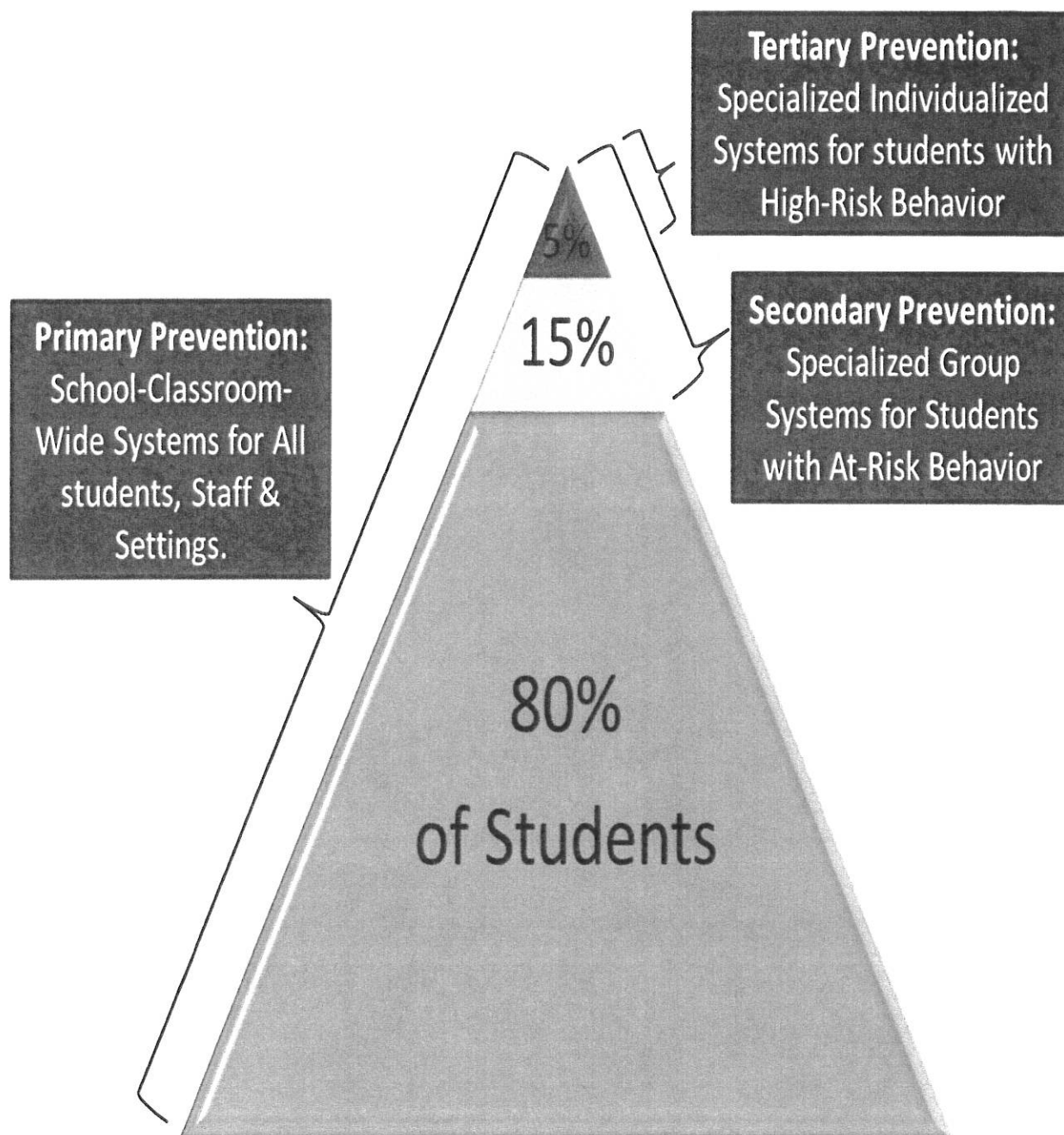


# **PBIS Status Update for the Curriculum and Assessment Committee**

## **February 17, 2014**

### **Outline**

1. Short review and explanation of the "PBIS pyramid"
2. Established structures and "Essential Functions" in Tomahawk
  - a. Director of Pupil Services
  - b. Building Level Administrators
  - c. External Coach/s
  - d. Internal Coaches
  - e. Building Level PBIS Committees
3. Meeting/work schedule
  - a. Status update meetings (one every two months)
    - i. Director of Pupil Services
    - ii. Building Level Administration
    - iii. External Coaches
    - iv. Internal Coaches
  - b. Coaches work days (one day per month)
  - c. Building PBIS Committees (1-2 times per month minimum)
4. Introduce PBIS Coaches
  - a. 2013-14 progress update and look toward the future
    - i. Elementary Internal Coach – Amanda Rezney
    - ii. Middle School Internal Coach – Lisa Piekarski
    - iii. High School Internal Coach – Amanda Duncan
  - b. Systems Evaluation, Looking To Tier 2 & School Recognition
    - i. External Coach – Scott Wallace
5. Questions



**School-Wide Positive Behavior Support**

## **Tomahawk School District PBIS**

### **Director of Pupil Services:**

The Director of Pupil Services has been charged the oversight of district wide Positive Behavior Interventions and Supports.

### **Essential Functions of the Pupil Services Director:**

1. Include district-wide Positive Behavior Interventions and Supports in the Pupil Services Plan of Priority Work.
2. Work with building administration and PBIS coaches to ensure that each building has an annual PBIS Plan of Priority Work that includes: a schedule of work to be completed, person/s responsible, timelines for work completion and a metrics for evaluation.
3. Serve as the District PBIS Assessment Coordinator.
4. Provided district level PBIS implementation progress updates to the District Administrator and the School Board.
5. Plan for and schedule district level PBIS trainings.
6. Budget for district level PBIS trainings.
7. Meet with and assist external coaches in planning and developing the agendas for monthly coaches meetings.
8. Work with building administration and PBIS coaches to secure needed resources for PBIS implementation.

## **Tomahawk School District PBIS**

### **Building Level Administrators:**

Building level administrators play a key role in the implementation and oversight of successful school wide Positive Behavior Interventions and Supports. The Wisconsin PBIS network indicates that Literature regarding effective school administrators has identified ten important leadership strategies related to PBIS. Those strategies include:

1. Maintaining standards regarding which innovations their school would employ.
2. Making a public statement of support once the faculty selected an innovation.
3. Establishing a representative leadership team to lead the process of implementing the innovation.
4. Supporting the team members to have the time and resources to accomplish the task.
5. Guiding rather than dictating decision-making.
6. Taking a leadership role to model and reinforce implementing the innovation with fidelity.
7. Regularly attending and participating in team meetings.
8. Providing recognition to faculty for their hard work.
9. Serving as the spokesperson to community stakeholders about the worth and importance of the innovations.
10. Establishing objective means to monitor and provide feedback to all staff about the effect of the innovation.

Based upon these identified leadership strategies, the Tomahawk School District has identified essential functions for building level administrators.

### **Essential Functions of Building Level Administrators:**

1. Include School-wide Positive Behavior Interventions & Supports (SW-PBIS) in Building Plans of Priority Work.
2. Serve as gate-keeper for "high yield" strategies; prioritize SW-PBIS.
3. Support training for all staff in building.
4. Counsel and support teachers who are not implementing SW-PBIS.
5. Provide financial support and time for SW-PBIS team and activities.
6. Assist in establishing a representative building PBIS team.
7. Recruit and support the PBIS Internal Coach.
8. Collaborate with the PBIS team to establish a process for school-wide communication.
9. Assist in prioritizing time for SW-PBIS team members and acknowledge efforts.
10. State frequent and public support for SW-PBIS with all staff, parents and students.
11. Make SW-PBIS a standard faculty meeting agenda item.
12. Provide ongoing information about building SW-PBIS goals and activities to key school groups such, district administration, parent organizations, student organizations and community organizations.

13. Support the establishment of a system to provide tangible, specific positive feedback to students when they meet expectations.
14. Support teachers in using the building process for addressing behavior violations.
15. Establish a data collection & reporting process that provides complete and accurate "time out of instruction" information.
16. Regularly use, encourage and support data driven decision-making.

## **Tomahawk School District PBIS External Coaches (2 Positions)**

### **1 Within the District**

### **1 From outside the District**

#### **Summary of Position:**

External Coaches serve as PBIS leaders throughout the district. They are responsible for expanding and sustaining implementation of PBIS in the district. External Coaches support and provide technical assistance to building level teams. They also work with the Director of Pupil Services to assess PBIS progress and needs throughout the district and assist in the development of the annual district PBIS Plan of Priority Work.

#### **Essential Functions:**

1. Participate in district and building level team meetings.
2. Support building level team meetings by providing technical assistance (e.g.: meeting dates, calendar tasks, agenda, communication with staff and assist with action plan development at all three tiers).
3. Provide on-going support and technical support to Internal Coaches (Building Level Leaders) through district level coaches' meetings.
4. Oversee progress of district teams (e.g.: faculty, team, district and principals).
5. Ensure school-wide data collection systems are established.
6. Collect data from schools (e.g.: School Profiles, ODR, etc.) and forward to the building level administrator and Director of Pupil Services, as needed.
7. Collaborate with Regional Coordinator to obtain data from PBS Surveys.
8. Provide technical assistance on school-wide data analysis.
9. Provide technical assistance on interventions and data analysis.
10. Assist schools in sustaining PBIS.
11. Participate in sub-region and statewide trainings for PBIS.
12. Provide school-based trainings in collaboration with Regional Coordinators.
13. Communicate progress and needs of each building to the building level administrator and Director of Pupil Service.
14. Assist in the development of the district and building annual PBIS "Plans of Priority Work".
15. With input from the Director of Pupil Services and the building administration, develop agendas and lead monthly PBIS Coaches workdays.
16. With input from building level administration, support and assist Internal Coaches in developing building level PBIS meeting agendas.

#### **Compensation:**

1. External Coaches are contracted or have a portion of their work schedule designated for PBIS work.
2. External PBIS Coaches will be provided release time to attend essential PBIS trainings and networking sessions.

## **Tomahawk School District PBIS Internal Coaches (3 Positions)**

**1 Elementary Position**

**1 Middle School Position**

**1 High School Position**

### **Summary of Position:**

Internal Coaches are school PBIS building committee members that serve in a leadership role for their buildings PBIS initiatives and training. Internal coaches provide support in implementation activities, oversee the collection, analysis, and reporting of data, and are responsible for ensuring that PBIS is implemented in their buildings with integrity.

### **Essential Functions:**

1. Attend and monitor PBIS trainings with building level PBIS Team.
2. Learn, research, and apply practices related to school-wide behavioral support, including applied behavior analysis.
3. With input from the building level administrator and External Coach, create the agenda and facilitate PBIS team meetings.
4. Help to ensure that PBIS is implemented with integrity throughout the school.
5. Communicate building PBIS activities at staff meetings.
6. Collect data and prepare needed PBIS documents (team implementation checklists, School data forms, etc.).
7. Serve on the District PBIS Leadership Team (quarterly meetings).
8. Network with other internal coaches, external coaches and regional
9. Coordinate and work with PBIS Team members to ensure the following:
  - Data collection in the building ("Big Five" and Academic Data)
  - Expectations are taught, reinforced, and monitored at the school-wide level.
  - Celebrations and boosters are planned and carried out.
  - An annual report is prepared and presented to the District PBIS Leadership Team and when requested the Board of Education.

### **Compensation Plan:**

1. Internal PBIS Coaches will be provided one day of release time per month (9 per year) to meet with other district PBIS Internal Coaches and plan, prepare, and complete tasks essential to the position.
2. Internal PBIS Coaches will be provided release time to attend essential PBIS trainings and networking sessions.
3. Internal PBIS Coaches will be paid a \$500.00 annual stipend.