

BATH COUNTY SCHOOL BOARD

AGENDA ITEM: INFORMATION { X } ACTION { X } CLOSED MEETING { }

SUBJECT: **SUPERINTENDENT’S REPORT - PRESENTATIONS**

PBIS Update – Mrs. Hall

BACKGROUND: **Mrs. Hall will update the Board on the Positive Behavior Intervention Supports program in Bath County Public Schools.**

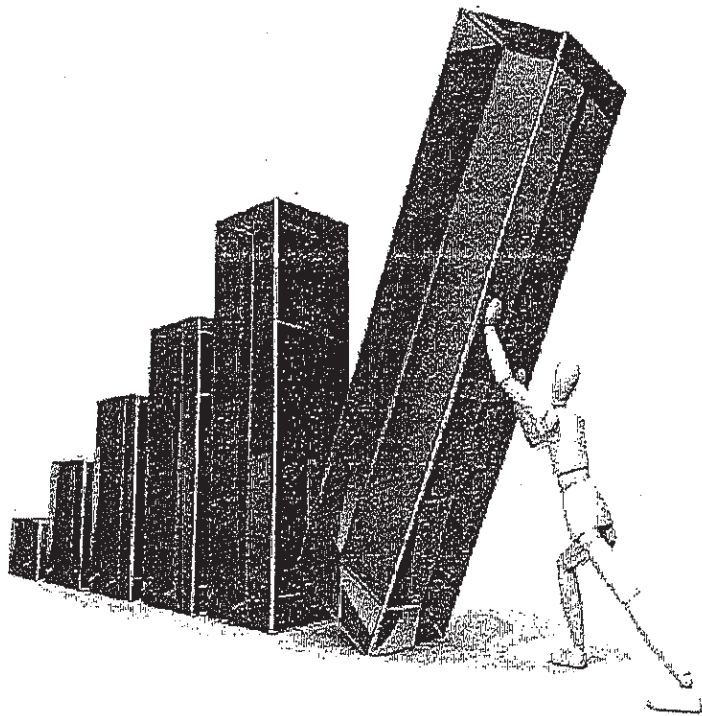


Stages of Implementation

Implementation occurs in stages:

- Exploration
 - Installation
 - Initial Implementation
 - Full Implementation
 - Innovation
 - Sustainability
- 2 – 4
Years
-

Benchmarks of Quality (BoQ's)



THE 10 CRITICAL ELEMENTS

- PBIS TEAM
- FACULTY/STAFF COMMITMENT
- EFFECTIVE PROCEDURES FOR DEALING WITH DISCIPLINE
- PBIS TEAM DATA ENTRY & ANALYSIS PLAN ESTABLISHED
- EXPECTATIONS & RULES DEVELOPED
- ACKNOWLEDGEMENT/REWARD SYSTEM
- LESSON PLANS FOR TEACHING EXPECTATIONS/RULES
- IMPLEMENTATION PLAN
- CLASSROOM SYSTEMS
- EVALUATION

School-wide Benchmarks of Quality: SCORING FORM (Revised)

School Name: _____ District: _____

Coach's Name: _____ Date: _____

STEP 1: Coach uses the Scoring Guide to determine appropriate point value. Circle ONLY ONE response.

STEP 2: Indicate your team's most frequent response. Write the response in column 2.
(in place ++, needs improvement +, or not in place -). If there is a tie, report the higher score.

STEP 3: Place a check next to any item where there is a discrepancy between your rating and the team's rating.
Document the discrepancies on page 3.

Critical Elements	STEP 1					STEP 2 ++, +, or -	STEP 3 ✓
	3	2	1	0			
PBIS Team	1. Team has administrative support	3	2	1	0		
	2. Team has regular meetings (at least monthly)		2	1	0		
	3. Team has established a clear mission/purpose			1	0		
Faculty Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing		2	1	0		
	5. Faculty involved in establishing and reviewing goals		2	1	0		
	6. Faculty feedback is obtained throughout the year		2	1	0		
Effective Procedures for Dealing with Discipline	7. Discipline process described in narrative format or depicted in graphic format		2	1	0		
	8. Discipline process includes documentation procedures			1	0		
	9. Discipline referral form includes information useful in decision making		2	1	0		
	10. Problem behaviors are defined	3	2	1	0		
	11. Major/minor behaviors are clearly differentiated		2	1	0		
	12. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0		
Data Entry & Analysis Plan Established	13. Data system is used to collect and analyze ODR data	3	2	1	0		
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			1	0		
	15. Data analyzed by team at least monthly		2	1	0		
	16. Data shared with team and faculty monthly (minimum)		2	1	0		
Expectations & Rules Developed	17. 3-5 positively stated school-wide expectations are posted around school	3	2	1	0		
	18. Expectations apply to both students and staff	3	2	1	0		
	19. Rules are developed and posted for specific settings (settings where data suggest rules are needed)		2	1	0		
	20. Rules are linked to expectations			1	0		
	21. Staff are involved in development of expectations and rules		2	1	0		

Critical Elements	STEP 1				STEP 2	STEP 3
					++, +, or -	✓
Reward/ Recognition Program Established	22. A system of rewards has elements that are implemented consistently across campus	3	2	1	0	
	23. A variety of methods are used to reward students		2	1	0	
	24. Rewards are linked to expectations and rules	3	2	1	0	
	25. Rewards are varied to maintain student interest		2	1	0	
	26. Ratios of acknowledgement to corrections are high	3	2	1	0	
	27. Students are involved in identifying/developing incentives			1	0	
	28. The system includes incentives for staff/faculty		2	1	0	
Lesson Plans for Teaching Expectation s/ Rules	29. A behavioral curriculum includes teaching expectations and rules		2	1	0	
	30. Lessons include examples and non-examples			1	0	
	31. Lessons use a variety of teaching strategies		2	1	0	
	32. Lessons are embedded into subject area curriculum		2	1	0	
	33. Faculty/staff and students are involved in development & delivery of behavioral curriculum			1	0	
34. Strategies to share key features of SWPBS program with families/community are developed and implemented			1	0		
Implemen- tation Plan	35. A curriculum to teach the components of the discipline system to all staff is developed and used		2	1	0	
	36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered		2	1	0	
	37. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered	3	2	1	0	
	38. Booster sessions for students and staff are planned, scheduled, and delivered		2	1	0	
	39. Schedule for rewards/incentives for the year is planned			1	0	
	40. Plans for orienting incoming staff and students are developed and implemented		2	1	0	
41. Plans for involving families/community are developed & implemented			1	0		
Classroom Systems	42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.		2	1	0	
	43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)		2	1	0	
	44. Expected behavior routines in classroom are taught		2	1	0	
	45. Classroom teachers use immediate and specific praise		2	1	0	
	46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors		2	1	0	
	47. Procedures exist for tracking classroom behavior problems		2	1	0	
	48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered		2	1	0	
Evaluation	49. Students and staff are surveyed about PBIS		2	1	0	
	50. Students and staff can identify expectations and rules		2	1	0	
	51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately	3	2	1	0	
	52. Staff use reward system appropriately	3	2	1	0	
53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBIS plan	3	2	1	0		

Scoring the Benchmarks of Quality: _____ / 107 = _____ **Benchmarks Score**
Total pts. / 107

Benchmarks of Quality TEAM SUMMARY



School _____ Date _____ Benchmarks Score _____

Areas of Discrepancy

Item #	Team Response	Coach's Score	Scoring Guide Description

*If a team discussion of an area of discrepancy reveals information that was previously unknown to the coach and would justify a different score on any item (based upon the Scoring Guide), adjust the benchmark item(s) and total scores.

Areas of Strength

Critical Element	Description of Areas of Strength

Areas in Need of Development

Critical Element	Description of Areas in Need of Development

Valley's Critical BOQ Elements	Highest Score	2013 BOQ's	2014 BOQ's	2015 BOQ's	
PBIS of VA Team	6	6	6	6	
Faculty Commitment	6	3	2	4	
Effective Procedures for Dealing with Discipline	11	10	11	11	
Data Entry & Analysis Plan Established	8	1	5	7	
Expectations & Rules Developed	11	6	6	10	
Acknowledgement Program Established	16	0	1	9	
Lesson Plans for Teaching Expectations/Rules	9	5	4	5	
Implementation Plans	13	2	5	7	
Classroom Systems	14	1	9	9	
Evaluation	13	1	8	9	
BOQ Final Score	107	35	57	77	

Millboro's Critical BOQ Elements	Highest Score	2013 BOQ's	2014 BOQ's	2015 BOQ's	
PBIS of VA Team	6	6	5	6	
Faculty Commitment	6	5	4	4	
Effective Procedures for Dealing with Discipline	11	11	9	11	
Data Entry & Analysis Plan Established	8	5	5	7	
Expectations & Rules Developed	11	11	10	11	
Acknowledgement Program Established	16	14	13	13	
Lesson Plans for Teaching Expectations/Rules	9	9	7	8	
Implementation Plans	13	8	11	8	
Classroom Systems	14	11	14	12	
Evaluation	13	12	11	12	
BOQ Final Score	107	92	89	92	

Bath County High School's Critical BOQ Elements	Highest Score	2013 BOQ's	2014 BOQ's	2015 BOQ's
PBIS of VA Team	6	6	5	6
Faculty Commitment	6	2	5	6
Effective Procedures for Dealing with Discipline	11	10	10	11
Data Entry & Analysis Plan Established	8	3	5	8
Expectations & Rules Developed	11	7	10	11
Acknowledgement Program Established	16	2	10	11
Lesson Plans for Teaching Expectations/Rules	9	5	2	7
Implementation Plans	13	3	6	8
Classroom Systems	14	10	10	11
Evaluation	13	7	12	11
BOQ Final Score	107	55	75	90