



Northwest Community Schools PBIS Coaching Handbook

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District Coaching System

Successful and consistent use of effective innovations that will sustain over time requires coaching support. One of the purposes of a District implementation infrastructure is to ensure the District has a system (structure) to provide equal access to coaching for the core components of effective innovations. The coaching system outlines the effective innovation components that require coaching and it also outlines the District guidelines and procedures accessing high-quality coaching supports.

Systems Coaching: Coaching to develop a school leadership team’s capacity to effectively use and support the use of a program, practice, or approach to enhance student outcomes

Coaching Recipients:

- Principal
- School leadership team members
- Select staff that are learning how to use things the school leadership team is working to support staff (e.g., how to use the PBIS acknowledgment system)

Categories of Coaching Concepts

Table 1. Tier 1 Positive Behavior Intervention Supports (PBIS) Coaching Concepts or Skills by Stage of Implementation and listed in order of priority.

Exploration	Installation	Implementation
<ul style="list-style-type: none"> ● Assess need and context ● Relationship development ● Promote buy-in and readiness for PBIS ● School Leadership Team (SLT) formation 	<ul style="list-style-type: none"> ● School Leadership Team (SLT) development ● Defining school-wide expectations ● Teaching lesson plans ● Monitoring behavioral expectations ● Acknowledgement System ● SWIS installation activities ● Correction procedures ● Communication protocol development and use ● Class-wide PBIS practices 	<ul style="list-style-type: none"> ● Data support ● Data-based problem solving ● Use and refinements of communication protocols

Table 2. Tier 2 / Tier 3 Behavior System Coaching Concepts or Skills by Stage of Implementation and listed in order of priority.

Exploration	Installation	Implementation
<ul style="list-style-type: none"> ● Assess the need, fit, and context for intervention supports ● Maintain Focus on Tier 1 Implementation Efforts ● Promote buy-in and readiness for an Intervention System ● School Leadership Team (SLT) Capacity for Supporting the Intervention System: ● Intervention System Team Formation: only formed if SLT capacity for supporting the Tier 2 / Tier 3 system team does not exist 	<ul style="list-style-type: none"> ● School Leadership Team (SLT) development or Tier 2 / Tier 3 System Team development ● School-wide Assessment System (continued from Tier 1) ● Intervention Schedule ● Intervention Details ● Interventionist Implementation Supports: ● Intensification Strategies ● Communication protocol development and use for intervention access and effectiveness: ● Student Support Team Operating Procedures 	<ul style="list-style-type: none"> ● Data Systems ● Data Support ● Progress Monitoring ● Functional Behavior Assessment ● Fidelity ● Data-based problem solving ● Use and refinements of communication protocols

Coaching Functions to Address Concepts:

- Prompting
 - A process to promote the use of trained skills under naturally occurring conditions, typically emphasizing when a skill should be used
- Fluency Building
 - Opportunities for practice increases the likelihood of using skills correctly and quickly in naturally occurring conditions

- Performance Feedback
 - The process by which direct and specific feedback is provided frequently, contingent on a person's behavior, serving both reinforcing and corrective functions
- Adaptation
 - The modification of how a new skill is applied to fit the social, cultural, and organizational context

Conditions that Warrant Coaching

- The Building MICIP team is learning to use innovation and support the successful use of the innovation across the school
- Continuous refinements and improvements to the use of innovations require teams to modify and refine their existing structures and/or processes to support the innovations

Coach Prerequisite Knowledge and General Responsibilities

PBIS Coaching:

- Prior knowledge about Applied Behavior Analysis and/or believes all behavior serves a purpose and can be changed
- Understands that to change student behavior, it is necessary to alter the environment and adult interactions with the student
- Actively seeks to alter “role-bound authority” beliefs (e.g., does not believe students should just behave because the adults told them to)
- Successful implementation experience in implementing PBIS (preferred) or willingness to observe successful implementation sites and learn how to effectively replicate the success
- Evidence of intervening to prevent and reduce misbehaviors as opposed to resorting to suspending students or other exclusionary practices
- Willingness to devote additional time to deepen personal knowledge of PBIS as well as specific components related to behavior supports, coaching techniques, and data analysis

General School-Level Coach Responsibilities:

- Develops a PBIS Coaching Service Delivery Plan (template and guidance materials are located in the Additional Resources section of this document) for each of the schools the coach supports that is aligned to the school's data
- Uses PBIS Coaches Monthly Focus support documents (located in the Additional Resources section of this document) to guide when coaching functions are needed to address coaching concepts
- An active member of the Building MICIP Leadership Team
- Prompts the leadership team to monitor the activities within their implementation plan
- Provides assistance with installing the structures and tools necessary to implement PBIS components with fidelity and sustainability through modeling, consultation, and feedback.
- Develops the Building MICIP Team's fluency around resources, assessment tools, and data use
- Enhances the team's skills and assisting them in adapting the PBIS components to fit the culture and context of school/district
- Respected by colleagues
- Facilitates PBIS Green Team meetings and/or specific agenda topics with the goal of developing the Building MICIP Team's collective capacity to fulfill those functions
- Openness to giving and receiving feedback for refining coaching skill

District Guidelines

Funding Required

Beginning 2019-2020 school year, PBIS coaches will be receiving a 2% stipend (schedule B) annually. In addition, the coaches will have usage of the building sub for one hour a week of planning.

The research literature has provided guidance for the ratio of coaches to school leadership teams. It is recommended that the ratio of coaches to coach recipients be no greater than 1:4. Therefore, **Northwest Community Schools** will aim to have one school-level coach per school. Statement Clarifying Coach's Decision-Making Authority

- Individuals selected to coach colleagues provide a supporting role. They are neither in evaluative positions nor should they ever be made to feel they are in an evaluative position.

- District decisions (e.g., scheduling, professional learning, work responsibilities, staff attendance at professional learning) will be made in accordance to district policies and procedures and in alignment with coach's Individualized Professional Growth Plans.
- Since the role of the school pbis coach is in addition to other assignments (e.g., teacher, school psychologist, social worker, reading specialist) it is possible for them to have more than one supervisor: principal and person assigned to coordinate and supervise the coaching aspects of the person's role. It will be important that there be clearly defined responsibilities to avoid confusion. The PBIS District Leadership team will provide guidance and support for the role of the coaches. Supervision will remain with building principals.
- The coach's supervisor (building principal) would need to work with the appropriate people to make decisions about the following:
 - a. Adjusting individual's job responsibilities
 - b. Budget decisions (e.g., attendance at professional learning sessions, release time for preparatory activities)
 - c. Assisting in the prioritization of responsibilities to make additional space to engage in coaching activities
- Coach in collaboration with the BMICIP team members can determine:
 - a. Communication protocol with school leadership team members including expectations around confidentiality- Show example of Protocol
 - b. All meetings must have a communication protocol at the end of each agenda (currently standing agenda item)

Frequency of Coaching

Minimum allocation of time for coaching

- 4 hours per month allocated to support a combination of coaching activities.
- Early Release- MTSS: Behavior/PBIS should be integrated into all discipline and behavior conversations at least monthly.
- The allocation of time for coaching is an initial estimate; however, it will be re-evaluated three times per year for the first year of coaching and adjusted accordingly.

Maximum allocation of time for coaching

1. 16 hours or 2 days per month (18 days per year)- team determines
2. The allocation of coaching time will also include specific professional learning days for coaches. Topics will align with the needs identified in each of the coach's Individualized Professional Learning Plans. The professional learning for coaches will preview concepts that will be introduced to their school leadership teams and outline initial and on-going practice opportunities that will occur during and after the school leadership team sessions. The professional learning sessions will also outline the types of coaching supports necessary to assist school leadership members in the successful use of challenging concepts. Coaches will practice using their coaching skills to support school leadership teams.

Fading of coaching supports

- The coach and the principal, and school leadership members will outline a plan to fade the coach's direct modeling and co-facilitation of processes and product development learned from professional learning sessions.

Communication Protocols

Linking communication protocols are developed to ensure effective and timely communication between the coaches, the District Implementation Team, and the person responsible for coordinating/supervising the coaching activities. It will be the responsibility of the person coordinating/supervising the coaches to ensure regular opportunities for coaches to communicate successes and barriers impeding efforts. Additionally, it is the responsibility of the coach coordinator/supervisor to ensure all members of the school leadership team understand how the focus of work within the school aligns with the larger vision for Northwest Community School and to ensure they all have access to on-going professional learning. PBIS objectives and strategies are integrated into the Whole Child Goal of the MICIP (Michigan Continuous Improvement Process). The Communication Protocol template is located in the Additional Resources section of this document.

Component	Coaches to DIT /Principals	DIT /Principals to Coaches
<p>Information necessary to be gathered and communicated between both groups/teams</p> <p>Additional information:</p>	<ul style="list-style-type: none"> ● School implementation successes (e.g., data sharing, attainment of objectives, activities, project priorities) ● Challenges requiring policy or structural decisions by the District ● Challenges that might require the District to allocate new resources ● Challenges that might require the District to re-prioritize and/or re-allocate existing resources ● Possible viable options for resolving challenges 	<ul style="list-style-type: none"> ● District-level implementation successes that were made possible based on school successes (e.g., data sharing, attainment of objectives, activities, project priorities) ● Implementation challenges that require District-wide policy and/or system changes that might impact the school ● Implementation challenges that require the District to allocate new resources that might impact the school ● Challenges that require the Districts to re-prioritize and/or re-allocate existing resources that might impact the school ● Opportunities to explore other viable options for resolving challenges that might not have been considered
<p>Team Designees</p>	<p>Name of School Leadership Team Designee(s)</p> <p>NWEE - Monica Shelton</p> <p>NWEL - Shannon Tinkle</p> <p>NWMS - Beth DeVries</p> <p>NWHS - Becky Bortnichak</p> <p>NWAE - Nicole Tokar</p>	<p>Name of DIT Designee(s)</p> <p>Cari Bushinski</p> <p>Nicole Tokar</p> <p>Jennifer Calhoun</p> <p>Aaron Bush</p> <p>Amanda Anspaugh</p> <p>Paula Louagie</p> <p>Dan Brooks</p> <p>James Upright</p>

The format for Gathering Necessary Information	A face-to-face or virtual meeting, phone call, or e-mail.	A face-to-face or virtual meeting, phone call, or e-mail.
Timelines for Responding to Challenges and Addressing Challenges	<p>Possible options:</p> <ul style="list-style-type: none"> • Timelines for responding to challenges and acting on challenges are based on the specific challenges identified. <p style="text-align: center;">-AND-</p> <ul style="list-style-type: none"> • 10 days for responding to needs and 20 days for acting on needs (general rule of thumb from NIRN- National Institute Research Implementation In) 	<p>Possible options:</p> <ul style="list-style-type: none"> • Timelines for responding to challenges and acting on challenges are based on the specific challenges identified. <p style="text-align: center;">-AND-</p> <ul style="list-style-type: none"> • 10 days for responding to needs and 20 days for acting on needs (general rule of thumb from NIRN)
Format for Responding to Challenges	E-mail communication regarding how challenges are being responded to as well as written communication regarding the status of action	E-mail communication regarding how challenges are being responded to as well as written communication regarding the status of action

Supervision and Accountability Structures

Officially the building principal is the direct supervisor of the PBIS coaches. In addition, the MTSS District Coordinator and District Director of Instruction will provide guidance and support for the coaches.

Tier 1 PBIS District Coaching Service Delivery Plan

Directions for Developing a Monthly Coaching Service Delivery Plan

- Gather the necessary materials (SWPBIS Tiered Fidelity Inventory Items Report, example Coaching Service Delivery Plan, “Cheat Sheet,” Coaching Service Delivery Plan template

- Review the fidelity item scores (TFI)
- Cross-reference the school's data (SWIS and other data used) with the mapped SWPBIS-TFI items onto each stage-based coaching concept on the cheat sheet
- Identify up to two concepts based on their priority that you might focus on in your plan
- Select no more than two concepts based on their priority to develop your individualized Coaching Service Delivery Plan for each school
- Access the Coaching Service Delivery Plans to review the guidelines/options available for completing the additional components of your individualized Coaching Service Delivery Plan

[Coaching Service Delivery Plan Template](#)

Component	Description of Activities or Resources
Coaching Supports	Continuum of coaching supports that will be used to support DITs depending on the prioritized concepts the coach is focusing efforts: <ul style="list-style-type: none"> • Observations • Product reviews • Teaching (professional learning) • Modeling • Co-facilitation with SLT member • Prompting team and/or specific team members • Assistance with adaptation with local context • Providing feedback (verbal and written)
Coaching Frequency / Schedule	Coaches will participate at a minimum in the following: (Participation can mean a variety of things like direct involvement or observation of the DIT): <ul style="list-style-type: none"> • Early Release Behavior:PBIS professional learning sessions • Monthly PBIS Green Team meetings • At least 3 Behavior/PBIS events (e.g., presentations to school staff or other stakeholders)
Coach Preparation	Coaches will need to allocate time to adequately prepare to support the District in their implementation efforts by: <ul style="list-style-type: none"> • Reviewing concepts/skills provided during BMICIP professional learning sessions • Allocating time to review products prior to meetings/trainings

	<ul style="list-style-type: none"> Allocating time to prepare for an observation of the BMICIP by identifying “look for” to share with the team prior to the observation and/or creating a tool to frame observations and feedback
Mechanisms to Provide Feedback	<p>Coaches will provide feedback (recognition and suggestions for continuous improvement) during BMICIP meetings and other BMICIP events either verbally or in written form to the team or specific team members</p> <ul style="list-style-type: none"> Feedback to be provided (e.g., from observations, product reviews): <ul style="list-style-type: none"> during BMICIP meetings during training meetings (e.g., group reflection) meetings with individual BMICIP/PBIS Green Team members
Timeline for Written Feedback	<ul style="list-style-type: none"> When written feedback is required (e.g., product reviews, response to questions, following SLT meetings), it will be provided within 5 business days of the meeting/event
Coaching Effectiveness Measure	<ul style="list-style-type: none"> School-wide PBIS Tiered Fidelity Inventory (SWPBIS-TFI) Student outcome data (e.g., reduction in Office Discipline Referrals) Staff Satisfaction of Coaching Surveys (1-2x per year)

Additional Resources

Selection Guidelines

A selection process will be used to identify school-level coaches that include opportunities for mutual selection. That is, Northwest Community Schools will ensure school and district leadership are not only comfortable with the choice of school coaches but those individuals selected will also need to feel comfortable with the defined role. A detailed job description that includes preferred skills and responsibilities has assisted Northwest Community Schools in developing a high-quality selection process that will:

1. Provide clarity to staff interested in fulfilling the role as a school coach about the scope of work they will be asked to do

2. Provide relevant information that will be used to develop an individualized professional learning plan for the identified school coaches. This plan will include professional learning from MIBLSI

Two-Part Selection Process

- Assignment: Provided to candidates prior to the interview process. The timeline to send the assignment is contingent on how long the selection committee believes it should take for each candidate to produce a high-quality product.
- Selection Protocol: Process includes time to debrief the candidate's assignment and to engage each candidate in a variety of role-plays, scenarios, and open-ended questions relative to the position, which they are applying.

Post-Selection Process

After the assignment and selection protocol is completed, an individualized professional learning plan is developed for the coaches selected that will build upon their noted strengths and address areas where knowledge, skills, and abilities need to be further developed. A template is included.

Sample Assignments

PBIS Coach Interview Assignment

One of the components of a high-quality selection process includes an opportunity for candidates to develop a product that directly aligns with the PBIS coach responsibilities. One of the responsibilities listed in the job description was to, "access and use fidelity and student outcome data to develop and refine an individualized coaching service delivery plan that prioritizes coaching supports for the school teams."

Assignment: Please submit your assignment via email to (insert email address).

Context:

- You are a PBIS coach of one school in the district. The School Leadership Team is getting ready to attend the fall data review. You are going to review their data and follow the steps for creating an Individualized Coaching Service Delivery Plan.
- This is the school's third data review cycle. They have been engaged in this work for almost two years. Their first two SWPBIS TFI Total Scores were 34% and 50%. Their School Leadership Team members have remained constant since they started PBIS installation. Their school principal and district leadership are

very supportive of the PBIS work and their schools are getting ready later this school year to begin the installation of Tier 2 PBIS components.

Materials you have access to:

- School's most recent SWPBIS TFI data
- Steps for Developing an Individualized Coaching Plan
- Tier 1 PBIS Coaching Service Delivery Plan
- Tier 1 PBIS Coaching Service Delivery Cheat Sheet
- Individualized Coaching Service Delivery Plan template

Considerations:

- You do not have access to the school's SWPIS TFI notes or their PBIS Implementation Plan. While this is not ideal, it does happen.
- You can take some liberties in making assumptions about the School Leadership Team; however, please make sure if you do so, to overtly note the assumptions you are making. For example, you could overtly note an assumption like this: "I assumed the School Leadership Team is meeting monthly but does not have a good meeting structure based on their SWPBIS TFI data so my plan includes..."
- When you arrive to the interview, we will have a chance to debrief the plan you developed.

Sample Selection Questions

General Coaching Questions

1. Describe your understanding of the role of a school-level coach.
2. How do you see your previous experiences prepared you for this role?
3. Discuss the differences between system coaching and instructional coaching. How do you see each type complementing one another?
4. We are seeking system-level coaches for our School Leadership Teams. Outline why emphasizing coaching for the systems to support PBIS is an important first step in supporting staff's use of the components of PBIS.
5. Communication between the BMICIP/ PBIS Team and the rest of the staff is always a challenge. Outline strategies you would model for the School Leadership Team and the rest of the staff to ensure on-going communication related to PBIS implementation efforts.

PBIS Specific Selection Questions

- Scenario
 - Part 1: A part of your role as a school coach will be to develop the capacity of the PBIS Green Team to successfully use the components of PBIS. Describe what you would do to develop their independence to analyze and use PBIS fidelity data and outcome data for on-going action planning?
 - Part 2: You are a coach of a PBIS Green Team that has the appropriate background knowledge and ability to lead the implementation of PBIS but are lacking the confidence to independently do so. They prefer to over-rely on you to analyze data, follow through on action items, etc. What steps would you take to develop their confidence and minimize their overdependence on you?
- Scenario
 - You are working with the staff to develop an acknowledgment system that would reward them for demonstrating expected behaviors. A teacher asks, “Why are we rewarding students for doing things they should just do anyway? They shouldn’t need a reward to follow expectations.” How would you respond?
- Role Play
 - You are working with a principal who is concerned about how to get her school staff to buy-in to some of the required measures/data systems necessary for PBIS implementation. SRSS and SWIS are two sticking points with the staff. You are the school-level coach. The principal asks you the following questions (this is a role-play).
 - Principal: I have had a few teachers ask me about why schoolwide POSITIVE behavior support pushes for the collection of discipline referrals, which reflect unacceptable student behavior. What’s the research behind the use of discipline referrals as an outcome measure?
 - Follow-up from the Principal: I understand the value of collecting office discipline referral data and using SWIS, but there has been a push from surrounding districts and frankly, even our own district to use Data Director as a warehouse and reporting system for everything. This is a way for us to reduce costs. Our technology director also tells us that the Data Director can be customized to include all of the same reports as SWIS. How do I help my teachers

and technology department understand the need for SWIS and its unique features that help our schools implement PBIS?

- How do you see PBIS connecting at a school level with other initiatives like restorative practices, school or community-based mental health, and bully prevention?
- Identify some indicators that a School Leadership Team needs more intensive coaching support in conducting effective team meetings. Describe the strategies you would use to coach the team.
- Scenario: During grade level team meetings, the teachers are reviewing SWIS data and have noticed increases in student misbehavior during the reading instructional block. The teachers turn to you and ask, "Why is this happening and what can we do to remedy the situation?" How do you respond?

Post Selection Process

Individualized Professional Learning Plan

Name:

Role:

People Responsible for Supports within the Plan: (list names)

Coaching Assignment: [list school(s)]

Calendar of Dates:

1. List MiMTSS Coaching Support Sessions
2. List any other professional learning the coach will need to personally attend to enhance their knowledge, skills, and abilities (visit www.mimtsstac.org)
3. List MiMTSS professional learning topics in the scope and sequence for the school leadership team since the coach must be there to coach the team during the day (Ex. PBIS University, Classroom PBIS)
4. List meetings (e.g., face to face, conference calls) with the District Implementation Team designee responsible for on-going coordination or communication with coaches

Professional Learning Needs

Use the template below to record the coach’s professional learning plan. **One row has been completed as an example in blue.** Add additional rows as needed.

Professional Learning Need	Knowledge Development	Date(s)	Person(s) Supporting
<p>Introduction to the Big Ideas of PBIS and application of the big ideas to secondary settings</p>	<p>Follow the steps for creating an on-line account for EduPaths. Independently access the following EduPaths PBIS on-line modules:</p> <ol style="list-style-type: none"> 1. Multi-Tiered System of Support Overview 2. Behavior Science and the Three Term Contingency 3. Big Ideas of Positive Behavioral Interventions and Supports 4. Best Practices in Defining Problem Behaviors 5. SWPBIS Identifying 3-5 Behavioral Expectations 6. Acknowledgements in SWPBIS 7. Teaching Behavioral Expectations 8. Correcting Behavior Fluently 9. Building Level Implementation 10. Coaching Role 11. Measuring Implementation Fidelity at the School Level <p>PBIS product reviews by accessing the MIBLSI LiveBinder</p>	<p>Online Module Review by: Product Review by: PPSC Coaching Support Session is scheduled for:</p>	<p>PPSC staff will facilitate the coaching support sessions PBIS Coordinator and coach supervisor will make sure debriefing opportunities occur for the PBIS modules and product review with PPSC School Climate Transformation Specialists</p>

	Attend the PPSC PBIS Coaching Support Session		
(Insert next professional learning need)	(Outline how knowledge will be developed for the professional learning need)	(Provide dates for when the activities should be completed)	(Identify the person(s) supporting the need)

Tier 1 School-wide PBIS Coaching Concepts by Stage of Implementation and Order of Priority

Exploration	Installation	Implementation
<ol style="list-style-type: none"> 1. Assess need and context 2. Relationship development 3. Promote buy-in and readiness for PBIS / Positive School Climate (PSC) 4. School Leadership Team (SLT) formation 	<ol style="list-style-type: none"> 1. School Leadership Team (SLT) development (e.g., meeting structures, roles & responsibilities, meeting notes, action plan) 2. Defining school-wide expectations (broad expectations and behavior matrix) 3. Teaching lesson plans 4. Monitoring behavioral expectations 5. Acknowledgement System 6. SWIS installation activities 7. Correction procedures (continuum of responses to behavioral errors) 8. Communication protocol development and use: <ol style="list-style-type: none"> a. SLT to DIT b. Coach coordinator (if size of District warrants this role) c. School work groups/teams 	<ol style="list-style-type: none"> 1. Data support: <ol style="list-style-type: none"> a. SWPBIS Tiered Fidelity Inventory b. Critical Features Checklist c. SWIS office discipline referral data 2. Data-based problem solving (school-level, grade level, training, and coaching supports) <ol style="list-style-type: none"> a. On-going use and adjustments to the School-wide PBIS Plan b. On-going adjustments and use to the Grade Level Instructional Plans

	<p>d. Other stakeholders (e.g., families, Parent Teacher Group, Board of Education)</p> <p>9. Class-wide PBIS practices: (defining class expectations, developing procedures for classroom procedures, acknowledgment system, correction procedures, student engagement)</p>	<p>3. Use and refinements of communication protocols</p>
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Coaches Monthly Focus 2022-23

Directions: The focus of this monthly checklist is sustaining PBIS in your building. Behavior/PBIS Coaches please make a digital copy and link in your monthly agenda to keep track of the tasks accomplished each month with your Behavior/PBIS Green Team.

August

- Conversation with principal about continued coaching roles/responsibilities
- Prompt scheduling the monthly School Leadership Team meetings for the school year
- Support the planning (and implementation) of the Fall Kick-off
- Obtain the updated SWPBIS Assessment Plan from your MTSS District Coordinator
- Support Staff Refreshers around Classroom PBIS (Routines, Strategies, etc.), SWIS (Definitions, Examples, and Importance of correct Data)
- Plan to attend PBIS University
- Schedule time with new staff end of September to support the use of PBIS Handbook - focus on Classroom Routines
- Acknowledge System ready for use (tickets/badges, rewards purchased, etc.)

September

- Support the monthly PBIS Green Team Meeting – draft an agenda for the first meeting based on activities identified on your Implementation Plan (revised at the spring data review last year)
- Work with your team to strengthen your SWPBIS Tier 1 system
- Develop the plan for collecting the School Climate Survey with your staff, students, and families end of October. (Parent Notification)
- Develop a plan for administering the Tiers 1-3 of the School-wide PBIS Tiered Fidelity Inventory (TFI) including the walkthrough
- Develop a plan for collecting Student Risk Screening Scale (SRSS) data this fall for Student, Families, and School Personnel including the Parent Consent form(4-6 week after school starts)
- Support the SWPBIS Kick-off
- Assist in problem solving any data collection issues that may come up related to discipline referral data (SWIS)
- Attend the Coaching Support Session for the Fall Data Review (remember to bring your Coaching Guide to the session)
- Review the “What to Bring” letter prior to the Fall Data Review School Leadership Team training and support your team in preparing for training as needed

October

- Support the monthly PBIS Green Team Meeting and update progress on your team’s Implementation Plan
- Prompt the inclusion of discipline referral data during monthly SLT meeting
- Make sure an external person completes the TFI Tier 1 walkthrough
- Administer Tiers I-III of the SWPBIS TFI with your team
- Collect SRSS data during the data collection window
- Begin collecting School Climate Survey data from parents, students, and staff (45 School Day Mark in October or Early November)
- Attend the Fall Data Review School Leadership Team training

November

- Support the monthly PBIS Green Team Meeting and update progress on your team’s Implementation Plan

- Prompt the inclusion of discipline referral data during monthly PBIS Green Team meeting
- Work with your team to complete Implementation plan action items from the Fall Data Review
- Support the plan for collecting the School Climate Survey with your staff, students, and families if it has not yet been completed
- Finalize and begin implementing your Coaching Service Delivery Plan
- Share your Coaching Service Delivery Plan with your administrator and LIT representatives
- Prep [SRSS Documents/Presentation](#) Round 2 for Staff

December

- Support the monthly PBIS Green Team Meeting and update progress on your team's Implementation Plan
- Prompt the inclusion of discipline referral data during monthly PBIS Green Team meeting
- Plan to reteach expectations after break (How, When, What, Who, Plan Recorded)
- Support the plan to administer the [Student Risk Screening Scale \(SRSS\)](#) during the data collection window during December ER
- Implement your Coaching Service Delivery Plan

January

- Support the monthly PBIS Green Team Meeting and update progress on your team's Implementation Plan
- Prompt the inclusion of discipline referral data during monthly meeting
- Support the plan to reteach expectations after break
- Implement your Coaching Service Delivery Plan
- Attend the Coaching Support Session for the Winter Data Review (remember to bring your Coaching Guide to the session)
- Review the "What to Bring" letter prior to the Winter Data Review School Leadership Team training and support your team in preparing for training as needed
- Attend the Winter Data Review School Leadership Team training

February

- Support the monthly PBIS Green Team Meeting and update progress on your team's Implementation Plan
- Prompt the inclusion of discipline referral data during monthly meeting
- Support the plan for administration of the SWPBIS TFI Tiers 1-3
- Update your Coaching Service Delivery Plan for each building
- Implement your Coaching Service Delivery Plan

March

- Support the monthly PBIS Green Team Meeting and update progress on your team's Implementation Plan
- Prompt the inclusion of discipline referral data during monthly meeting
- Work with your team to complete assignments from the Data Review training – assignments are listed at the end of the PowerPoint in your participant workbook
- Prep for final SRSS in April ER
- Implement your Coaching Service Delivery Plan

April

- Support the monthly PBIS Green Team Meeting and update progress on your team's Implementation Plan
- Prompt the inclusion of discipline referral data during monthly meeting
- Support the plan to administer the Student Risk Screening Scale (SRSS)
- Implement your Coaching Service Delivery Plan

May

- Support the monthly PBIS Green Team Meeting and update progress on your team's Implementation Plan
- Prompt the inclusion of discipline referral data during monthly meeting
- Support the plan for collecting Tiers I-III of the SWPBIS Tiered Fidelity Inventory prior to the Spring Data Review
- Attend the Coaching Support Session for the Spring Data Review (remember to bring your Coaching Guide to this session)

- Review the “What to Bring” letter prior to the Spring Data Review School Leadership Team training and support your team in preparing for training as needed
- Attend the Coaching Support Session for the Spring Integrated Data Review
- Implement your Coaching Service Delivery Plan

June

- Review the “What to Bring” letter prior to the Spring Data Review School Leadership Team training and support your team in preparing for training as needed
- Attend the Spring Data Review School Leadership Team training
- Work with your team to plan for the Fall Kick-Off for SWPBIS
- Schedule full day workday in August

Suggested Optional Activities:

- View Learning Modules at the EduPaths

PPSC/PBIS Acronym Cheat Sheet

BEP	Behavior Education Program (CICO)
BIP	Behavior Intervention Plan
CICO-SWIS	Check In Check Out
CWPBIS	Classwide Positive Behavioral Interventions & Supports
CSS	Coaches Support Sessions
DCA	District Capacity Assessments
DIT	District Implementation Team
DPR	Daily Progress Report (CICO Card)
EI	Effective Innovations
FBA	Functional Behavior Assessment
ISF	Interconnected Systems Framework (Mental Health)

ISIS-SWIS	Individual Student Information System - School-Wide Information System
MICIP	Michigan's Continuous Improvement Process
MTSS	Multi-Tiered Systems & Supports
ODR's	Office Discipline Referrals
OTR	Opportunities to Respond
PBIS	Positive Behavioral Intervention & Supports
PPSC	Promoting Positive School Climate (Grant Name)
PRE	Paperless Referral Entry
REO	Referral Entry Only
SRSS (I-SRSS = Internal & E-SRSS = External)	Student Risk Screening Scale
SWIS	School Wide Information System
SWPBIS	School-Wide Positive Behavioral Interventions & Supports
SWPBS	School-Wide Positive Behaviors & Supports
TFI	Tiered Fidelity Inventory(old version SET, BoQ, TIC)
TSS	Tiered Support System