

District Readiness Checklist FY 08-09

District: _____ Date: _____ District PBIS Administrator: _____ TAC: _____

Items to Complete	Check when in place:										
<p>1. The District contacts the Illinois PBIS network office at (708)482-4860 to express their interest in PBIS. The District is directed to research information about PBIS from on-line resources, introductory documents, the video “Creating the Culture of Positive Behavior Supports” at www.pbisillinois.org, and attending an introductory course titled “AS 50: Overview of PBIS and district commitments.”</p> <p style="margin-left: 40px;">Date of initial contact to Illinois PBIS Network: _____</p> <p>The District planning team should consist of central office administrators including, when possible, the superintendent and/or his/her designee. It is recommended that the planning team also consists of the Director of Special Education and one or more school principals.</p> <p style="margin-left: 40px;">Date District/School Planning Team viewed the PBIS overview video: _____</p> <p style="margin-left: 40px;">Date District participated in the AS 50 PBIS Overview course: _____</p> <p>Attended by:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Name:</th> <th style="width: 50%; padding: 5px;">Position:</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1.</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">2.</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">3.</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">4.</td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	Name:	Position:	1.		2.		3.		4.		
Name:	Position:										
1.											
2.											
3.											
4.											

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<p>2. The District signs the Illinois PBIS Commitment for Success Agreement and returns to the Communications Coordinator the Illinois PBIS Network office.</p> <p>Date of commitment: _____</p> <p>Name of District PBIS Administrator: _____</p>			
<p>3. An Illinois PBIS Network Technical Assistance Coordinator (TAC) will meet with the District Leadership Team, and then follow up with the district's PBIS Coordinator, to begin the process of ensuring that all of the requirements of the District Readiness Checklist are completed. During this process, the District will identify one or more staff to fulfill the roles of District PBIS Administrator, External Coach, and District Tier 2/Tier 3 (Secondary/Tertiary) Coach (# 5 and #20 on checklist). See attached external coach job description and rubric of skill competencies (appendix A).</p> <p>Date of initial meeting: _____</p> <p>Date of full compliance: _____</p>			
<p>4. The district has identified a District PBIS Administrator (i.e. lead contact) and a PBIS external coach. The FTE of an external coach should equal .2 for five implementing schools. Additional FTE allocation may be needed for larger schools and/or high school districts. The FTE of the District PBIS Administrator should equal .1. See the attached job descriptions for the District PBIS Administrator (appendix B) and external coach (appendix C).</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px;"> District PBIS Administrator: _____ Position: _____ Location/Address: _____ _____ Office Phone: _____ Cell Phone: _____ Fax: _____ Email: _____ </td> <td style="width: 50%; padding: 5px;"> External Coach: _____ Position: _____ FTE Assigned: _____ Location/Address: _____ _____ Office Phone: _____ Cell Phone: _____ Fax: _____ Email: _____ </td> </tr> </table>	District PBIS Administrator: _____ Position: _____ Location/Address: _____ _____ Office Phone: _____ Cell Phone: _____ Fax: _____ Email: _____	External Coach: _____ Position: _____ FTE Assigned: _____ Location/Address: _____ _____ Office Phone: _____ Cell Phone: _____ Fax: _____ Email: _____	
District PBIS Administrator: _____ Position: _____ Location/Address: _____ _____ Office Phone: _____ Cell Phone: _____ Fax: _____ Email: _____	External Coach: _____ Position: _____ FTE Assigned: _____ Location/Address: _____ _____ Office Phone: _____ Cell Phone: _____ Fax: _____ Email: _____		

5. A PBIS District Leadership Team is formed and commits to quarterly meetings to support PBIS efforts in terms of coordination, training capacity, funding, visibility, political support, coaching capacity, and evaluation. The nature and membership of the District Leadership Team will vary from one district to the next depending upon the size of the school district. Recommended membership includes the District PBIS Administrator, external coach, one or more internal coaches, one or more principals, the Director of Special Education or designee, parents, and general education and special education teachers.

District Leadership Team Members

Name	Position	Phone	Email
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

District Leadership Team Meeting Dates

Year	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
2008-2009				
2009-2010				
2010-2011				
2011-2012				
2012-2013				

6. The District will cross-reference the *Illinois Response to Intervention (RtI) District Self Assessment Template* for related action planning and activities.

7. The District will allocate/secure funding (i.e. school improvement, safe and drug free schools, other school/community resources) to support the PBIS initiative for a minimum of five years.

Funding sources that will be used: _____

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<p>8. PBIS is identified as one of the top district goals for school improvement.</p> <p>Attach a copy of District school improvement goals:</p>	
<p>9. The district will complete the PBIS District Data Audit Tool with the most recent annual data, and review to determine priorities for district planning. (Appendix D)</p> <p>Attach a copy of the District Data Audit Tool:</p>	
<p>10. PBIS encourages the use of School Wide Information System (SWIS) as a school-based discipline data tracking system. A school may continue to use their existing discipline database as long as it yields data comparable to SWIS. It should be noted that SWIS is not intended or capable of replacing or duplicating the breadth of a district's school-wide information system.</p> <p>SWIS may be compatible with the existing discipline database used by the school district.</p> <p>Discipline data management system: _____</p>	
<p>11. The District Leadership Team commits to annually participate in the Illinois PBIS District Summit to capture the current status of PBIS implementation, plan for sustainability and integration of PBIS with related school improvement initiatives, develop district implementation strategies, integrate data-based decision-making and outcome-based practices throughout district structures, ensure efficient use of resources and coordination with related initiatives, share strategies for expanding and sustaining implementation with other districts' teams, and create future vision.</p> <p>Dates of District Summits attended: _____</p> <p>Attach list of District Summit participants (yearly):</p>	
<p>12. The PBIS external coach commits to participating in the PBIS sequence of coaches training. For existing districts with external coaching in place, it is recommended that internal and external coaches begin their training series prior to school-team training. For new districts, this is a required expectation.</p> <p>Dates external coach trained: _____</p>	

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13. The external coach will contact the principals of those schools planning to implement PBIS and assist them in the completion of the Individual School Readiness Checklist.

School	Date of Compliance
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

14. Each school must have an individual assigned to the role of internal coach. See job description. (Appendix E). The PBIS internal coaches commit to participate in the PBIS sequence of coaches training. For existing districts with external coaching in place, it is recommended that internal and external coaches begin their training series prior to school-team training. For new districts, this is a required expectation.

Internal Coaches:

Name	School	Position	Phone	Email
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Dates internal coaches trained:

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15. The District ensures that each school will involve some families in the planning training, and implementation of PBIS.

Family Member:	School:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

16. The Tier 1/Universal team at each PBIS school must participate in the sequence of Tier 1 training. External and internal coaches commit to participate in the Tier 1 training sequence with their school teams.

School	Dates Trained
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

17. The external coach commits to convening quarterly meeting with internal coaches to discuss progress to date and other PBIS topics.

Dates of Quarterly Meetings:

Year	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Year One ()				
Year Two ()				
Year Three ()				
Year Four ()				
Year Five ()				
Year Six ()				
Year Seven ()				
Year Eight ()				
Year Nine ()				
Year Ten ()				

18. The District Leadership Team will complete a 3-5 year strategic PBIS action plan, addressing all three tiers, in conjunction with the district’s Response to Intervention plan. The District Leadership Team will review its progress towards meeting the goals on the strategic PBIS action plan semiannually. (Appendix F)

Attach strategic PBIS action plan:

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19. Prior to receiving Tier 2/Secondary and/or Tier 3/Tertiary training, the District will appoint a District Tier 2/Tier 3 (Secondary/Tertiary) coach for these two tiers of implementation. The FTE of a District Tier 2/Tier 3 coach should equal .4 per three 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. The District Tier 2/Tier 3 coach may be an in-district individual, or an individual associated with a special education cooperative or ROE established through collaborative efforts between the District and these agencies. See attached job description. (appendix G)

District Tier 2/Tier 3 (Secondary/Tertiary Coach): _____
Position: _____
Location/Address: _____
Office Phone: _____
Cell Phone: _____
Fax: _____
Email: _____

20. The Tier 2/Secondary and Tier 3/Tertiary team at each PBIS school must participate in the sequence of Tier 2 and Tier 3 training within 12-24 months. The District Tier 2/Tier 3 coach, external coach, and internal coaches commit to participate in the Tier 2 and Tier 3 training sequence with their school teams.

Dates of Tier 2/Secondary Training: _____
Dates of Tier 3/Tertiary Training: _____

<p>21. The District Leadership Team will commit to meeting quarterly to discuss Tier 2/Secondary and Tier 3/Tertiary implementation with the purpose of developing, monitoring, and revising an action plan to facilitate the education of students in general education.</p> <p>District Leadership Team Meeting Dates to discuss Tier 2/Tier 3 implementation</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr> <th style="width: 15%;">Year</th> <th style="width: 20%;">1st Quarter</th> <th style="width: 20%;">2nd Quarter</th> <th style="width: 20%;">3rd Quarter</th> <th style="width: 25%;">4th Quarter</th> </tr> </thead> <tbody> <tr><td>2008-2009</td><td></td><td></td><td></td><td></td></tr> <tr><td>2009-2010</td><td></td><td></td><td></td><td></td></tr> <tr><td>2010-2011</td><td></td><td></td><td></td><td></td></tr> <tr><td>2011-2012</td><td></td><td></td><td></td><td></td></tr> <tr><td>2012-2013</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Year	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	2008-2009					2009-2010					2010-2011					2011-2012					2012-2013					
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2009-2010																															
2010-2011																															
2011-2012																															
2012-2013																															
<p>22. The District Leadership Team will collect and utilize from each building the tier 2/tier 3 (secondary/tertiary) system tools and data, such as the Tier 2/Tier 3 (Secondary/Tertiary) Tracking Tool (Appendix H), the Out-of-Home-School Placement Tool (Appendix I), and the ISBE Educational Environment data, for action planning.</p>																															
<p>23. The District will commit to using the online SIMEO system to track progress of students receiving Tier 3/Tertiary level interventions including FBA/BIP and wraparound. The District Tier 2/Tier3 (Secondary/Tertiary) coach will commit to be trained in the SIMEO system and will facilitate the SIMEO system district wide. In addition, each school will assign a SIMEO facilitator to be trained to input data on students in Tier 3 level interventions.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">SIMEO Facilitator</th> <th style="width: 40%;">School</th> <th style="width: 30%;">Date Trained</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> <tr><td>4.</td><td></td><td></td></tr> <tr><td>5.</td><td></td><td></td></tr> </tbody> </table>	SIMEO Facilitator	School	Date Trained	1.			2.			3.			4.			5.															
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1.																															
2.																															
3.																															
4.																															
5.																															

Appendix A

Skill Competencies Rubric for External Coaching

Updated 9.5.08

TIER 1/UNIVERSAL

TASKS	TRAINING TOPICS	PBIS UNIVERSITY COURSES *	RESOURCES
<ul style="list-style-type: none"> Attend Tier1/Universal Training Facilitate monthly Internal Coaches (IC) meetings with assistance of technical assistance coordinator (TAC) Provide technical assistance to universal teams to help coach/co-facilitate/use data Act as liaison to community agencies Assist with the collection of data from each school, forwarding to TAC (e.g., SWIS data, PBS Survey tools, Pol, SET, IEP, ethnicity demographics and disproportionality, family involvement) Support incentives/celebrations Assist in developing annual plans Consult on classroom management issues Attend selected regional, state, and national level PBIS forums and conferences as participant and presenter 	<ul style="list-style-type: none"> Features of school-wide PBIS approach (purpose, rationale, implementation requirements, systems processes, research) Outcomes: Data, Systems, Practices Response to Intervention (Rtl) three-tiered prevention logic and continuum of support School-wide expectations Team Checklist Cool Tools Matrix Discipline systems and process Celebrations 	<p>Attend with School-Based Staff:</p> <ul style="list-style-type: none"> U050*, U100*, U200*, UTA300*, U400, U500, and U600; C50*, C100*, C200*, C201, C202, C203, C203.1, C203.2, C204, C205, C300* AS400 District Summit <p>Attend as External Coach:</p> <ul style="list-style-type: none"> EX50*, EX100*, EX200*, EX300*, EX400, EX500, EX600 <p>* Core trainings: 13 days</p>	<p>BOOKS:</p> <ul style="list-style-type: none"> Cartledge, Gwendolyn: <i>Cultural Diversity and Social Skills Instruction</i> Cartledge, Gwendolyn: <i>Teaching Urban Learners</i> Colvin, Geoff: <i>7 Steps for Developing a Proactive School-wide Discipline Plan</i> Colvin, Geoff: <i>The Effective Elementary Classroom</i> Hill, Walker: <i>Antisocial behavior in School</i> Payne, Ruby: <i>A Framework for Understanding Poverty</i> <p>WEBSITES:</p> <ul style="list-style-type: none"> Illinois State Board of Education: www.isbe.state.il.us Illinois PBIS Network: http://www.pbisillinois.org/ School-wide Information System: http://www.swis.org IIRC-Illinois Interactive Report Card: http://iirc.niu.edu Illinois ASPIRE: www.illinoisaspire.org National Center for Positive Behavior Intervention Support: www.pbis.org Parent & Educator Partnership: www.pepartnership.org

Appendix A (continued)

Skill Competencies Rubric for External Coaching

TIER 2/SECONDARY

TASKS	TRAINING TOPICS	PBIS UNIVERSITY COURSES *	RESOURCES
<ul style="list-style-type: none"> Attend Tier 2/Secondary Training Support secondary teams Provide technical assistance to secondary teams to coach/co-facilitate/use data Act as liaison to community agencies (or gather input from secondary coach who is rep) Assist in developing annual plans, summer supports, and carry-over cases Attend selected regional, state, and national level PBIS Forums and Conferences as participant and presenter 	<ul style="list-style-type: none"> Universal Screening, Tiered Supports and Progress Monitoring Group Interventions Check-In Check-Out Check and Connect BEP BIP FBA Data application and usage at Tier 2 	<p>Attend with School-Based Team:</p> <ul style="list-style-type: none"> S050, S100*, S200*, S300*, STA400* AS400 District Summit <p>*Core Trainings: 4 days</p>	<p>BOOKS:</p> <ul style="list-style-type: none"> Crone, Horner, Hawkin: <i>Building Positive Behavior Support Systems in Schools</i> Crone, Horner: <i>Responding to Problem Behavior in Schools: BEP Program</i> Oneill/Horner: <i>Functional Assessment Program Development for Problem Behavior</i> <p>WEBSITES:</p> <ul style="list-style-type: none"> Leanne S. Hawken, Ph. D: http://www.ed.utah.edu/~hawken_l/bep.htm Illinois Autism Training & Technical Assistance Project: www.illinoisautismproject.org Illinois Service Resource Center: www.isrc.us Project REACH: www.project-reach-illinois.org

Appendix A (continued)

Skill Competencies Rubric for External Coaching

TIER 3/TERTIARY

TASKS	TRAINING TOPICS	PBIS UNIVERSITY COURSES *	RESOURCES
<ul style="list-style-type: none"> • Attend Tier 3/Tertiary Training • Support/coach/train wrap facilitators and tertiary coaches (1 tertiary coach per 12 schools) • Help facilitate district tertiary leadership team meetings • Provide technical assistance to tertiary teams to help coach/co-facilitate/use data • Act as liaison to community agencies (or gather input from tertiary coach who is rep) • Assist in developing annual plans, summer supports, and carry-over cases • Attend selected regional, state, and national level PBIS Forums and Conferences as participant and presenter 	<ul style="list-style-type: none"> • Strengths-based • Community linkage • Family engagement • Family voice • Data-Based Decision-Making • Wraparound planning • Team engagement • SIMEO/Data-tracking 	<p>Attend with School-Based Team:</p> <ul style="list-style-type: none"> • T50, T100*, T200*, T300*, T301*, T302*, TTA303, TTA304, TTA400*, TTA 500*, TTA 600*, TTA601* • AS400 District Summit <p>* Core Trainings: 9 days</p>	<p>WEBSITES:</p> <ul style="list-style-type: none"> • Illinois PBIS Network: http://www.pbisillinois.org/ • SIMEO: www.accountabilitysolutions.com/clientlogin.cfm • System of Care – Illinois: http://www.systemofcareillinois.org/

Appendix A (continued)

Skill Competencies Rubric for External Coaching

DISTRICT LEADERSHIP COLLABORATION WITH THE ILLINOIS PBIS NETWORK

TASKS	TRAINING TOPICS	PBIS UNIVERSITY COURSES *	RESOURCES
<ul style="list-style-type: none"> • Construct district leadership team • Implement and facilitate district leadership team meetings with PBIS Network staff • Help with district-wide data: EE, aggregate SWIS, SIMEO, etc. • Sit on district team • Organize district for regional, state, national, and international level conferences/trainings • Help facilitate parent engagement and participation (e.g., Tools for Families/PBIS at home) • Enlist and reinforce administrator participation in all PBIS intervention levels • Act as liaison to community agencies to facilitate meetings and help with communication and data use • Support/facilitate change in roles for social workers/psychologists/counselors, etc. • Work with administration to develop and oversee PBIS funding • Support blending of school mandates/initiatives and development of district systems (PBIS, SEL, RtI, NCLB, family involvement) • School board report • Website information – district/school • PBIS publicity: decals on the front door of each building; banners with a PBIS logo • Attend selected regional, state, and national level PBIS trainings as participant and presenter 		<ul style="list-style-type: none"> • AS400 District Summit 	<p>WEBSITES:</p> <ul style="list-style-type: none"> • BluePrint Article: http://www.pbis.org/main.htm http://www.pbis.org/districtWide.htm

Appendix B

DISTRICT PBIS ADMINISTRATOR JOB DESCRIPTION DRAFT 4.10.08

The following responsibilities are conducted within the structure of the District PBIS Leadership Team. The District PBIS Administrator is typically a central office administrator who has the authority to perform these responsibilities. The District PBIS Administrator needs to have a good understanding of the 3-Tier Model, an operational knowledge of all tiers of PBIS, and an operational knowledge of data-based decision-making as it applies to PBIS.

1. Convene and conduct regularly scheduled meetings of the District PBIS Leadership Team.
2. Facilitate District strategic/action planning for PBIS.
3. Ensure that PBIS is consistent with the District's Strategic Plan and School Improvement Plan.
4. Develop District budget for PBIS.
5. Make presentations to the District Board of Education on the status of PBIS in the District.
6. Develop a process for recognizing schools for their accomplishments with PBIS.
7. Facilitate the development and maintenance of a District website for PBIS.
8. Develop a system and schedule of staff development for PBIS.
9. Facilitate the sustainability and expansion of PBIS in the District.
10. Support attendance of District staff at PBIS Network Trainings and conferences.
11. Facilitate visibility of PBIS within the District and in the community.
12. Act as a liaison between the District Leadership Team and the Board of Education.
13. Attend District coach's meetings.
14. Provide support to the District external and internal coaches.
15. Attend yearly Illinois PBIS Network Summit Training.
16. Collaborate and meet regularly with the District external coach.
17. Keep the Superintendent abreast of the progress of , and barriers to implementing PBIS within the District.
18. Work collaboratively with principals to ensure that PBIS is being implemented with fidelity.
19. Facilitate the "working smarter" concept of PBIS by helping to blend PBIS with other similar District initiatives.

Appendix C

FY09 ILLINOIS PBIS IMPLEMENTATION
EXTERNAL COACH RECOMMENDED JOB DESCRIPTION

JOB TITLE: External Coach

JOB GOALS:

- 1.) Expand and sustain implementation of PBIS throughout assigned district(s) and/or buildings
- 2.) Assess training needs and connect with PBIS Network Technical Assistance Coordinator (TAC)
- 3.) Support research for PBIS and provide technical assistance (TA) to PBIS teams
- 4.) Collaborate with PBIS Network to connect students, families, service organizations, and schools to meet student and family needs

QUALIFICATIONS:

- 1.) Experience and training with PBIS including school-wide, classroom, and individual plans
- 2.) Computer skills to create graphs from data
- 3.) Ability to support three or more schools and is not on staff at those buildings

PERFORMANCE RESPONSIBILITIES:

- 1.) Participate in district and building level team meetings
- 2.) Identify schools, get administrative support, help schools identify team members for initial training
- 3.) Become familiar with district's and/or schools' policies/procedures (e.g., handbooks, budgets, staff development)
- 4.) Support building level team meetings by providing technical assistance (e.g., meeting dates, calendar tasks, agenda, communication with staff and others—community, parents, news; and assist with action plan development at all three tiers)
- 5.) Provide on-going support and TA to Internal Coaches (Building Level Leaders) through district level coaches' meetings
- 6.) Oversee progress of district teams (e.g., faculty, team, district and principals)
- 7.) Insure school-wide data collection systems are established
- 8.) Collect data from schools (e.g., School Profiles, ODRs <if not SWIS school>, Phases of Implementation) and forward to coordinator, as needed
- 9.) Collaborate with TAC to obtain data from PBS Surveys
- 10.) Provide TA on school-wide data analysis
- 11.) Provide TA on use of secondary interventions
- 12.) Provide TA on tertiary interventions and data analysis
- 13.) Assist schools in sustaining PBIS
- 14.) Participate in sub-region, statewide, and national trainings for PBIS
- 15.) Provide school-based trainings in collaboration with TAC

Appendix D: Draft 7-21-08

District Data Audit Tool

Directions:

1. Collect and review the following data
2. Consider the following questions to discuss priorities for district planning:
 - a. What are the trends in the academic data?
 - b. What are the trends in the discipline data?
 - c. Are certain groups, by ethnicity or disability, over represented in IEP or EE data?

Data Source:	Data:	Baseline:						Year One:						Year Two:					
IIRC	ISAT Scores (% Meets and Exceeds)	3 rd	4 th	5 th	6 th	7 th	8 th	3 rd	4 th	5 th	6 th	7 th	8 th	3 rd	4 th	5 th	6 th	7 th	8 th
	All Subjects																		
	Reading																		
	Math																		
	Writing																		
	Science																		
IIRC	PSAE Scores (%Meets and Exceeds)	(All/Reading/Math/Writing/ Science/ Social Studies)						(All/Reading/Math/Writing/ Science/ Social Studies)						(All/Reading/Math/Writing/ Science/ Social Studies)					
	11 th grade																		
IIRC ->About Students ->EE	Graduation Rate for Last Academic Year (HS only)																		
IIRC ->About Students ->EE	Drop Out Rate for Last Academic Year (HS only)																		
Fall Housing Report	# of Students Retained Last Academic Year																		
	Discipline	# of Events	# of Days	# of Students	# of Events	# of Days	# of Students	# of Events	# of Days	# of Students	# of Events	# of Days	# of Students						
From Buildings	Office Discipline Ref. (ODRs)																		
From Buildings	In-School Suspension																		
Fall Housing	Out-of School Suspension																		
Fall Housing	Expulsion																		
IIRC (Enrollment); IE Point (IEPs)	Enrollment/IEPs by Ethnicity	Enrollment %		IEP %		Enrollment %		IEP %		Enrollment %		IEP %							
	American Indian																		
	Asian																		
	African American																		
	Hispanic/Latino																		
	Pacific Islander																		
	White																		
	Other																		
IE Point	# of Students with an IEP																		
From Building/District	# of Students Referred to Special Education																		
From Building/District	# of Students Qualified for Special Education																		
IE Point	Education Environment (EE)	#		%		#		%		#		%							
	0-20% Outside General Ed. (EE Code 01)																		
	21-60% Outside General Ed. (EE Code 02)																		
	61-100% Outside General Ed. (EE Code 03)																		
	Separate Public/Private Day School (EE Codes 04, 05, 08)																		
	Residential/Home/Hospital Setting (EE Codes 09, 10, 11, 12)																		

Appendix D Continued

District Data Audit Tool

Data Source:	Data:	Year Three: _____						Year Four: _____						Year Five: _____											
IIRC	ISAT Scores (% Meets and Exceeds)	3 rd	4 th	5 th	6 th	7 th	8 th	3 rd	4 th	5 th	6 th	7 th	8 th	3 rd	4 th	5 th	6 th	7 th	8 th						
	All Subjects																								
	Reading																								
	Math																								
	Writing																								
	Science																								
IIRC	PSAE Scores (%Meets and Exceeds)	(All/Reading/Math/Writing/ Science/ Social Studies)						(All/Reading/Math/Writing/ Science/ Social Studies)						(All/Reading/Math/Writing/ Science/ Social Studies)											
	11 th grade																								
IIRC ->About Students ->EE	Graduation Rate for Last Academic Year (HS only)																								
IIRC ->About Students ->EE	Drop Out Rate for Last Academic Year (HS only)																								
Fall Housing Report	# of Students Retained Last Academic Year																								
	Discipline	# of Events	# of Days	# of Students	# of Events	# of Days	# of Students	# of Events	# of Days	# of Students	# of Events	# of Days	# of Students												
From Buildings	Office Discipline Ref. (ODRs)																								
From Buildings	In-School Suspension																								
Fall Housing	Out-of School Suspension																								
Fall Housing	Expulsion																								
IIRC (Enrollment); IE Point (IEPs)	Enrollment/IEPs by Ethnicity	Enrollment %		IEP %		Enrollment %		IEP %		Enrollment %		IEP %													
	American Indian																								
	Asian																								
	African American																								
	Hispanic/Latino																								
	Pacific Islander																								
	White																								
	Other																								
IE Point	# of Students with an IEP																								
From Building/District	# of Students Referred to Special Education																								
From Building/District	# of Students Qualified for Special Education																								
IE Point	Education Environment (EE)	#						%						#						%					
	0-20% Outside General Ed. (EE Code 01)																								
	21-60% Outside General Ed. (EE Code 02)																								
	61-100% Outside General Ed. (EE Code 03)																								
	Separate Public/Private Day School (EE Codes 04, 05, 08)																								
	Residential/Home/Hospital Setting (EE Codes 09, 10, 11, 12)																								

Appendix E

FY08 ILLINOIS PBIS IMPLEMENTATION INTERNAL COACH RECOMMENDED JOB DESCRIPTION DRAFT 4-10-08

JOB TITLE: Internal Coach

JOB GOALS:

- 1.) Attend and monitor PBIS Trainings with team
- 2.) Ensure that PBIS is implemented with integrity in their building
- 3.) Communication with the SIP team or member of SIP team
- 4.) Knows the research and practices related to school-wide behavioral support, including applied behavior analysis, and ability to use a variety of observational and interviewing skills

QUALIFICATIONS:

- 1.) Works in the building
- 2.) Completion of Tier 1/Universal Training
- 3.) Promotes shared decision-making but has the authority to initiate change (i.e., works closely with administrator/decision maker)
- 4.) Two to three year commitment
- 5.) Flexibility to attend leadership workshops

COORDINATE WITH TEAM MEMBERS THE FOLLOWING:

- 1.) Data collection in building (i.e., big five and academic data)
- 2.) Ensure expectations are taught, reinforced, and monitored at the school-wide level
- 3.) Celebrations/boosters
- 4.) Facilitation of monthly Tier 1/Universal Team meetings, including creating an agenda
- 5.) Communication of PBIS activities at faculty meetings
- 6.) Collect and analyze PBIS specific data (i.e., Team Implementation Checklist, BoQ, EBS, School Profile, Phases of Implementation and school data forms)
- 7.) Communicate with parent/parent liaison/PTA/PTO
- 8.) Annual report shared with district team (i.e., District Leadership Team, Board of Education)
- 9.) Network with other internal coaches, external coaches and sub-region coordinators

POSSIBLE INCENTIVES:

- Stipend
- Time in lieu of other assigned duties
- Additional prep period
- No Homeroom assignment
- Floating sub

Appendix F

District Action Plan for Three Tier System of Support (Multiple Year Plan)

Topic	Evidence/Data	Roadblocks	Strategies and Resources	Next Steps		
				Action	Who?	When?
Policy for Sustainability						
Integrating Related Initiatives						
Status of PBIS Implementation at all three tiers						
Coaching Capacity						

Illinois P B I S Network

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District Readiness Checklist

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Topic	Evidence/Data	Roadblocks	Strategies and Resources	Next Steps		
				Action	Who?	When?
Training Needs						
Evaluation						
Funding/Budget						
Political Support/ Visibility						

Appendix G

DISTRICT TIER 2/TIER 3 (SECONDARY/TERTIARY) COACH JOB DESCRIPTION**Draft 4-21-08****1. Qualifications**

1. Masters degree and certification in Educational Administration, social work, psychology or related field.
2. Experience and training with effective behavior interventions including school-wide, classroom, and individual student behavior intervention plans, school improvement and cultural diversity.
3. Experience providing and coordinating staff development activities and curriculum design for staff development.
4. Experience working with district level Leadership Teams providing School Improvement decision-making and support.
5. Experience implementing intense student support as a behavior specialist, teacher, principal or related role in schools.
6. Research and grant writing experience.
7. Have experience in ISBE School Improvement process.
8. Other qualifications as deemed necessary.

2) Direct support to selected buildings

1. Co-Facilitate and Coach Tier 2/Secondary and Tier 3/Tertiary Team process meetings in each building
2. Provide TA and support to Tier 2/Secondary and Tier 3/Tertiary Team members
3. Provide TA and support to Wraparound Facilitators
4. Assist with data collection and data-based decision-making process

3) District-level support

1. Data collection & reporting to PBIS Network
2. Co-Facilitate District Tier 3/Tertiary Team meetings
3. Facilitate district-level data analysis, review
4. Facilitate expansion and sustainability of practices district-wide

4) Trainings

1. Active participation in all Tier 3/Tertiary trainings provided by PBIS Network
2. Assist building and district staff in participating in trainings
 - a. Assist all teams in bringing necessary items to trainings

5) Technical Assistance re:

1. Effective team meetings
2. Support to students & families
3. Full continuum of Tier 2/Secondary and Tier 3/Tertiary supports including FBA/BIP and wraparound
4. Wraparound facilitation
5. Data-based decision-making (including SIMEO)

6) Liaison

1. To/from PBIS Technical Assistance Coordinator
2. To/from Building Tier 3/Tertiary Teams
3. To/from District Tier 3/Tertiary Team
4. To/from district staff (not involved with selected schools)

Appendix H

Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool

School Name:

(Updated 8.08)

Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		Simple Tier 2 Interventions with Indiv. Features (e.g. CnC)		Brief Function-based Interventions		Complex/Multiple-life -domain FBA/BIP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

Definition of response (Please list below how your school defines ‘response’ at each of the six levels of intervention):

Responding to Check-in Check-out (CICO):

Responding to Social/Academic Instructional Groups:

Responding to Simple Tier 2/Secondary Interventions with Individual Features (Check-and-Connect, etc.):

Responding to Brief Function-based Interventions:

Responding to a Complex/Multiple-life -domain FBA/BIP:

Responding to Wraparound Support:

Appendix J

Glossary of PBIS Terms and Abbreviations

- BEP – Behavior Education Plan
- BIP – Behavior Intervention Plan
- BoQ – Benchmarks of Quality
- CICO – Check-in Check-out
- CISS – Checklist for Individual Student Systems
- CnC – Check and Connect
- EE – Educational Environment
- FBA – Functional Behavior Assessment
- IC – Internal Coach
- IEP – Individualized Education Plan
- ISAT – Illinois Standards Achievement Test
- NCLB – No Child Left Behind
- PBIS – Positive Behavior Interventions and Supports
- PBS – Positive Behavior Supports
- PoI – Phases of Implementation
- RtI – Response to Intervention
- SEL – Social Emotional Learning
- SET – School-Wide Evaluation Tool
- SIMEO – Systematic Information Management of Educational Outcomes
- SSBD – Systematic Screening for Behavior Disorders
- SWIS – School-Wide Information System
- TAC – Technical Assistance Coordinator