS Liaison		
4.3 5.4	1.2: Inform students and families of Text-a-Tip App.	Policies and procedures are being written.	90% of students/parents return signed Student Code of Conduct document	1. Train students on Text-a-Tip App for students to report safety issues (including bullying) without sharing their identity.	MTSS Liaison		
1.1 4.3 5.5	1.3: Review line item in the budget for each school for PBS.	\$3.50/ student 16-17 year	Complete by January 2018	Determine if amount allotted for 17-18 was appropriate for needs and maintain or adjust as necessary (for students)	Tier 1 Coach and Team Lead		

**District Wide – Systems (how we support adults)**

BOE Goal	Short Term Goal	Data Source		Action Steps	Lead	Implementation Status	
		Present Level	Desired Level / Maintenance			Fall	Spring
4.3 5	2.2: PBS teams will utilize the Center PBS Google Drive to maintain PBS documents in addition to accessing PBIS support.			<ol style="list-style-type: none"> <li>1. PBIS teams will upload documents to the Google Drive for others to view, serve as a resource, and/or seek feedback on.</li> <li>2. A form will be created in which PBIS teams can seek support from the district PBIS team.</li> <li>3. Resources will be provided by the district team for schools to utilize to support in implementation.</li> </ol>	Tier 1 Coach and Data Coordinator		
4.3	2.3: A Reinforcement System for adults is demonstrated.	A Reinforcement System for staff has been created.	80% of staff surveyed state...]	<ol style="list-style-type: none"> <li>1. Staff will be informed of the district reinforcement system; the district team will model implementation.</li> <li>2. Staff will complete a survey each quarter regarding the reinforcement they have received and given in addition to their thoughts, suggestions, etc.</li> </ol>	Tier 1 Coach		
1.1 4.3 5.5	2.4: Review the line item in the budget for district and each school for PBS.	PBIS Team Lead/Coach at each building to receive stipend.	Complete by January 2018	<ol style="list-style-type: none"> <li>1. Determine if amount allotted for 17-18 was appropriate for needs and maintain or adjust as necessary (for staff/PD).</li> <li>2. Funding justifications are based on developing and sustaining high levels of local implementation capacity.</li> </ol>	Team Lead		
1.1 4.3 5	2.5: A Professional Development (PD) plan is created regarding PBS within the District PBS Handbook.	The following dates/times have been allocated for district PBIS PD:	PD Plan is created and 80% of staff provide feedback on PD received.	<p>The district PD plan will outline professional development needs and methods that will be utilized to provide training to all staff.</p> <p>PBIS Team Lead/Coaches will</p>	Team Lead and MTSS Liaison		

**District Wide – Data (how we make decisions)**

BOE Goal	Short Term Goal	Data Source		Action Steps	Lead	Implementation Status	
		Present Level	Desired Level / Maintenance			Fall	Spring
4.3	3.1: Implementation of district-wide ODR form.	ODR form completed	All staff will use electronic ODR form with 90% accuracy.	<ol style="list-style-type: none"> <li>1. Create training guide for completion of ODR form.</li> <li>2. Train teachers, recovery room staff, administrators, and counselors on how to complete ODR form.</li> <li>3. Create training guide for entering ODR form into <u>iCampus</u>.</li> <li>4. Train recovery room staff, social workers, counselors, and administrators on how to process ODR form into <u>iCampus</u>.</li> </ol>	PBS Data <del>Coor</del> and Tier 1 Coach		
4.3 4.5	3.2: A Data Plan will be created and implemented within the District PBS Handbook.	n/a	District Data Plan is completed and provided to admin and PBIS teams in August 2017	<ol style="list-style-type: none"> <li>1. The District Data Plan will outline the PBS data and surveys collected, how it is collected, when it is collected, and what is done with the data that is collected (how does it inform decision making and planning), and how decisions are made.</li> <li>2. Plan will clarify how the District PBS Team will provide on-site support for surveys and other PBS data collected.</li> </ol>	Team Lead and PBS Data <del>Coord</del>		
1.1 1.7 2.3 4.1 4.3 5.5	3.3: Utilize a system for data that allows for the MTSS process to be implemented.	SWIS for behavior and <u>Aimsweb</u> for academics.	Utilize a system in which all data sources can be pulled into one system and data can be viewed and compared side by side	Review online systems and/or programs that pull data and allow for them to be viewed side-be-side; has the ability to create necessary reports by student, teacher, grade-level, content-level, building, and district-level.	MTSS Liaison and Data Coordinator		

**District Wide – Policy (how to maintain change)**

BOE Goal	Short Term Goal	Data Source		Action Steps	Lead	Implementation Status	
		Present Level	Desired Level / Maintenance			Fall	Spring
4.3 5.5	4.1: A team dedicated solely to PBS is established at each school and at the district level.	100% of school teams identified members of the team in April 2017.	100% of schools have a PBS team.  The district has a PBS team.	<ol style="list-style-type: none"> <li>1. Each member of the PBS team has a role and responsibility.</li> <li>2. All members of the PBS team attend PBS trainings.</li> <li>3. PBS team meets monthly; agenda/notes are posted on the Google Drive with attendance listed.</li> <li>4. District PBS team to add a member to serve as Team Leader OR District Coach (July 2017).</li> </ol>	Team Leader		
4.3 5 6.4	4.2: Increase school implementation fidelity across the district.	5 out of 8 schools earned a SET score of 80/80 or above.	8 out of 8 schools will earn a SET score of 80/80 or above by April 2018.	<p>The district team will:</p> <ol style="list-style-type: none"> <li>1. Conduct quarterly visits to each school site.</li> <li>2. Provide feedback on universal level documents.</li> <li>3. Administer a pre-SET during 1<sup>st</sup> semester and provide feedback.</li> <li>4. Schools receiving 80/80 on SET will look to see if they meet other qualifications to apply for state recognition.</li> </ol>	Tier 1 Coach		

# Clarifying Expected Behavior: Tier 1 Implementation

## **District PBS Team (Ch 3)**

- Determine if all schools have same expectations
- Determine if all schools should include classroom on matrix
- Sharing with families and communities

## **School PBS Team (Ch 3)**

- Follow district guidelines



# Clarifying Expected Behavior: District-wide Expectations

Example School District's Universal Expectations are the 3 B's:

- Be Respectful
- Be Responsible
- Be Actively Engaged

School	Universal Expectations
Early Childhood Center	Safe, Kind, Helpful
Elementary 1	Respectful, Organized, Attitude, Responsible, Safe (ROARS)
Elementary 2	Safe, Orderly, Attitude (positive), Responsible, Respectful (SOARR)
Elementary 3	Safe, Respectful, Responsible
Elementary 4	Safe, Respectful, Responsible
Middle School	Courtesy, Accountability, Responsibility, Empathy, Safety (CARES)
Alternative School	Caring Community, Accountability, Safe
High School	Positive actions, Responsibility, Integrity, Determination, Empathy (PRIDE)

# Teaching Expected Behavior: Tier 1 Implementation

## **District PBS Team (Ch 4)**

- Communicate the expectation of ongoing teaching throughout the year.
- Social skills/behaviors included in district curriculum
- Develop common lessons for common expected behaviors
- Develop common lessons for district locations
  - District Activity Complex
  - Bus

## **School PBS Team (Ch 4)**

- Teach lessons
- Develop and follow a teaching schedule, including booster sessions after breaks

# Teaching Expected Behavior – Vertical Transition Plan

- Assists in helping students make connections
- A plan and curriculum should be developed for each grade-level that transitions to a new building.

*Counselors of Example School District work together to create a day of transition for elementary students moving to middle school (5<sup>th</sup> to 6<sup>th</sup>) and middle schoolers moving to high school (8<sup>th</sup> to 9<sup>th</sup>). In the month of December 5<sup>th</sup> grade elementary students visit the middle school while 8<sup>th</sup> grade students visit the high school. During this time students are introduced to the administrators and counselors, are given a tour of the building, and meet the student ambassadors of the school. The transitioning students are introduced to the universal expectations and connections are made in relation to the expectations at their current school and the one they will be attending. Additionally, a series of lesson plans are provided to the teachers of the 5<sup>th</sup> grade students and 8<sup>th</sup> grade students that are to be utilized in the spring semester to help further acclimate the transitioning students.*

# Encouraging Expected Behavior: Tier 1 Implementation

## **District PBS Team (Ch 5)**

- Resource list of recognition ideas
- Budget for recognition

## **School PBS Team (Ch 5)**

- Use specific positive feedback to encourage expected behaviors at a high rate (4:1) in all settings
- Develop and use a schoolwide tangible reinforcement system to encourage desired student behavior

	Recipient	Recognition Item	Description & Criteria	When & Where Presented	Goal	Coordinator
Frequent	All	Positive Specific Praise	<ul style="list-style-type: none"> <li>• Use person's name</li> <li>• State the expectation met</li> <li>• Provide rationale</li> </ul>	At any point in time, in any place	4:1	District Team
	Staff	3 B's Slip	<ul style="list-style-type: none"> <li>• Provide to staff who are showing one of the 3 B's: <ul style="list-style-type: none"> <li>• Be Respectful</li> <li>• Be Responsible</li> <li>• Be Engaged</li> </ul> </li> </ul>	At any point in time, in any place	5 a week	Tier 1 Coach

	Recipient	Recognition Item	Description & Criteria	When & Where Presented	Goal	Coordinator
Intermittent	Staff	PBIS Shout-Outs	<ul style="list-style-type: none"> <li>• Superintendent sends a PBIS Shout-Out for an activity, lesson, data.</li> <li>• District PBIS Team creates/updates an excel spreadsheet for Superintendent to utilize for shout-outs</li> </ul>	Once a week in weekly email to district staff	1 a week	Superintendent
	Students	School recognition slip	<ul style="list-style-type: none"> <li>• When Central Office staff sign-in to a school, they should be given at least five recognition slips/tokens that the school utilizes.</li> <li>• The slip/token should be given to students who are displaying the universal expectations of the building.</li> </ul>	Presented to students in the building or during a school activity	5 per visit	Tier 1 Coach
	Staff	3 B's Drawing	<ul style="list-style-type: none"> <li>• Individuals receiving a 3B slip should turn their slip into the Buzzer Bucket.</li> <li>• A drawing will occur with two winners; one that received the 3B slip and the other that gave the 3B slip.</li> </ul>	Slips are turned into Buzzer Bucket at CO; staff in buildings can send their slips through campus mail.	1 drawing a week	Tier 1 Coach

	Recipient	Recognition Item	Description & Criteria	When & Where Presented	Goal	Coordinator
Occasional	Staff	PBIS Shout-Outs with Bagels	<ul style="list-style-type: none"> <li>Those given shout-outs will be entered into a drawing.</li> <li>The winner of the drawing will receive bagels for the school teams and/or staff.</li> </ul>	Drawing takes place at CO; bagels are delivered to the school by a member of the District PBIS Team	1 a month	Tier 1 Coach
	All	Website Shout-Out	<ul style="list-style-type: none"> <li>Those given shout-outs will be entered into a drawing.</li> <li>The winner of the drawing will be featured on the PBIS page of the district website</li> </ul>	Drawing takes place at CO	1 a month	PBIS Data Coordinator
	Students	Student of the Month	<ul style="list-style-type: none"> <li>Each school building selects one student a month that exemplified the school-wide expectations but the 3 B's as well.</li> <li>A brief statement is written regarding why the student was selected.</li> <li>Names and statements will be sent to the Tier 1 Coach.</li> <li>Students will be recognized by the Superintendent or a member of the District PBIS team at the monthly board meeting.</li> </ul>	Recognition at monthly board meeting with statement of selection read. Student is provided a certificate and their name, along with a group photo with other honorees, is added to the PBIS page of the district website.	Each building submits names 1 time a month.	Tier 1 Coach

# Discouraging Inappropriate Behavior: Tier 1 Implementation

## **District PBS Team (Ch 6)**

- Common ODR form; ensure infractions match BOE policies
- Common definitions of classroom and office managed behavior
- Leaders/Administrators agree on BOE definition of infractions

## **School PBS Team (Ch 6)**

- Use responses to social errors that are respectful and reduce the probability of escalating behavior.
- Develop a clear framework for staff to determine what behaviors they manage and what behaviors should be office-managed.
- Develop and use a menu of strategies to discourage minor and major inappropriate behavior that promotes learning of appropriate replacement behaviors.
- Use the district ODR form



# Discouraging Inappropriate Behavior: District ODR Form

## ODR Form should include:

- Student name
- Referring staff name
- Date of incident
- Time of incident
- Location of incident
- Inappropriate behavior with designation of office-managed or staff-managed AND/OR major/minor
- Others involved
- Possible motivation
- Activity/arrangement when incident occurred
- Content being learned when incident occurred
- Administrative decision

## ODR Process

- Method for tracking major and minor behavior
- Method for documenting interventions prior to ODR
- Process described or represented in a flow-chart
- Directions for completing ODR
- Continuum of Support for Discouraging Inappropriate Behavior
  - Identifies what behaviors should be managed by whom

# STAFF ACTIONS TO DISCOURAGE INAPPROPRIATE BEHAVIORS

## ***IS THE BEHAVIOR MAJOR OR MINOR?***

### **MINOR**

STAFF MANAGEMENT (see below)

### **MAJOR** - ODR and send to CARE Room

BEHAVIOR SUPPORT TEAM MANAGEMENT

### **MINOR BEHAVIOR = STAFF MANAGEMENT – LEVEL 1 (INFREQUENT/1<sup>ST</sup> OF THE DAY)**

#### **USE INDIRECT STRATEGIES**

1. Proximity Control
2. Signal/Nonverbal Cue
3. Ignore/Praise

#### **USE DIRECT STRATEGIES**

1. Redirection
2. Reteach Behavior Expectations
3. Provide Choice

### **MINOR BEHAVIOR = STAFF MANAGEMENT – LEVEL 2 (REPEATED/2<sup>ND</sup> OF THE DAY)**

#### **USE DIRECT STRATEGIES**

1. Redirection
2. Reteach/Practice Appropriate Behavior

#### **CONFERENCE WITH STUDENT**

1. What are you doing?
2. What would the adults expect you to be doing?

### **MINOR BEHAVIOR = STAFF MANAGEMENT – LEVEL 3 (CONSISTENT/CONSECUTIVE)**

#### **USE DIRECT STRATEGIES**

1. Removal from activity/Safe Seat
2. Buddy Room/Think Sheet
3. Parent Contact

#### **PLANNING FOR STUDENT**

1. Seek support from Behavior Staff
2. Develop Student Plan

#### **CONFERENCE WITH STUDENT**

1. What are you doing?
2. What would the adults expect you to be doing?
3. Do you understand the expectations or should we work on it together?
4. Can you follow the expectation from now on? Show me.

3. Do you understand the expectations or should we work on it together?

#### **ADDITIONAL OPTIONS/CONSEQUENCES**

1. Removal from activity
2. Safe Seat
3. Think Sheet
4. Parent Contact

#### **CONFERENCE WITH STUDENT**

1. What are you doing?
2. What would the adults expect you to be doing?
3. Do you understand the expectations or should we work on it together?

**HAVE THERE BEEN MULTIPLE INCIDENCES (same issue) FOR THE STUDENT?  
OR IS THIS THE 3<sup>rd</sup> TIME IN THE DAY?**

NO  
CONTINUE STAFF MANAGEMENT

YES- ODR and send to CARE Room  
BEHAVIOR SUPPORT TEAM MANAGEMENT (see below)

**MAJOR BEHAVIOR = BEHAVIOR SUPPORT TEAM MANAGEMENT – LEVEL 1 (INFREQUENT/1<sup>ST</sup> ODR**

- |                                |                      |
|--------------------------------|----------------------|
| 1. Think Sheet                 | 3. Loss of Privilege |
| 2. Confer/Process with student |                      |

**MAJOR BEHAVIOR = BEHAVIOR SUPPORT TEAM MANAGEMENT – LEVEL 2 (REPEATED/2<sup>nd</sup> ODR for same issue)**

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| 1. Think Sheet                       | 4. Parent contact               |
| 2. Confer/Process with student       | 5. Develop/Revise Behavior Plan |
| 3. Loss of Privilege (multiple days) |                                 |

**MAJOR BEHAVIOR = BEHAVIOR SUPPORT TEAM MANAGEMENT – LEVEL 3 (CONSISTENT/3<sup>rd</sup>+ ODR/SERIOUS VIOLATION OF SAFETY/RESPECT EXPECTATIONS/VIOLATION OF SAFE SCHOOLS ACT)**

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| 1. Think Sheet                       | 4. Parent contact/Conference    |
| 2. Confer/Process with student       | 5. Develop/Revise Behavior Plan |
| 3. Loss of Privilege (multiple days) | 6. Administrator Consequence    |

**Major** = students sent/escorted to the CARE room (ODR) **Minor** = handled at the classroom level (safe spot/buddy room)  
 Some behaviors are only **Major** and do not have a **Minor** counterpart. Persistent **Minor** behaviors (in regards to a specific behavior on the part of an individual student) may lead to the treatment of the behavior as **Major** (behavior plan/team/Administrator decision)

Disrespectful/Disruptive Speech	
<b>Major:</b> Abusive/inappropriate language <i>directed towards</i> adults/students, including obscenities, racially charged/inappropriate talk, threats	Ex. You are an a** Ex. I'm going to ***** you
<b>Minor:</b> <i>Low intensity</i> inappropriate language (name calling, situational profanity, exclamations, slang terms)	Ex. Oh **** Ex. You're an idiot
Disruption/Defiance	
<b>Major:</b> <i>Extreme</i> interruption in a class/activity or behavior that causes potential safety concerns (may be verbal or physical interruption)	Ex. Using objects as weapons/projectiles Ex. Flipping desks/tables
<b>Major:</b> <i>Persistent/chronic</i> disruption (includes <i>sustained</i> loud talk/yelling/noise making, <i>sustained</i> knocking over/throwing objects, and/or out-of-seat behavior)	Ex. Continuous yelling/loud talking Ex. Pacing/Stalking around the room
<b>Major:</b> <i>Absolute refusal</i> to comply, talking back/rude disrespectful interaction	Ex. Refusal to move/shut down/unresponsive
<b>Minor:</b> <i>Brief and low intensity</i> interruption of class or activity, brief low intensity failure to follow adult directions, and or "gateway behaviors" (such as eye rolling, muttering under breath, talking back, sighing, lip smacking, etc.)	Ex. Talking out, not raising hand Ex. Head down, not working Ex. Groaning when given a direction
Fighting	
<b>Major:</b> <i>Voluntary, agreed upon</i> physical contact with <i>intent to harm</i> mutually participated in by two or more students, <i>whether planned or unplanned</i>	Ex. Escalation of an argument in which students punch each other multiple times
<b>Minor:</b> <i>Pretending</i> or <i>acting out</i> violence/fighting	Ex. Pretend swordplay
Assault/Physical Aggression/Threatening Behavior/Dangerous Behavior	
<b>Major:</b> Physical contact/use of force with <i>intent to harm</i> (injury not required)	Ex. Punching, kicking, hitting
<b>Major:</b> <i>Purposely</i> placing others in <i>apprehension of</i> or <i>at risk</i> of death, serious injury, or harm, <i>regardless of whether injury occurs</i>	Ex. Threatening to bring a gun to school Ex. Holding someone over the rail of the stairs
<b>Major:</b> <i>Recklessly</i> engaging in activities that <i>put self or others at risk</i> of harm, <i>regardless of intent or whether injury occurs</i>	Ex. Pushing a friend off the top of the recess equipment
<b>Minor:</b> Not keeping hands/feet to themselves	Ex. Pushing, tripping, "harmless" horseplay

# Ongoing Monitoring: Tier 1 Implementation

## District PBS Team (Ch 7)

- District data system
  - Adopt a data system (e.g. SWIS) to enter ODRs
  - Train district-level person on data system to support buildings (e.g. SWIS facilitator)
- Support building fidelity assessment
  - Assign and train one district level staff to coordinate pbis apps (e.t. open & close surveys)
  - Develop a timeline for Tier 1 fidelity assessments (e.g. SET, TFI, SAS)
- Annually review and make decisions on:
  - District-wide fidelity data
  - District-wide student outcome
  - Individual building fidelity data
  - Individual building student outcome data

## School PBS Team (Ch 7)

- Use data system for collecting, analyzing, and reporting office discipline referrals (ODRs) in a Big 5 format
- Use a system for monitoring frequent minor misbehavior to facilitate planning, teaching, and intervention efforts
- The SW-PBS Leadership Team reviews the Big 5 data report at least monthly and makes decisions based on that data
- The team regularly communicates Big 5 data and solution plan with staff
- Team and staff complete and discuss the PBIS Assessments (e.g., Self Assessment Survey, School Safety Survey, etc.) to monitor and guide development and implementation.

District PBIS Team Assessments

<i>Assessment</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Data Collection</i>	<i>Purpose</i>
District Resource Map	October	Team selects one member to complete.	Provide the number of FTE's provided regarding staff that support students; minus teachers, custodians, food service, and transportation	Compare map with Big 5 data to determine if the appropriate amount of support is being provided while being equitable.
District Capacity Assessment (DCA)	Quarter 1	District PBIS Leadership Team and DCA Assessor.	The DCA Assessor asks questions during a team interview. A score is then provided based upon the team answers.	Assess the capacity of implementing effective innovations (PBIS) by reviewing systems, activities, and resources that are necessary to adopt and sustain the effective innovation.
Leadership Team Self-Assessment (PBIS District Self-Assessment)	Before school year or during Q1	PBIS Consultant and District PBIS Leadership Team	The PBIS Consultant asks questions during a team interview. Items are scored as "In Place, Partial in Place, Not in Place".	Assess the organization for sustainable, culturally and contextually relevant, and high fidelity implementation of multi-tiered practices and systems of support.

Action Plan Goal	Big 5	School Safety Survey	School Climate Survey: Elem	School Climate Survey: MS/HS	School Self-Assessment Survey	School-wide Evaluation Tool	District Resource Map	District Capacity Assessment	Leadership Team Self-Assessment	School Action Plans
1.1	X								X	
1.2				SW 15	G1		7	11	X	
1.3	X			SW13; IS 6, 7					X	
1.4	X			SW 4, 11, 12	B2				X	
1.5		X	X							
1.6			X	CS 8, 9			50			
1.7				SW 16; ICW 8, 10; IS 1, 4, 5	E4	X	X			
2.1				SW 4, 5, 7; C 2, 6, 7	D1, 2					
2.2								29, 30		
2.3	X								X	
2.4	X			SW15	G1		7	11	X	
2.5				SW 17; NC 7			21, 22, 23	14, 25, 31, 32		
3.1	X				E1				X	
3.2	X			SW 11, NC 8	E4	X	18, 22, 40, 41, 52, 53,	9, 13, 14, 18		
3.3				SW 11, 12, 18; NC 8	E2, 3, 4; F7		6, 13, 14, 18, 19	18, 22, 29, 30		
4.1				SW 9, 10	F2, 3, 4, 5, 6,		1, 17			
4.2	X			SW, NC, C	ALL				X	
4.3					F8		9, 16, 18			
4.4				SW 13; IS 7	B3		16	13, 16, 18	X	
4.5						X	6	23, 24		
4.6							2, 3, 4, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23	7, 9, 13, 16, 18, 21, 29, 30		

# Effective Classroom Practices: Tier 1 Implementation

## **District PBS Team (Ch 8)**

- Support implementation

## **School PBS Team (Ch 8)**

- Classroom rules are aligned with schoolwide expectations, posted, and referred to regularly.
- Classroom procedures and routines are created, posted, taught, and referred to regularly.
- Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.
- A variety of strategies (redirect, re-teach, provide choice, and conference with the student) are used consistently, immediately, respectfully in tone and demeanor in response to inappropriate behavior.
- Active supervision (scanning, moving and interacting) is consistently implemented.
- A variety of strategies to increase students' opportunities to respond (e.g., turn to talk, guided notes, response cards, etc.) are used
- Activity sequencing and choice are offered in a variety of ways.
- A variety of strategies are used to address difficult academic tasks and to ensure academic success.



# Professional Development/Learning: Tier 1 Implementation

## **District PBS Team (Ch 9)**

- Create PD Plan
- Develop common orientation/overview of PBS for all staff (certified and noncertified) and new staff induction
- Secure/Provide training for all district-level personnel
- Secure/Provide training for all building level PBS teams
- Develop and provide a coaching service delivery plan include:
  - levels of coaching
  - identification measures for levels of coaching
  - how to access coaching

## **School PBS Team (Ch 9)**

- Arrange for all new staff to participate in overview of PBS
- PBS team attends ongoing PBS training
- Tier 1 team and/or administrator accesses district coaching support

# Professional Development/Learning: Plan

## PD Plan to include

- PBS Action Plan Goal and Action Steps
- Audience
- Timeline
- Evaluation Plan
- Budget
- Person Responsible
- Status/Notes

## Clarify:

- Professional Development for the District PBS Team
- Professional Development for the School PBS Teams
- Professional Development for Administration
- District Professional Development versus School Professional Development
- School PBS Teams providing training to school staff

# Communication/Documentation: Tier 1 Implementation

## **District PBS Team (Ch 10)**

- Develop a communication plan
- District code of conduct shares philosophy of teaching social skills, having an instructional approach to misbehavior and using data based decision making
- Share annual district review of aggregated data with families, community and school board
- Create and maintain district newsletter and website.

## **School PBS Team**

- Tier 1 staff handbook describing all systems and practices
- Create and maintain school newsletter and website.

# Hiring and Staff Evaluation: Tier 1 Implementation

## **District PBS Team (Ch 11)**

Written job descriptions include expectation to:

- Importance of creating a positive learning environment
- Teach social skills regularly throughout the year
- Encourage expected behavior through verbal praise and tangible reinforcement
- Discourage inappropriate behavior through a teaching approach
- Implement effective classroom practices
- Review job descriptions annually

Documented hiring protocol and interview questions about:

- Experience/Philosophy of teaching social skills, encouraging, discouraging and implementing effective classroom practices
- Review hiring protocol and interview questions annually

Observations, walk-throughs and other evaluation systems include:

- A positive learning environment
- Teaching social skills regularly throughout the year
- Encouraging expected behavior through verbal praise and tangible reinforcement
- Discouraging inappropriate behavior through a teaching approach
- Implementation of effective classroom practices