

# County SWPBS District Leadership Team

[ Date ]

## Start-Up/Initial Agenda

ROLE								
Jargon Buster								
Task Master								
Facilitator								
Rudder								
Scribe								
Time Keeper								

### Ground Rules:

Present:

- I. Celebrations (10 min)
- II. Agenda Review – Additions? (1 min)
- III. Meeting Operations (20 min)
  - A. Team Roles (Role Cards & Chart above)
  - B. Ground Rules
    1. Dates (1x/month)...
    2. Start/End times
    3. Meeting Minutes
      - a) Taken how?
      - b) Kept where?
      - c) Disseminated how?
      - d) Disseminated by when?
    4. Task List
      - a) Taken how?
      - b) Disseminated how?
      - c) Disseminated by when?
    5. Cancellation...
      1. Weather
      2. Quorum?
    6. Decision-Making Strategies
    7. Name protocols (i.e., Dr., Mrs., Miss, Mr.)
    8. Agendas printed out by ...
    9. Liaison to Project/JRB
    10. Keeper of Role Cards, Timer, ...
    11. Communication of DLT activities to Principals
    12. Confidentiality
    13. Cell Phones
    14. Email addresses?
    15. Other

### IV. Overview of SWPBS & DLT Leadership Team (15 min)

#### A. Purpose

The purpose of the Putnam Co. SWPBS DLT is to provide overall leadership related to assessing, developing, implementing, managing, and evaluating a district-level comprehensive system of school-wide positive behavior (SWPBS) support for ALL students. Under the umbrella of securing adequate funding, visibility, and political support, the DLT is responsible for the coordination of training, coaching, and evaluation activities related to SWPBS implementation.

1. **Training Capacity** refers to the system's ability to self-assess for specific programmatic and staff development needs and objectives, develop a training action plan, invest in increasing local training capacity, and implement effective and efficient training activities.
2. **Coaching Capacity** refers to the system's ability to organize personnel and resources for facilitating, assisting, maintaining, and adapting local school training implementation efforts. Resources are committed for both initial training and on-going implementation support.
3. **Evaluation Capacity** refers to the system's ability to establish measurable outcomes, methods for evaluating progress toward these measurable outcomes, and modified or adapted action plans based on these evaluations.
4. **Coordination Capacity** refers to the system's ability to establish an operational organization and "rhythm" that enables effective and efficient utilization of materials, time, personnel, etc. in the implementation of an action plan.

B. Refrigerator Magnets (see attached)

V. Coach

A. Report (Coaches Monitoring Chart) (10 min)

B. Mentoring/Support by EdExcellence: (1 min)

VI. Support for Schools (10 min)

A. Workshops (See Professional Development Catalogue)

1. October 9-10: Tools for Evaluating Outcomes of SWPBS
2. November 4-5: Managing the Differentiated Classroom
3. November 6-7: Establishing Primary Preventions of Differentiated Instruction
4. November 16-17: Establishing Tier 3: Tertiary Interventions for Students with the Most Extreme Patterns of Problem Behavior
5. January 7-8, 2009: Establishing Tier 1: Primary Preventions of SWPBS.
6. January 28-29, 2009: Establishing Tier 2: Response to Intervention/Secondary Supports for Students "At Risk" of School Failure.

**TASK:** Jenny, get school staff signed up for workshops.

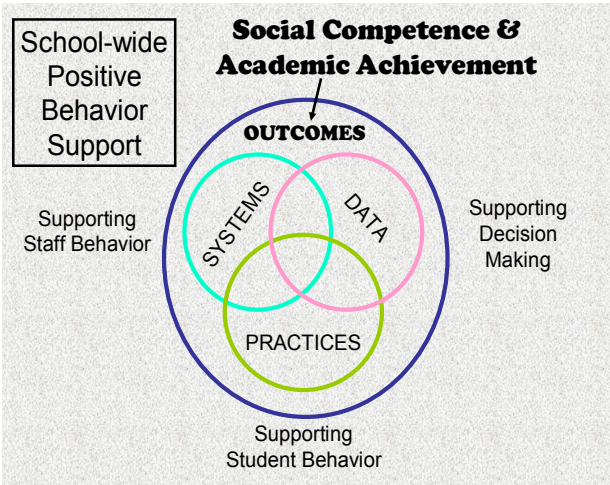
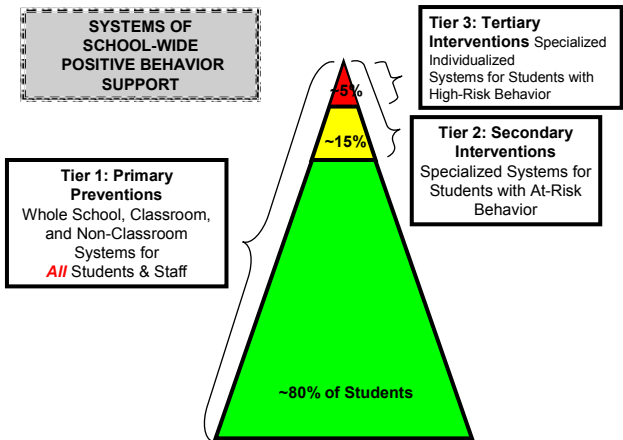
VII. DLT SWPBS Self Assessment (See attached.) (30 min)

VIII. Agenda Format for Subsequent Meetings (See Attached) (5 min)

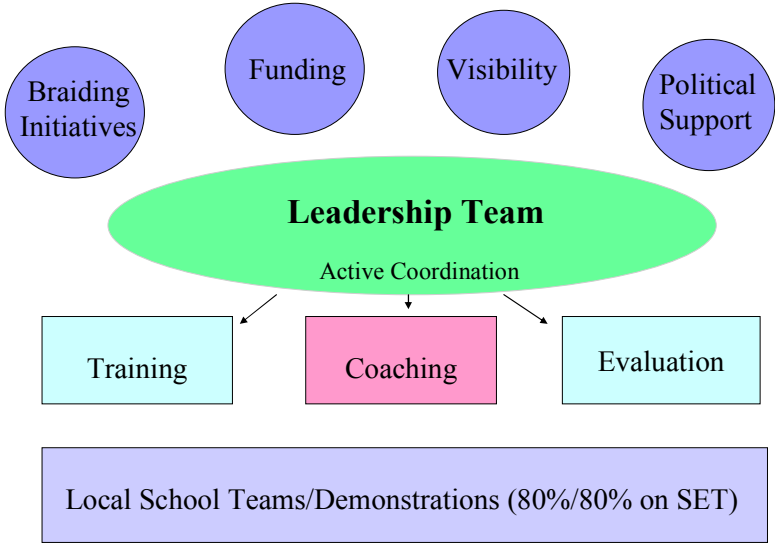
VIII. Task Review (5 min)

IX. Next Meetings (5 min)

# School-wide Positive Behavior Support "Refrigerator Magnets"

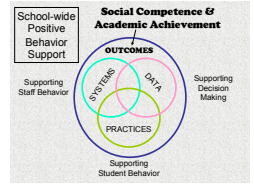
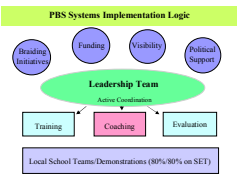


## PBS Systems Implementation Logic



## District Leadership Team Implementation Self-Assessment

		Yes	Partial	Not	Timeline
<b>Leadership Team</b>	1. Team is developed with representation from appropriate range of stakeholders (special education, regular education, families, mental health, etc).				
	2. Team determines how many schools are to be involved in the effort.				
	3. Team completes self-assessment, including district analysis of initiatives within the context of the “triangle” of supports.				
	4. Team completes a 3-5 year prevention-based action plan.				
	5. Team defines regular meeting schedule & meeting process (agenda, minutes, etc).				
<b>Coordination</b>	6. Coordinator(s) is identified who has adequate FTE to manage day-to-day operations.				
<b>Funding</b>	7. Funding sources to cover activities for at least three years can be identified.				
	7a. Grant opportunities and integration activities are identified (e.g. coordinated school health, RTI, teacher retention, disproportionality, drop out prevention, personnel prep)				
<b>Visibility &amp; Political Support</b>	8. Dissemination strategies are identified & implemented to ensure that stakeholders are kept aware of activities & accomplishments (e.g., website, newsletter, conferences, TV).				
	9. Student social behavior is one of the top five goals for the political unit (state, district, etc).				
	10. Leadership team reports to the political unit at least annually on the activities & outcomes related to student behavior goal.				
	11. PBS policy statement developed & endorsed.				
	12. Participation & support by administrator from political unit.				
<b>Training Capacity</b>	13. Leadership team has established trainers to build & sustain school-wide PBS practices.				
<b>Coaching Capacity</b>	14. Leadership team has developed a coaching network that builds & sustains school-wide PBS				
	15. A coach is available to meet at least monthly with each emerging school team (emerging teams are teams that have not met the implementation criteria), and at least quarterly with established teams.				
<b>Demonstrations</b>	16. At least 10 schools have adopted school-wide PBS, & can be used as local demonstrations of process & outcomes.				
<b>Evaluation</b>	17. Leadership has developed evaluation process for assessing (a) extent to which teams are using school-wide PBS (SET, TIC, EBS, School Safety Survey, ODRs) (b) impact of school-wide PBS on student outcomes, & (c) extent to which the leadership team’s action plan is implemented.				
	18. School-based information systems (e.g., data collection tools & evaluation processes) are in place.				
	19. At least quarterly dissemination, celebration & acknowledgement of outcomes & accomplishments				



# Putnam County DLT Meeting [DATE] Agenda

ROLE								
Facilitator								
Jargon Buster								
Task Master								
Rudder								
Scribe								
Time Keeper								
SWPBS Explainer								

**Ground Rules:**

**Present:**

- I. Roles (1 min)
- II. Celebrations (5 min)
- III. Agenda – Additions? (1 min)
- IV. Overview of SWPBS (6 min)
- V. Coaches Report (15 min)
- VI. **Leadership & Coordination** (\_\_\_ min)

1. Team is developed with representation from appropriate range of stakeholders (special education, regular education, families, mental health, etc.)
2. Team determines how many schools are to be involved in the effort.
3. Team completes self-assessment.
4. Team completes a 3-5 year prevention-based action plan.
5. Team defines regular meeting schedule & meeting process (agenda, minutes, etc).
6. Coordinator(s) is identified who has adequate FTE to manage day-to-day operations.

- VII. **Funding** (See Attached Contributions of Funds Chart.) (\_\_\_ min)

7. Funding sources to cover activities for at least three years can be identified.
- 7a. Funding sources to cover activities for at least three years can be identified.

- VIII. **Visibility & Political Support** (\_\_\_ min)

8. Dissemination strategies are identified & implemented to ensure that stakeholders are kept aware of activities & accomplishments
9. Student social behavior is one of the top five goals in Hawkins County's TCSP.
10. Leadership team reports to the political unit at least annually on the activities & outcomes related to student behavior goal.
11. PBS policy statement developed & endorsed. SWPBS philosophy endorsed and written in Hawkins County's Belief's Statement
12. Participation and support by administrator from political unity.

- IX. **Training Capacity** (\_\_\_ min)

13. Leadership team has established trainers to build & sustain school-wide PBS practices.

X. **Coaching Capacity** (\_\_\_ min)

14. Leadership team has developed a coaching network that builds & sustains school-wide PBS.
15. A coach is available to meet at least monthly with each emerging school team (emerging teams are teams that have not met the implementation criteria), and at least quarterly with established teams.

XI. **Support to (a) Implementing and (b) New Districts** (\_\_\_ min)

16. \_\_\_ school districts have adopted school-wide PBS, & can be used as local demonstrations of process & outcomes

XII. **Evaluation** (\_\_\_ min)

17. Leadership has developed evaluation process for assessing (a) extent to which teams are using school-wide PBS (SET, TIC, EBS, School Safety Survey, ODRs) (b) impact of school-wide PBS on student outcomes & (c) extent to which the leadership team's action plan is implemented.
18. School-based information systems (e.g., data collection tools and evaluation processes) are in place.
19. At least quarterly dissemination, celebration and acknowledgement of outcomes and accomplishments

## XIII. Task Review for next meeting (5 min)

## XIV. Next Meeting (1 min)