

District/Regional Implementation Phases

Phase One: Commitment to School Level Implementation

Role of District	Role of State Leadership Team
<ul style="list-style-type: none"> • ID Point of Contact • Small number of schools trained in PBIS • Small number of coaches identified and trained • Each school has an internal or external coach (external preferred) • Provide funds for various trainings, lodging, meetings, SWIS, stipends, incentives, etcetera. 	<ul style="list-style-type: none"> • Conduct Site visit to school two times/school year (completion of “implementation phase checklist”) • Provide technical assistance to local coaches • Provide SWIS training to schools as needed • Maintain communication with Point of Contact • Nominate Exemplar • Nag for Forms • Attend State Leadership Team Meetings monthly • Complete SET and SET Report annually • Coordinate Semi-Annual Regional Meetings for team leaders and coaches • Provide technical assistance to help move to Phase Two • Provide New Team Training

Phase Two: Commitment to Capacity Building

Role of District	Role of State Leadership Team
<ul style="list-style-type: none"> • All of Phase One • Multiple schools trained in PBIS within district/regional • Coach facilitator or lead coach identified (% of time allocated for PBIS activities) • District/Regional Leadership team identified (membership should include representatives who have primary responsibility for a.) policy, leadership, community relations/partnerships, b.) student achievement, instruction, discipline, c.) supervision of principals and staff, d.) staff development, data management and technology, e.) special education and alternative placement) • SWIS facilitators identified and trained • SET Assessors identified and trained 	<ul style="list-style-type: none"> • Provide support and technical assistance to coach facilitator (coaches facilitator coordinates site visits, “implementation phase checklist”, SWIS facilitation, SET assessment and support to local coaches) • Conduct site visits to schools only by special request or identified needs • Assists with district self assessment and action plan • Assists with dissemination activities such as presentation to LMB, Community, Businesses, Superintendent • Conduct capacity building awareness activities using PBIS Blueprint with key stakeholders • Submit formal reports to State PBIS management team to include progress notes, updates, training needs • Conduct needs assessment • Conduct SWIS facilitator training, SET assessor training • Provide technical assistance to help move to Phase Three

Phase Three: Commitment to Large Scale Implementation and Sustaining

Role of District	Role of State Leadership Team
<ul style="list-style-type: none"> • All of Phases One and Two • Identification of PBIS Coordinator/Facilitator • Working Budget • District/Regional Action Plan in place to address capacity building around training, coaching, evaluation, coordination • District/Regional Leadership PBIS functioning team • Maintenance of database • Progress Report in development • LSS newsletters, brochure and other marketing material • Alignment with LSS Master Plan, Charter, Code of Conduct • Formal report cycle to key stakeholders (superintendent, board, LMB, community/business, Parent organizations) 	<ul style="list-style-type: none"> • Active communication and coordination with PBIS Coordinator and PBIS District/Regional Leadership Team • Attendance to district/regional monthly meetings • Identifies resources such as grant opportunities • Promote visibility to State • Assists with marketing/dissemination/policy • Linkage to other MSDE initiatives

District/Regional Implementation Phases

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| <ul style="list-style-type: none">• Integration of PBIS in professional development plans and training of new staff• Linkages with other agencies for “at risk” students• Coordinate SWIS trainings• Coordinate SET trainings | |
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