

PBIS District Coordinator Expectations and Responsibilities

Defined: District-level person who is responsible for the coordination of Positive Behavioral Interventions & Support (PBIS)/Multi-Tiered Support Systems and/or Response to Intervention Behavior (RtI:B) efforts in the district.

A PBIS District Coordinator is expected to manage:

- **The District Leadership Team process.** Examples of this include:
 - Identifying appropriate district-level personnel to serve on the District Leadership Team, who together will work to create changes in district procedures that will support the long-term use of PBIS practices.
 - Scheduling and assisting the FLPBIS/MTSS Project in preparation for the Yearly Implementation Planning (YIP) Meetings.
 - Co-facilitating Yearly Implementation Planning Meetings with the FLPBIS/MTSS Project, if needed.
 - Serving as an active participant on the District Leadership Team.
 - Communicating updates on schools and progress on District Plan to the District Leadership Team.
 - Identifying resources that the District Leadership Team can provide to schools. Examples include stipends for trainings, in-service points, curricula available for Tier 2, etc.
 - Working with new administrators of existing PBIS schools to ensure continued implementation.
 - Serving as the lead contact in your district.

- **Funding for PBIS-related activities.** Examples of this include:
 - Working with other district-level personnel to identify portions of the district budget that may be allocated to PBIS-related activities (such as training, supporting schools, supporting professional development, purchasing curricula, etc...).
 - Working to obtain outside funding for PBIS-related activities when district financial support is not sufficient. Examples of this include writing grants, working with community sponsors, working with families, etc.
 - If there's money allocated for PBIS within your district, managing or co-managing the district PBIS budget.
 - If there's an opportunity for PBIS Project to distribute money, working with the FLPBIS/MTSS Project and district personnel to process purchase orders and generate invoices for FLPBIS/MTSS Project.
 - Assisting schools in developing a self-sustaining system for their PBS activities.

- **Visibility, Dissemination and Political support.** Examples of this include:
 - Updating Superintendent and PBIS District Leadership Team on progress/outcomes of PBIS activities across the district.
 - Inviting Superintendent, district team, Board members, other district personnel to trainings, meetings, and school events.
 - Delivering presentations/materials to school board members, administrators, community partners, local media, and other groups/organizations to educate/inform them of within-district PBIS outcomes.

Examples may include developing a district PBIS newsletter or PBIS web page on the district website, etc.

- Inviting media to a school-wide event.
- Following or “liking” PBIS Facebook Page and Twitter online and encouraging others to do so.
- Updating district website and/or newsletters.

➤ **Policy, Systems Alignment and Personnel Selection**

- Recruiting district personnel to participate in teams/committees that you do not typically have access to.
- Examining the district Code of Conduct to see how it it/is not aligned with PBIS/MTSS.
- Examining the district Office Discipline Referral Form, if available, to verify that it provides information needed for Data Based Decision Making (DBDM).

➤ **Training for new and existing PBIS schools.** This involves:

- Identifying new schools that will be trained in Tier 1 PBIS.
- Identifying existing schools in need of Re-Training and/or Booster at Tier 1, Tier 2 (Targeted Group), or Tier 3 (Individual Student) Training.
- Identifying additional training needs for the district and its PBIS.
- Assisting in school readiness tasks. This includes helping teams establish buy-in, helping teams obtain necessary data, and ensuring pre-training paperwork is complete and accurate.
- Collecting all School Readiness Packets for participating schools and submitting the paperwork to the FLPBIS/MTSS Project **at least** 2 weeks prior to the scheduled training. Readiness Packets may be required further in advance, as determined by your Project representative.
- Notifying interested schools of their registration/acceptance to training and arranging for in-service points for training participants (if necessary).
- Attending and participating in all PBIS Trainings.
- Attending all FLPBIS/MTSS Project trainings at least once in order to gain understanding and provide better support to Points of Contact.
- Participating in the online FLPBIS/MTSS Project’s District Coordinator Meetings.
- Participating in the live and online the FLPBIS/MTSS Project’s Coaching Trainings to provide better support to Points of Contact.

➤ **The development of PBIS/MTSS Coaching.** This involves:

- Identifying personnel with the appropriate skill sets.
- Supporting Coaches/Points of Contact in the form of facilitating monthly Coaching meetings, assisting with evaluation of fidelity, providing support with data based decision making, utilizing problem solving process, identifying training needs, providing district support for coaching activities, and performing site visits, as needed.
- Mentor PBIS Points of Contact. This can include pairing experienced Contacts with new Contacts, or direct mentoring by the District Coordinator.
- Serving as a liaison between the district PBIS Points of Contact and the FLPBIS/MTSS Project and assisting new Points of Contact/Coaches in getting support from new administrators’ and team leaders.

➤ **PBIS schools’ data and the evaluation process.** Examples of this include:

- Helping Points of Contact to understand the FLPBIS/MTSS Project’s evaluation requirements.

- Working with Points of Contact to ensure the validity of their evaluation data.
- Monitoring completion of PBIS schools' evaluation activities.
- Providing the necessary information to FLPBIS/MTSS Project.
- Reviewing and distributing evaluation results, including schools' climate and/or faculty surveys and qualitative outcomes of PBIS activities. The results should be shared with district personnel, Points of Contact, schools, and other groups as appropriate.
- Applying the evaluation results by identifying next steps and allocating resources for the next school year.
- Working with the district IT on training schools in how to input/retrieve district data.

➤ **The Model School Award process.** This includes:

- Identifying schools eligible for Model School status and notifying Points of Contact about the application process.
- Completing evaluation activities (e.g., PIC, School Profile, Walkthrough, BoQ, TFI 2/3, Outcome Data Summary) when necessary for the Model School application.
- Ensuring schools complete their online applications.
- Assisting the FLPBIS/MTSS Project with any additional evaluation/documentation requirements.
- Speaking to Project Staff re: recommendation
- Informing schools of their PBIS Model School status.
- Publicizing PBIS Model School status within the district and local community.