

## Commitment for Success Agreement (3-5 Year Time Frame)

### SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS: A RESPONSE TO INTERVENTION MODEL

#### PBIS Network will commit to:

1. Preparing District Leadership Team for PBIS implementation.
2. Providing the sequence of Tier 1/Universal, Tier 2/Secondary, Tier 3/Tertiary, and coaches' trainings.
3. Training on School-Wide Information System (SWIS), an on-line data management system for decision-making and reporting.
4. Providing technical assistance to internal and external coaches.
5. Assisting the collection of baseline data from the Self-Assessment Survey via [www.pbssurveys.org](http://www.pbssurveys.org).
6. Assisting districts with collecting, interpreting, and action planning around data.
7. Assisting, interpreting, and facilitating strategic planning using data reports (Team Implementation Checklist, School-wide Evaluation Tool, Benchmarks of Quality, Self-Assessment Survey, Phases of Implementation, School Profile, Safety Survey, educational environment data, and academic data).
8. Providing information to facilitate understanding of Local Area Networks (LANs) and community resources for students needing Tier 3/Tertiary level interventions.

#### District will commit to: (refer to District Readiness Checklist for detailed descriptions)

##### *Pre Implementation*

1. Researching information about PBIS through reading introductory documents, viewing web-based resources and videos, and attending an introductory course titled "AS 50: Overview of PBIS and district commitments.
2. Signing the Illinois PBIS Commitment for Success Agreement.
3. Meeting with the assigned TAC to begin the process of District Readiness.
4. Appointing a PBIS District Administrator (.1 FTE), and identifying a PBIS External Coach (.2 FTE per five implementing schools) with adequate FTE allocation. Additional FTE allocation may be needed for larger schools and/or high school districts.
5. Forming a PBIS District Leadership Team that meets quarterly.
6. Cross-referencing the *Illinois Response to Intervention (RtI) District Self-Assessment Template* for related action planning and activities.
7. Allocating funds to support the PBIS initiative for a minimum of five years.
8. Identifying PBIS as one of the top district goals for school improvement.

##### *Implementation of Tier 1/Universal*

9. Completing the PBIS Data Audit tool with the most recent annual data, and review to determine priorities for district planning.
10. Establishing SWIS or comparable discipline database as a school-based discipline tracking system.
11. Participating in the PBIS District Summit annually.
12. Ensuring that the PBIS external coach participates in the PBIS sequence of coaches' training.
13. Ensuring that the external coach facilitates each school's completion of the Individual School Readiness Checklist.
14. Ensuring that each school has an internal coach who will participate in the PBIS sequence of coaches training.
15. Ensuring that each school will involve some families in the planning, training, and implementation of PBIS.
16. Ensuring that the external coach, the Tier 1/Universal team, and internal coach for each school participate in the sequence of Tier 1 training.
17. Supporting the external coach in convening quarterly meetings with internal coaches.
18. Completing a 3-5 year strategic PBIS action plan, addressing all three tiers, in conjunction with the district's Response to Intervention plan.

## District commitments (continued)

### *Implementation of Tier 2/Secondary and Tier 3/Tertiary (within 12-24 months after initial universal training)*

19. Appointing a District Tier 2/Tier 3 (Secondary/Tertiary) coach with adequate FTE allocation (.4 FTE per 3 implementing schools in year one of Tier 2/Tier 3 implementation, per 6 schools in year two, and per 9 schools in year three). Additional FTE allocation may be needed for larger schools and/or high school districts.
20. Ensuring that the District Tier 2/Tier 3 (Secondary/Tertiary) coach, external coach, and the Tier 2 and Tier 3 individual school teams participate in the sequence of Tier 2 and Tier 3 training.
21. Convening the District Leadership Team on a quarterly basis to discuss Tier 2/Secondary and Tier 3/Tertiary data with the purpose of developing, monitoring, and revising an action plan to facilitate the education of students in general education.
22. Collecting and utilizing from each school, the tier 2/tier 3 (secondary/tertiary) systems tools and data such as the Out-of-Home-School Placement Tool, the Tier 2/Tier 3 (Secondary/Tertiary) Tracking Tool, and ISBE Educational Environment data.
23. Utilizing SIMEO to track the progress of students in Tier 3/Tertiary level interventions.

## Individual Schools will commit to: (refer to Individual School Readiness Checklist for detailed descriptions)

### *Pre-implementation through Tier 1/Universal implementation*

1. Identifying school-wide positive behavior interventions and supports as one of the top three school improvement goals.
2. Forming a PBIS Tier 1/Universal team that will participate in the sequence of Tier 1/Universal training.
3. Ensuring that the Principal or Assistant Principal participates in the Tier 1/Universal team meetings on a consistent basis and communicates PBIS activities and discipline data to all staff at least monthly.
4. Supporting a 3 to 5 year PBIS training and school planning process.
5. Completing the PBIS Data Audit tool with the most recent annual data, and use to determine school priorities for action planning.
6. Participating in an overview presentation on PBIS.
7. Completing the Self-Assessment Survey.
8. Allocating funds to support the PBIS initiative for a minimum of five years.
9. Convening bi-monthly Tier 1/Universal team meetings during the first year of implementation and at least monthly thereafter.
10. Identifying an internal coach who will participate in the PBIS sequence of coaches training.
11. Integrating the Illinois Social Emotional Learning (SEL) standards within the school-wide PBIS structure.
12. Completing, utilizing, and communicating the results of system tools (TIC, POI, BoQ, SSS, SAS, and School Profile) to staff.
13. Establishing SWIS or a comparable discipline database as a school-based discipline tracking system and assigning a staff member to enter discipline data daily.
14. Complete a 3-5 year strategic PBIS action plan addressing, all three tiers, in conjunction with the school's Response to Intervention plan.

### *Implementation of Tier 2/Secondary and Tier 3/Tertiary (within 12-24 months after initial universal training)*

15. Forming a PBIS Tier 2/Secondary team that will participate in the sequence of Tier 2 training and will convene bi-monthly.
16. Utilizing tier 2/tier 3 (secondary/tertiary) systems tools such as the Out-of-Home-School Placement Tool.
17. Forming a PBIS Tier 3/Tertiary team that will participate in the sequence of Tier 3 training and will convene at least monthly.
18. Utilizing SIMEO to track the progress of students in Tier 3/Tertiary level interventions.

## Assurances of the District Receiving Illinois PBIS Network Support

I have read the PBIS Commitment for Success Agreement and understand the technical assistance provided by the Illinois PBIS Network.

**I understand and agree to meet the obligations listed above of a school district requesting assistance.**

\_\_\_\_\_  
Name/District Superintendent                      District Name/Number                      Date

\_\_\_\_\_  
District Street Address/City/State/Zip Code

\_\_\_\_\_  
District Telephone Number/E-Mail Address

**I understand and agree to meet the obligations listed above of a school requesting assistance.**

\_\_\_\_\_  
Principal                      Building                      Date

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Principal                      Building                      Date

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