

KPBSD  
Positive Behavior  
Interventions and Support  
Report for the School Board June 2018

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District PBIS Coach

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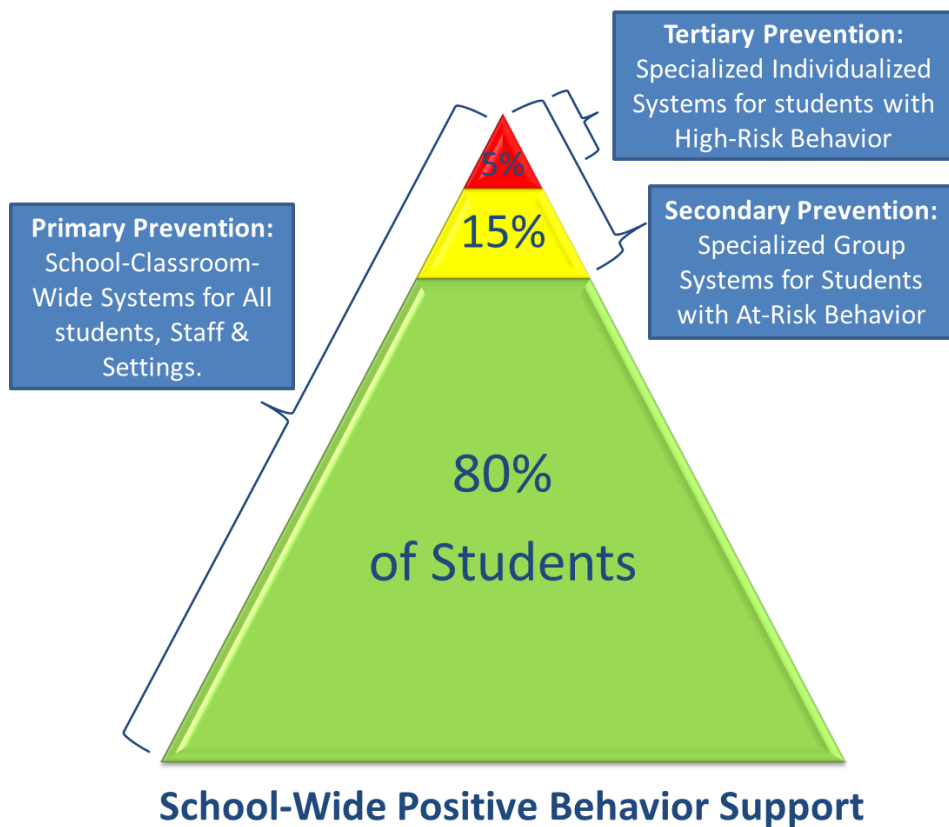
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## What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a systematic approach (or framework) to creating and sustaining positive and effective teaching and learning environments for everyone. In every PBIS school, staff teach, model, and acknowledge positive behavior expectations. The behavior expectations are taught to students throughout the year in different areas of the school.

There are six components of School-wide PBIS:

- 1) Select and define expectations & routines
- 2) Teach behavior & routines directly
- 3) Actively monitor behavior
- 4) Acknowledge appropriate behavior
- 5) Review data to make decisions
- 6) Correct behavioral errors



## History of PBIS Implementation in KPBSD

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2008-2009	<ul style="list-style-type: none"> <li>• Sterling Elementary was a pilot school for PBIS implementation with support from the Stone Soup Group and Kevin Downs as a KPBSD PBIS Coordinator</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>• Sterling Continued with Stone Soup Group</li> <li>• Sterling attended a PBIS Institute in Anchorage with other schools around Alaska facilitated by Stone Soup Group</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>• Stone Soup Group discontinued their School-wide PBIS support in the state</li> <li>• Lori Lynass, Ed.D with NorthWest PBIS Network and Sound Support began working with Sterling in the spring</li> <li>• In the spring, Redoubt Elementary and Nikiski North Star began their own investigation with a desire to implement PBIS the next school year</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>• New schools – Redoubt and Nikiski North Star</li> <li>• Dr. Lynass and other Sound Support staff provided support               <ul style="list-style-type: none"> <li>○ Introduction to PBIS for Redoubt and Nikiski North Star</li> <li>○ Advanced staff development at Sterling</li> </ul> </li> <li>• In the spring, Trina Uvaas and Angie Nelson from KPBSD attended the NorthWest PBIS Network Conference in Portland and toured PBIS schools with support from Dr. Lynass with the goal of being able to coach our own schools</li> <li>• Ms. Uvaas and Mrs. Nelson, using their training, wrote a KPBSD Implementation Manual with specific steps outlined for schools to implement PBIS with fidelity.</li> <li>• Dr. Lynass and other Sound Support provided coaching for the three school’s leadership teams. The KPBSD Manual was reviewed for feedback. The first KPBSD District-wide PBIS Team met.</li> <li>• A formal Exploration phase was outlined and presented to administrators by Kevin Downs</li> </ul>
2012-2013	<ul style="list-style-type: none"> <li>• New schools - Ninilchik School K-12 and Homer Flex</li> <li>• Ms. Uvaas and Mrs. Nelson provided training for School Coordinators focusing on Benchmarks of Quality and coaching expectations</li> <li>• Dr. Lynass and other Sound Support provided TIPS, problem-solving and Action Planning training in May for school teams</li> <li>• Tier 2 manual developed by district coaches</li> <li>• District PBIS Team meets throughout the year</li> </ul>

<p>2013-2014</p>	<ul style="list-style-type: none"> <li>● New schools – K-Beach Elementary, Soldotna Elementary, Razdolna K-12, Nikolaevsk K-12 and Voznesenka K-12</li> <li>● August In-Service <ul style="list-style-type: none"> <li>○ Sound Support and District Coaches provided training for whole-school staff on individualized topics (9 school trainings total)</li> <li>○ Action Planning was conducted for new schools and District Team</li> </ul> </li> <li>● October: School Coordinator Training <ul style="list-style-type: none"> <li>○ PBIS Assessments training</li> <li>○ Shared Folder developed</li> <li>○ TIPS follow-up</li> </ul> </li> <li>● November: Ms. Uvaas, District Coach development at NWPBIS Conference</li> <li>● May: Dr. Lynass training <ul style="list-style-type: none"> <li>○ All PBIS Schools together at the Soldotna Sports Center: <ul style="list-style-type: none"> <li>▪ Administrator Role</li> <li>▪ Benchmark of Quality and Action Planning</li> <li>▪ TIPS and Stop/Walk/Talk</li> </ul> </li> <li>○ Secondary focus in Homer and action planning with West Homer Elementary (Exploration into Installation)</li> </ul> </li> <li>● District Team meets throughout the year, completes District Self-Assessment</li> </ul>
<p>2014-2015</p>	<ul style="list-style-type: none"> <li>● New school – West Homer Elementary</li> <li>● Mrs. Nelson - .4 FTE for PBIS Activities</li> <li>● Coaching Plan <ul style="list-style-type: none"> <li>○ Ms. Uvaas – Homer Flex, Razdolna, Nikolaevsk and Voznesenka</li> <li>○ Mrs. Nelson – Sterling, Redoubt, Nikiski North Star, Soldotna Elementary, Ninilchik and West Homer</li> </ul> </li> <li>● District Coaches provide training and guidance to schools</li> <li>● Short presentation to School Board providing a description of PBIS</li> <li>● Send out questionnaire to schools for training needs and design a training day in February to address needs. <ul style="list-style-type: none"> <li>○ Big Picture of PBIS</li> <li>○ PBIS in the Classroom and data collection</li> <li>○ Brief introduction of Tier 2 and Stop/Walk/Talk</li> <li>○ Collaboration time for administrators, teachers, Tier 1 schools, and Tier 2 schools</li> </ul> </li> <li>● Send District Coaches to conference to bring back more knowledge of implementation and sustainability</li> </ul>

<p>2015-2016</p>	<ul style="list-style-type: none"> <li>• No new PBIS Schools, no FTE for PBIS Activities, Stipend for Ms. Uvaas</li> <li>• Five schools start exploring or implementing PBIS Tier 2 Interventions</li> <li>• Coaching Plan <ul style="list-style-type: none"> <li>○ Ms. Uvaas – Homer Flex, Razdolna, Nikolaevsk and Voznesenka</li> <li>○ Mrs. Nelson – Sterling, Redoubt, Nikiski North Star, Soldotna Elementary, Ninilchik and West Homer</li> </ul> </li> <li>• Mr. Downs, Ms. Nelson, and Ms. Uvaas present at the Principal’s Conference on October 12<sup>th</sup></li> <li>• Ms. Nelson facilitate participation of five school coordinators to attending the 2015 National PBIS Leadership Forum in Chicago October 22 and 23 to further coaching capacity in PBIS Tier 2</li> <li>• Ms. Nelson facilitate and coordinated school coordinators and administrator training and planning on November 30 to put training in Chicago into action</li> <li>• Send out questionnaire to PBIS schools for training needs and design a training day in February to address needs <ul style="list-style-type: none"> <li>○ Keeping PBIS Fresh</li> <li>○ Effective PBIS Practices</li> <li>○ Positive Reinforcement – 4:1 ratio</li> <li>○ Sharing from schools</li> <li>○ Collaboration time for school teams</li> </ul> </li> <li>• Sent out ideas shared from the February collaboration</li> <li>• Collect implementation fidelity and student data throughout the year</li> </ul>
<p>2016-2017</p>	<ul style="list-style-type: none"> <li>• Due to staff changes and school goals more focused on academics rather than behavior and consultation with District Coach, Ms. Uvaas, Razdolna decided that PBIS was not the right fit for their school so they have discontinued their PBIS efforts.</li> <li>• Fireweed Academy grades 3-6 are joining West Homer Elementary in implementing PBIS in shared common space through teaching expectations and participating in schoolwide celebrations.</li> <li>• District PBIS Training/Collaboration in March <ul style="list-style-type: none"> <li>○ PBIS – Yes We Can!</li> <li>○ Why PBIS</li> <li>○ School Climate</li> <li>○ Pro-Social/Anti- bullying Stop/Walk/Talk</li> <li>○ Sharing from schools</li> <li>○ Collaboration time for school teams</li> </ul> </li> <li>• Collect implementation fidelity and student data throughout the year</li> <li>• District Team meets throughout the year, completes District Self-Assessment</li> </ul>


2017-2018	<ul style="list-style-type: none"> <li>• District Team meets throughout the year, completes District Self-Assessment</li> <li>• District PBIS Training/Collaboration in March facilitated by Ms. Uvaas <ul style="list-style-type: none"> <li>○ PBIS as a Framework</li> <li>○ Responding to Current Climate</li> <li>○ Social Emotional Learning</li> <li>○ Using PBIS to Tie Everything Together</li> <li>○ EdCamp Sessions</li> <li>○ Collaboration time for school teams</li> </ul> </li> <li>• Collect implementation fidelity and student data throughout the year</li> <li>• Introduction to PBIS for Seward Elementary and Seward Middle School by Mrs. Nelson along with PBIS teachers Mrs. Kvamme and Mrs. Mayberry <ul style="list-style-type: none"> <li>○ Seward Middle School did not reach the 80% of teacher buy-in to move forward with PBIS</li> <li>○ Seward Elementary School had 87.5% teacher buy-in so will develop a PBIS Leadership Team to start the PBIS Installation Process</li> </ul> </li> </ul>
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## Tier 1 School-wide PBIS: Description and School Examples

Tier 1 of the PBIS model, universal or primary approaches that are preventative in nature are put into place (Sugai & Homer, 2002). These approaches are for all students, staff, and settings and include the development of school-wide expectations, a behavioral matrix, and reinforcement systems to acknowledge desired social behavior. Outcomes, systems, data, and practices are continually evaluated when providing universal supports (Center on Positive Behavioral Intervention and Support).

### School-wide Expectations and Behavior Matrix Examples

#### Nikiski North Star's Positive Behavior Support Program

	All Settings	Hallways	Classroom	Bathroom	Lunchroom	Playground	Bus
Be Safe	<ul style="list-style-type: none"> <li>Keep self to self</li> <li>Get adults' help when needed</li> <li>Use materials, tools and equipment appropriately</li> <li>Hold the door for the next person</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Walk in line on the right, facing forward</li> <li>Stop at the STOP signs</li> </ul>	<ul style="list-style-type: none"> <li>Wait for an adult before entering</li> <li>Keep "Four on the floor"</li> <li>Line up safely and quietly</li> </ul>	<ul style="list-style-type: none"> <li>Keep floor clean, dry and tidy</li> </ul>	<ul style="list-style-type: none"> <li>Walk to get my food</li> <li>Carry my tray with two hands</li> <li>Sit down on the seats, facing forward</li> </ul>	<ul style="list-style-type: none"> <li>Play safely</li> <li>Tell an adult immediately if someone gets hurt</li> <li>Keep snow, ice and rocks on the ground</li> <li>Follow playground rules</li> <li>Stay where adults can see me</li> </ul>	<ul style="list-style-type: none"> <li>Report serious problems to an adult</li> <li>Keep my personal space</li> <li>Use the handrails when getting on and off the bus</li> <li>Walk to, from and on the bus</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>Respond politely to adults</li> <li>Use polite words and actions</li> <li>Listen to and follow directions</li> <li>Take turns</li> <li>Listen attentively</li> <li>Wait for others to think</li> </ul>	<ul style="list-style-type: none"> <li>Voice Level 0, except before school, lunch and after school</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and consider others' ideas</li> </ul>	<ul style="list-style-type: none"> <li>Allow privacy to others</li> <li>Use whisper voice</li> <li>One person at a time in the stalls</li> </ul>	<ul style="list-style-type: none"> <li>Use good manners:</li> <li>Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>Consider others' ideas</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Wait your turn</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>Walk directly to destination</li> <li>Stay on task</li> <li>Report problems immediately to an adult</li> </ul>	<ul style="list-style-type: none"> <li>Stay with my class</li> </ul>	<ul style="list-style-type: none"> <li>Turn assignments in on time</li> <li>Put gear where it belongs</li> <li>Actively engage in learning</li> <li>Follow classroom rules and routines</li> </ul>	<ul style="list-style-type: none"> <li>Take care of my business and return to class quickly</li> </ul>	<ul style="list-style-type: none"> <li>Have lunch card ready</li> <li>Eat my lunch</li> <li>When something spills, clean it up</li> </ul>	<ul style="list-style-type: none"> <li>Line up immediately when whistle blows</li> <li>Be a problem solver</li> <li>Dress for the weather</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Keep myself and belongings out of the aisle</li> <li>Sit in my assigned seat</li> </ul>
Be Caring	<ul style="list-style-type: none"> <li>Be kind</li> <li>Care for school and others' property</li> <li>Wait patiently to take my turn</li> <li>Have a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>Keep our hallways clean</li> </ul>	<ul style="list-style-type: none"> <li>Cooperate and share</li> <li>Sincerely say "please," "thank you," and "I'm sorry" when needed</li> </ul>		<ul style="list-style-type: none"> <li>Welcome anyone who chooses to sit beside me</li> </ul>	<ul style="list-style-type: none"> <li>Be friendly and kind to everyone</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voices</li> <li>Pick up after myself</li> </ul>

Helping students school-wide to choose positive behaviors



## Reinforcement Systems to Acknowledge Desired Social Behavior Examples

### Caribou Cash

- At K-Beach we acknowledge students or classes who are demonstrating the expectations with a caribou cash.
- When a class earns 50 caribou cash dollars, they earn a classroom celebration.
- We have a caribou thermometer in the hallway and when the whole school earns 1000 caribou cash then we get a school wide celebration.
- We have recently created caribou cash for our grandma helpers and they are worth double because they are really hard to get. So when you get one from Grandma, you have earned double!



### Roadrunners



- Students are acknowledged by staff with star tickets.
- When a student earns 5 red tickets, they are exchanged for a Roadrunner Card.
- Classes can earn Class Compliment cards and can be used by grade levels for celebrations.
- On Mondays, Roadrunner Card students are announced via intercom and get to run in the hallway to post their card.
- Once the Roadrunner Cards reach the finish line, a school wide celebration is held.

### Orca Bucks

- A student is respectful, responsible or safe. A staff member sees this and rewards the behavior with an Orca buck. The student turns in the buck to the class container. When this is full, it is brought to the front office to be poured into the large container. We watch this carefully! When it is full, we plan a school wide celebration!



## Example of communicating PBIS to Substitute Teachers

Dear Substitute Teacher,

Welcome to Nikiski North Star Elementary School! We are a PBIS school. PBIS stands for Positive Behavior Interventions & Supports. On the back of this letter you will find our behavior matrix. This matrix outlines the expectations for students in five common areas in the school – the classroom, the hallway, the bathroom, the cafeteria and the playground. Please take a minute to familiarize yourself with the matrix.

Staff members reward students for following school expectations by handing out blue and yellow pompoms. Feel free to give these out in any of the common areas – classroom, hallway, cafeteria, bathroom and playground. When giving out pompoms please be sure to specifically tell the child *why* he/she is earning the pompoms (i.e. “Thank you for walking silently in the hallway. That is very responsible of you.”). Pompoms are not to be taken away from students.

Thank you for supporting NNS and our PBIS efforts. If you have any questions, please feel free to ask a staff member.

Thank you,

NNS Elementary PBIS Team

## Tier 1 School-wide PBIS: Fidelity of Implementation – SET and SAS data

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The School-wide Evaluation Tool (SET) (Sugai, Lewis-Palmer, Todd, & Horner, 2001) is designed to assess and evaluate the critical features of school-wide positive behavioral interventions and supports across each school year (Horner, Todd, Lewis-Palmer, Irvi, Sugai, & Boland, 2004). The SET involves a 2-3 hour school visit conducted by an outside evaluator to review Tier 1 Universal Implementation. Ms. Uvaas and Mrs. Nelson conducted the SET at the schools that they coached. SET evaluators review the School Improvement Plan, school handbook, discipline forms and procedures as well as other related documents. An administrator interview is completed to begin the process at the school building. Brief questions are asked of all staff members who are available with additional questions for PBIS school team members. Fifteen randomly selected students are asked the school expectations/rules and if they have been acknowledge over the last two months. All the interview answers along with the review of the documents are then scored into the seven features and an overall score.

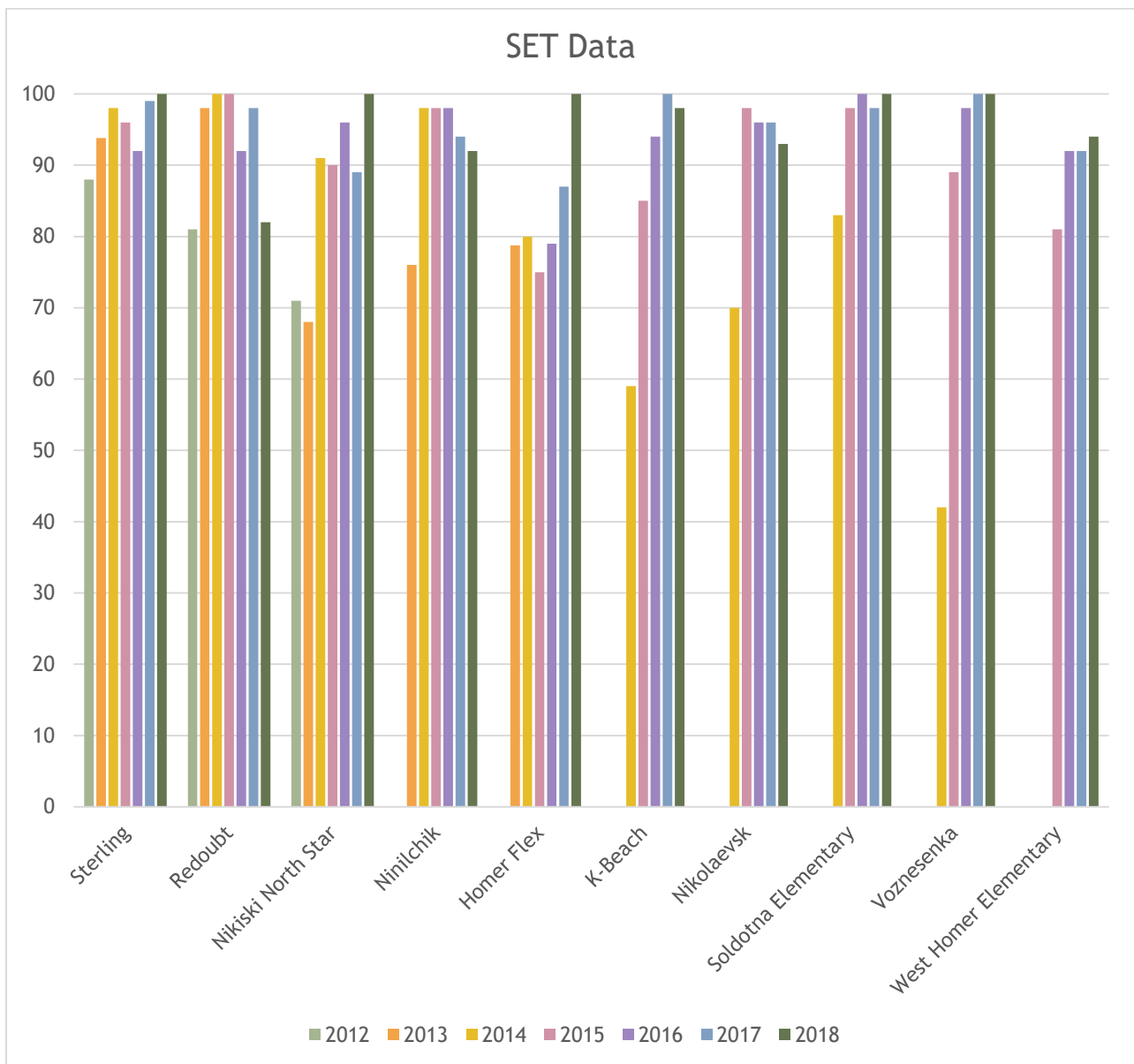
The features evaluated by the SET include the following:

- a) Expectations Defined
- b) Behavioral Expectations Taught
- c) On-going System for Rewarding Behavioral Expectations
- d) Systems for Responding to Behavioral Expectations
- e) Monitoring and Data-Based Decision-Making
- f) Management
- g) District Level Support

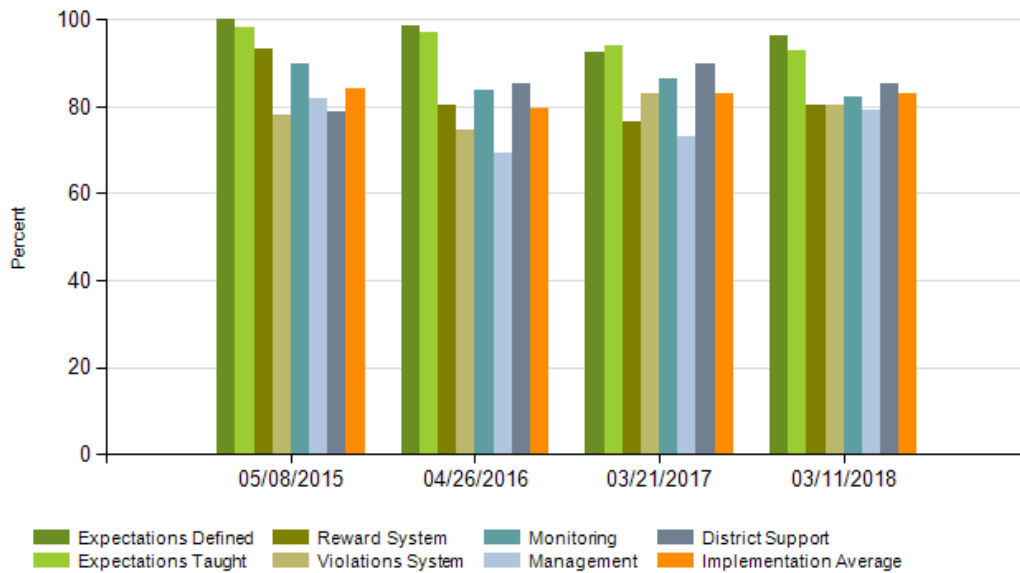
The results of the SET provides schools with a measure of the proportion of the features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/maintenance phases of development toward a system approach to school-wide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.

Schools scoring 80% on the general index and 80% on the specific index for teaching behavioral expectations are said to be implementing school-wide positive behavior support at a universal level. Schools maintaining an 80%-80% score across years are sustaining team-based school-wide PBIS efforts, creating a positive culture in the school, and making data-based decisions that are linked to a larger school-wide effort. Using SET scores with achievement scores and office discipline referral rates integrates multiple sources of data for program improvement and development purposes.

The following graph depicts the total average SET Score for all 10 school who are implemented PBIS.



Schools also complete a Self-Assessment Survey that is completed electronically through the [www.pbisassessment.org](http://www.pbisassessment.org) website by all staff members. The SAS is an annual, multiple-response survey to help teams identify the staff perception of implementation status and improvement priority for school-wide, classroom, non-classroom, and individual student systems. Here is an example of one school’s data. The PBIS Leadership Team at that school then examines the data to determine areas of need that are then addressed in an Action Plan for the future.



	Expectations Defined	Expectations Taught	Reward System	Violations System	Monitoring	Management	District Support	Implementation Average
5/8/2015	100%	98%	93%	78%	90%	82%	79%	84%
4/26/2016	99%	97%	80%	75%	84%	69%	85%	79%
3/21/2017	92%	94%	77%	83%	87%	73%	90%	83%
3/11/2018	96%	93%	80%	80%	82%	79%	85%	83%

## Tier 1.5 School-wide PBIS: Stop/Walk/Talk – An approach for bullying

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As we have had more schools implementing PBIS Tier 1 with fidelity but not quite ready to move to Tier 2, the KPBSD District Coaches developed an in-between steps for schools. In a response to wanting to address bullying issues, the Social Responsibility Skills of Stop/Walk/Talk, were designed as Bully Prevention in PBIS. The school staff has to come to agreement on language and a physical stop signal for the whole school to use.

Students are taught these steps:

### **The Stop Signal**

- How the stop signal should look and sound
  - o Firm hand signal
  - o Eye contact
  - o Clear voice
- Practice modeling the stop signal for students that experience problem behavior or when they see other students experiencing problem behavior

### **Walk Away**

- Sometimes, even when students tell others to “stop”, problem behavior will continue. When this happens, students are to “walk away” from the problem behavior.
- Practice modeling “walking away” when students experience continued problem behavior or when they see another student experiencing continued problem behavior.
  - Staff should remind students that walking away removes the reinforcement for problem behavior
  - Teach students to encourage one another when they use the appropriate response

### **Talk: report problem to an adult**

- Even when students use “stop” and they “walk away” from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should “talk” to an adult.
- Practice modeling the “talk” technique students should use when they experience continued problem behavior or when they see another student experiencing continued problem behavior

Note that if any student is in *danger*, the “stop” and “walk away” steps should be skipped, and telling an adult should happen immediately.

## Why is adult training so important?

*“If we fail to respond to reports of problem behavior outside of the classroom appropriately, the likelihood that children will use the program components will drop significantly.”*

### Responding to Reports of Problem Behavior

When any problem behavior is reported, follow this specific response:

- Reinforce the student for reporting the problem behavior (i.e. "I'm glad you told me.")
- Ask who, what, when and where.
- Ensure the student's safety.
  - Is the bullying still happening?
  - Is the reporting student at risk?
  - Fear of revenge?
  - What does the student need to feel safe?
  - What is the severity of the situation?
- "Did you tell the student to stop?" (If yes, praise the student for using an appropriate response)
- "Did you walk away from the problem behavior?" (If yes, praise student for using appropriate response)

### When the Student Does it Right....

Adults initiate the following interaction with the Perpetrator:

- Reinforce the student for discussing the problem behavior (i.e. "Thanks for talking to me.")
- "Did \_\_\_\_\_ tell you to stop?"
  - If yes: "How did you respond?"
  - If no: Practice the 3 step response.
- "Did \_\_\_\_\_ walk away?"
  - If yes: "How did you respond?"
  - If no: Practice the 3 step response.
- Practice the 3 step response.

The amount of practice depends on the severity and frequency of problem behavior

## Tier 2 Targeted Group Interventions: Overview

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In Tier Two, targeted, group-based interventions are designed to serve students who have not responded to Tier One interventions. The 10-15% of students in Tier Two are considered at-risk for more severe behavioral problems and/or academic deficits (Lewis & Sugai, 1999; Sugai & Horner, 2002).

### Critical features of Tier 2 Interventions

- Continuously available to student
- Rapid access to intervention
- Very low effort by teachers with maximum benefits for students
- Consistent with school-wide expectations
- Implemented uniformly by all staff/faculty
- Flexible based on student needs and function of behavior
- Student chooses to participate
- Continuous progress monitoring linked to systemic decision making process
- Intervention “packages” matched to student need

### Benefits of Tier 2 Interventions

- Improved structure
- Student is “set up” for success
- Increase in contingent feedback
- Applied across school settings
- Increased reward for appropriate behavior
- Evolve to self-management
- Supportive response to teacher

### What does a Tier 2 System of Support look like?

Tier 2 interventions are most efficiently implemented in the same way the PBIS Leadership Team has implemented School-wide Systems of PBIS; an integration of data, systems and practices.

<b>Data</b>	<b>Systems</b>	<b>Practices</b>
✓ ODR	✓ Structured team meeting	✓ Classroom management
✓ Suspension	✓ Bi-monthly meetings	✓ Check In/Check Out
✓ Detention	✓ Nomination process	✓ Social Skills Training
✓ Intervention	✓ Progress monitoring	✓ Organizational skills

# Tier 2 School Example



Student Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ IEP: Yes No

Teacher Completing \_\_\_\_\_ Date \_\_\_\_\_

**ACADEMIC INFORMATION**

Do you believe that academic skills, including task completion, are impacting the problem behavior?

- Reading Grade \_\_\_\_\_  
 Written Language Grade \_\_\_\_\_  
 Math Grade \_\_\_\_\_
- Yes  
 No  
 Unsure

**WHAT IS THE PROBLEM BEHAVIOR?**

Internalizing Behaviors:

- Exhibits sadness or depression
- Sleeps a lot
- Is teased or bullied by peers
- Does not participate in games
- Very shy or timid
- Acts fearful
- Does not stand up for self
- Self-injury (cutting, head banging)
- Withdrawn
- Other \_\_\_\_\_

Externalizing Behaviors:

- Out of seat/assigned area
- Inappropriate Language
- Fighting/physical aggression
- Talking out of turn
- Verbal defiance
- Not following instructions
- Technology violation
- Tardy
- Other \_\_\_\_\_

**STRATEGIES TRIED TO ADDRESS PROBLEM BEHAVIOR AND RESULTS**

	Successful	Somewhat Successful	Not Successful
<input type="checkbox"/> Tangible recognition for expected behavior			
<input type="checkbox"/> Retraught expected behavior			
<input type="checkbox"/> Multiple opportunities to practice expected behavior			
<input type="checkbox"/> Self-monitoring			
<input type="checkbox"/> Modified assignments			
<input type="checkbox"/> Change of schedule for activities			
<input type="checkbox"/> Extra assistance			
<input type="checkbox"/> Parent/Guardian contact			
<input type="checkbox"/> Other (Specify): _____			

**TEACHER COMMENTS OR CONCERNS**

Nikiski North Star Elementary PBIS Tier II

**Nikiski North Star Elementary Daily Progress Report Intermediate**

Goal: \_\_\_\_\_%  
 Points Possible \_\_\_\_\_  
 Points Received \_\_\_\_\_  
 % of Points \_\_\_\_\_  
 Goal Met? Yes No

M

T

W

TH

F

**LEGEND:**  
 3- Did a great job  
 2- Needs Improvement  
 1- Rarely

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

Target Behaviors	Check-In	Specials	Small group Math	Reading/L.A.	Recess/Lunch	Math	Content Area	Check-out
Be Respectful: Follow directions the first time	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Responsible: Complete all work by myself	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Caring: Allow others to learn	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Safe: Keep hands, feet and other objects to myself	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1

\_\_\_\_\_ did a great job today by:

\_\_\_\_\_

Signature: \_\_\_\_\_

## Sustainability and Evaluation: Leadership Team

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Durable and adaptable School-wide PBIS implementation requires systemic support that extends beyond the individual school. It is important to organize multiple schools so that a common vision, language, and experience are established. This will allow KPBSD to improve the efficiency of resource use, coordination of implementation efforts, a system for management, evaluation, and support for schools that is not person dependent.

### Current Leadership Team Members

Name	Representing	Role on District Team
Kevin Downs	Pupil Services Department	Coordinator
Trina Uvaas	Schools coached	District Coach and Data Analyst
Angie Nelson	Schools coached	District Coach, PD Development
Amy Utecht	Teachers	Member, Note Taker
Nate Crabtree	Administrators	Member
Elizabeth Kvamme	Teachers	New to the team in May
Emily Mayberry	Teachers	New to the team in May

For the 2017-2018 School Year, the team met on the following dates:

- September 19, 2017
- December 4, 2017
- January 29, 2018
- May 14, 2018

The District Team supports school teams by providing stipends to PBIS Leadership members for meeting outside their contract day. This stipend can be for up to two hours per month. The team was able to offer a small school stipend based on the number of students enrolled for our PBIS schools this year to be spent by the school on PBIS activities or needed materials. The District Team also sponsored an all-day training and collaboration on March 21, 2018.

# Sustainability and Evaluation: Professional Development

To further support all of our PBIS Schools, we designed a training/collaboration day.

Collaboration and Training for PBIS Schools  
 PBIS AS A FRAMEWORK  
 March 21, 2018  
 Skyview Middle School Library

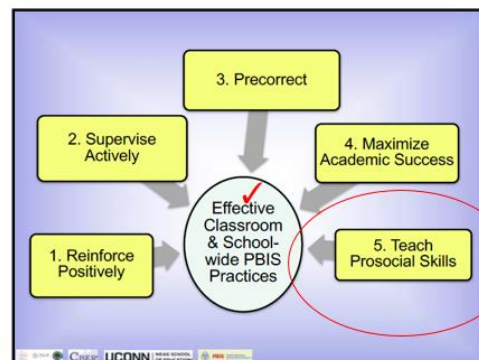


Time	Activity
8:30 – 9:00	Breakfast
9:00 – 10:30	School Celebrations PBIS as a Framework Presentation
10:30 – 10:45	BREAK
10:45 – 11:30	EdCamp Session 1
11:30 – 12:15	LUNCH
12:15 – 1:00	EdCamp Session 2
1:00 – 1:30	Regrouping, fire drill, prepare for team Action Planning
1:30 – 3:00	Collaboration/Action Planning Time with schools using SET and SAS data

## PBIS Celebrations

• Congratulations to the schools who reached 100% on the SET:

- Homer FLEX
- Soldotna Elementary
- Sterling Elementary
- Voznesenka School



The feedback on the Collaboration and Training using the Course Evaluation from Canvas:

**CONTENT:** Was the information presented useful for your team and collaboration process?

Answer Text	Number of Respondents	% of respondents selecting this answer
<b>Excellent</b>	5 respondents	<b>50 %</b>
Good	5 respondents	50 %
Fair	1 respondents	10 %

**PROCESS:** Effectiveness of the learning/collaboration experience

Answer Text	Number of Respondents	% of respondents selecting this answer
<b>Excellent</b>	4 respondents	<b>40 %</b>
Good	6 respondents	60 %

**APPLICABILITY:** How useful did you find this collaboration time?

Answer Text	Number of Respondents	% of respondents selecting this answer
<b>Very useful</b>	8 respondents	<b>80 %</b>
Somewhat useful	2 respondents	20 %
Not useful at all		0 %

How helpful were the EdCamp sessions in sharing and gaining ideas for your action planning?

Answer Text	Number of Respondents	% of respondents selecting this answer
<b>Very Helpful</b>	7 respondents	<b>70 %</b>
Somewhat helpful	2 respondents	20 %
Not helpful	1 respondents	10 %

Would you like to attend this type of training/collaboration in the future?

Answer Text	Number of Respondents	% of respondents selecting this answer
<b>Yes</b>	10 respondents	<b>100 %</b>
No		

**IMPLEMENTATION:** Please describe one way you intend to implement your learning into your teaching.

- Will share all of the information with the rest of our committee. Will encourage our committee to add SEL expectations to our matrix.
- I liked the information on adding social/emotional learning ideas into our expectations. I want to add those SEL concepts to my classroom expectations and our school Matrix.
- We will change our check in, check out procedure.
- N/A
- TONS! We are fired up to make some changes and improvements.
- I am not a teacher, but I plan to use the social and emotional learning aspect to better know the students that I come into contact with daily
- Adding some social/emotional information in to the matrix.
- We are planning to get a social emotional program in place at our school.
- I gained lots of good tips from other teachers. One of the tips that our building will implement is to change the existing token to something more exciting for students.
- We will implement our action plan

**COMMENTS:** Please note additional comments, questions, suggestions

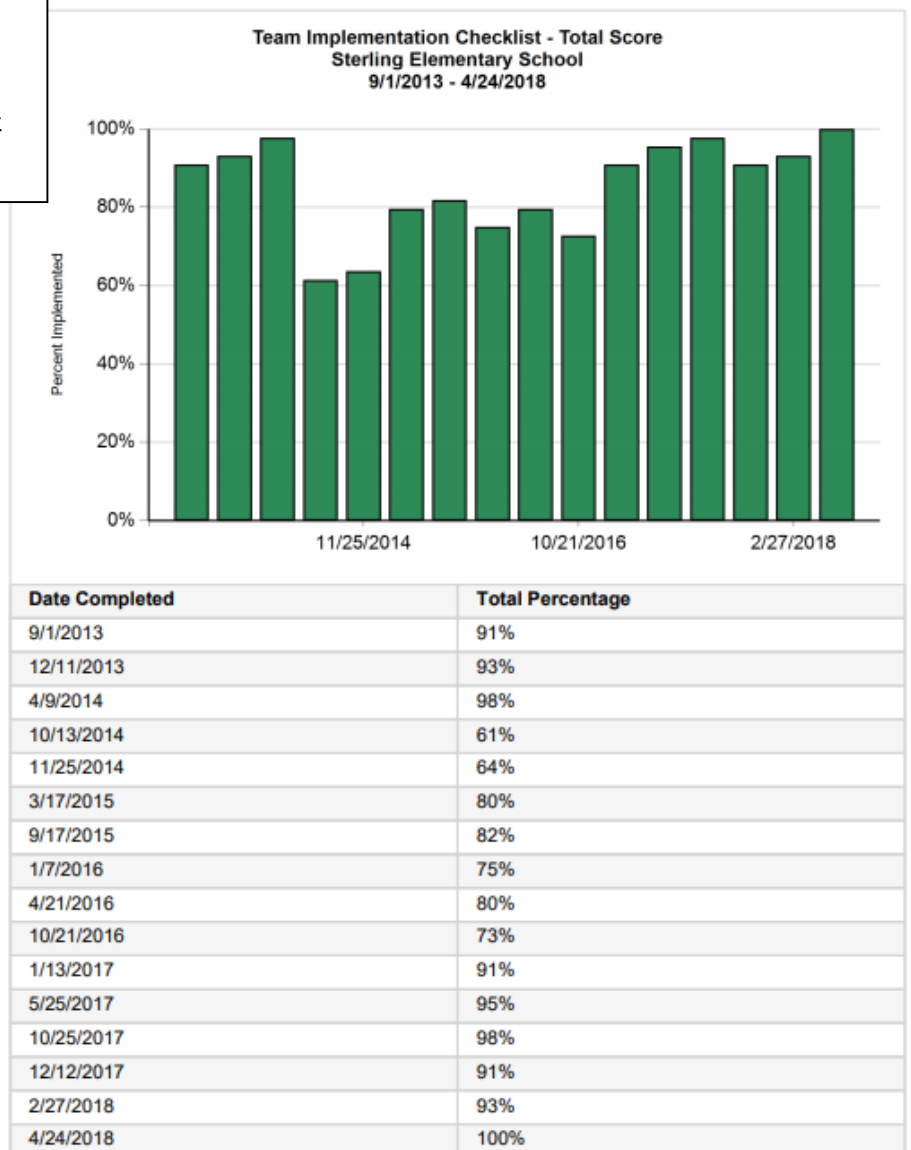
- It seemed like many schools have waning support of PBIS. Coaches may want to have school evaluate if they have enough support to run PBIS in their buildings and conduct further training if needed.
- Liked the new format.
- None
- It was SUPER awesome!!
- Thank you for all of your hard work. I was hesitant about the EdCamp idea but it was great!
- Excellent resources from Trina to help us find a program that would fit the need of our building.
- Since we are not all professionals in PBIS, most of the EdCamp discussions just ended up not getting any good ideas. I think we need to restructure the sessions.
- Send the agenda out earlier. Many of us were confused if the 8:30 start time meant coffee and conversation or the beginning of the meeting.

## Sustainability and Evaluation: Evaluation Plan

A major feature of school-wide PBIS is the commitment to ongoing assessment of implementation. Different assessments are available for teams to take as they examine their level of PBIS adoption and guides them through the process for improving implementation to benefit students, families, and overall school culture. Our district uses PBIS Assessment website to facilitate the data gathering.

- TIC (Team Implementation Checklist)
  - Completed quarterly by team
  - Monitors activity of implementation of PBIS in the school

This is an example of a school's TIC data over the years of implementation. This school has maintained PBIS through 3 different administrators and staff turnover.



- SAS (Self-Assessment Survey)
  - Rating form completed by school staff annually
  - Examines the status and need for improvement of four behavior support systems:
    - School-wide discipline systems
    - Non-Classroom management systems
    - Classroom management systems
    - Systems for individual students engaging in chronic problem behaviors
- SET (School-wide Evaluation Tool)
  - Conducted annual by a district PBIS Coach to measure the level of PBIS implementation within the school.
  - Results will be reported back to the team and the team will action plan based on those results.
- PBIS Staff Satisfaction Survey (SSS)
  - Conducted annually by the school coach to the whole staff to measure buy-in
- Discipline Data – ODRs, Suspensions, Expulsions
  - Excel sheet designed by David Henson that helps team analyze behavior referrals entered into PowerSchool by behavior, location, grade level, time, and student

Measure	School Year			
	Q1	Q2	Q3	Q4
<b>TIC</b>	X	X	X	X
<b>SAS</b>			X	
<b>SET</b>	Annually			
<b>SSS</b>	X			
<b>Discipline Data</b>	On-going throughout the year: review monthly, share quarterly			