School-Wide Positive Behavior Interventions and Supports
Professional Development Proposal

Year 1 Objectives:

1) Participating schools will implement Tier 1 behavior supports and data based decision-making procedures, producing a score of 3 or 4 on each of the items on the SJUSD Rubric of Implementation.
2) Implement at least one evidence based Tier 2 behavior intervention which is capable of sustaining, at minimum, 10 students (i.e., intervention can serve at least 10 students at one time).

Professional Development Requirements for Year 1

Staffing, Support, and Professional Development

1) Define a representative “Prevention Team” of at least 5 individuals to undergo 18 hours of professional development (PD) on evidence based Tier 1 & 2 behavior supports, general classroom management, and data based decision-making. 12 hours of this PD is scheduled to occur during the week before school starts and 6 hours will occur during the winter.
   a. The representative team must include an administrator and general and special education teaching staff; classified, parent, and support staff representation is also highly encouraged.
2) With the support of district PBS staff, first year site teams meet 2x per month on site to create, discuss, and plan school-wide and selected interventions and to review school-wide data.
3) Identify, at minimum, 1 site level coach who will be responsible for attending monthly cadre meetings (beginning late winter). This person will also be responsible for reporting progress to district PBS staff and serving as a site level representative for communication between district and site PBS teams.
4) Sites will allocate 30 minutes per month of staff meeting time for professional development in SWPBIS and to share progress and data associated with school-wide behavior initiative and campus data.
5) Sites will assign 3 hours of clerical time to input office discipline referral data per week. Schools implementing the Check in-Check out intervention will need to dedicate an additional 2 hours of clerical/coaching support for data entry of daily behavior report card (DBRC) data and for mentoring duties (i.e., checking in and checking out).

Assessment and Evaluation Year 1

1) Participating schools will complete the SJUSD Rubric of Implementation checklist 3 times during the school year (beginning, middle, and end of the year).
2) Office discipline referral data will be collected using a data system that has been specifically designed for the purpose of problem solving and data-based
decision making. The district PBIS team will only support the adoption of the School-Wide Information System (SWIS). Schools will make this data available to directors and to families.

**Specific Responsibilities Year 1**

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<thead>
<tr>
<th>Site Administration</th>
<th>PBIS Team</th>
<th>PBIS Facilitator</th>
<th>Site Clerical</th>
<th>Site coach</th>
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<tbody>
<tr>
<td>Functions as a team member and “calendars-out” the meeting days for the team; Supports team with whole school PD</td>
<td>Meets 2 times per month to plan school-wide, review data for decision making, Plan PD for whole school</td>
<td>Meets with team to facilitate prevention efforts; Provides SWIS training to team and clerical</td>
<td>Receives training in SWIS data input and reporting; input SWIS data weekly – 2 hours per week</td>
<td>Responsible for attending monthly cadre meetings, assisting with data collection and reporting progress to district PBS staff</td>
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Year 2 Objectives:

1) Participating schools will implement Tier 1 behavior supports and data based decision-making procedures, producing a score of 3 or 4 on each of the items on the SJUSD Rubric of Implementation.
2) Implement at least 2 evidence based Tier 2 behavior interventions which are capable of sustaining, at minimum, 20 students (i.e., intervention can serve at least 20 students at one time).
3) Conduct universal screening at two points during the school year
4) Develop intensive individualized behavior supports for at least 8 students.

Professional Development Requirements for Year 2

Staffing and Support

1) Define a representative “Intensive Behavior Support Team” that will participate in 12 hours of additional professional development. This PD will cover team-based functional assessment and behavior support planning procedures.
2) The Prevention Team, with the support of district PBS staff, will meet 1x per month on site to create, discuss, and plan school-wide and selected interventions, review school-wide data, and implement evidence based classroom management strategies.
3) Site level coach will continue to be responsible for attending quarterly cadre meetings. This person will also be responsible for reporting progress to district PBS staff and serving as a site level representative for communication between district and site PBS teams.
4) Sites will allocate 30 minutes per month of staff meeting time for professional development in SWPBIS and to share progress and data associated with school-wide behavior initiative and campus data.
5) Sites will assign 3 hours of clerical time to input office discipline referral data per week. Schools implementing the Check in-Check out intervention will need to dedicate an additional 2 hours of clerical/coaching support for data entry of daily behavior report card (DBRC) data and for mentoring duties (i.e., checking in and checking out).

Assessment and Evaluation Year 2

1) Participating schools will complete the SJUSD Rubric of Implementation checklist 3 times during the school year (beginning, middle, and end of the year).
2) Office discipline referral data will be collected using a data system that has been specifically designed for the purpose of problem solving and data-based decision making. The district PBIS team will only support the adoption of the School-Wide Information System (SWIS). Schools will make this data available to directors and to families.
### Specific Responsibilities Year 2

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<tbody>
<tr>
<td>Continues Year 1 duties and supports the additional PD of one Tier 2 Intervention</td>
<td>Continue Year 1 duties and delineates some members to receive PD in Tier 2 interventions. Begins providing PD for whole staff</td>
<td>Continue coaching schedule and provide PD for Tier 2 Intervention. Provide SWIS Tier 2 data PD</td>
<td>Addition of SWIS TIER 2 data collection and input</td>
<td>Responsible for attending monthly cadre meetings with an emphasis on Tier 2 development and providing PD for entire staff</td>
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Year 3 Objectives:

1) Participating schools will implement Tier 1 behavior supports and data based decision-making procedures, producing a score of 3 or 4 on each of the items on the SJUSD Rubric of Implementation.
2) Implement at least 2 evidence based Tier 2 behavior interventions which are capable of sustaining, at minimum, 20 students (i.e., intervention can serve at least 20 students at one time).
3) Conduct universal screening at two points during the school year.
4) Develop intensive individualized behavior supports for at least 10 students.
5) Fully implement bullying prevention program.
6) Implement data-based decision making procedures across all levels of behavior support.

Professional Development Requirements for Year 3

Staffing and Support

1) The Prevention Team, with the support of district PBS staff, will meet 1x per month on site to create, discuss, and plan school-wide and selected interventions, review school-wide data, and implement evidence based classroom management strategies.
2) The Prevention Team, with the support of district PBIS staff, will utilize school-wide data to identify 6 additional hours of site specific professional development.
3) Site level coach will continue to be responsible for attending quarterly cadre meetings. This person will also be responsible for reporting progress to district PBS staff and serving as a site level representative for communication between district and site PBS teams.
4) The Intensive Behavior Support Team will continue to meet as needed to develop individualized behavior supports.
5) Sites will allocate 30 minutes per month of staff meeting time for professional development in SWPBIS and to share progress and data associated with school-wide behavior initiative and campus data.
6) Sites will assign 3 hours of clerical time to input office discipline referral data per week. Schools implementing the Check in-Check out intervention will need to dedicate an additional 2 hours of clerical/coaching support for data entry of daily behavior report card (DBRC) data and for mentoring duties (i.e., checking in and checking out).

Assessment and Evaluation Year 3

1) Participating schools will complete the SJUSD Rubric of Implementation checklist 3 times during the school year (beginning, middle, and end of the year).
2) Office discipline referral data will be collected using a data system that has been specifically designed for the purpose of problem solving and data-based decision making. The district PBIS team will only support the adoption of the
School-Wide Information System (SWIS). Schools will make this data available to directors and to families.

**Specific Responsibilities Year 3**

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<tr>
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<tr>
<td>Continue support for PBIS team, Provide opportunity for PD as it relates to function based advanced behavior planning</td>
<td>Continue Year 2 duties and delineates some members to receive PD in Tier 3 function based behavior support planning.</td>
<td>Continue coaching schedule and provide PD for Tier 3 function based advanced behavior support planning.</td>
<td>Continue SWIS TIER 2/3 data collection and input</td>
<td>Responsible for attending monthly cadre meetings with an emphasis on Tier 3 development and providing PD for entire staff regarding function based planning</td>
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