

PBS in the Hillsboro School District

The Hillsboro School District is a 2005 Safe School/Healthy Student grantee. We have just completed our first year. Currently 15 of our 33 schools are implementing PBS. Four of the PBS schools are middle schools and the remainders are elementary schools. We hope to train an additional eight schools in Year 2, and four schools in Year 3. We had originally planned to phase in PBS by training and implementing PBS in 8 schools per year of the grant.

The Hillsboro School District successful start up of PBS can be attributed to several factors:

- We have a District level Champion/Leader who understands the benefits of PBS and is willing to be an advocate within the system. Greg Zinn, Executive Director of Special Services, introduced PBS to the Hillsboro School District 1J and generated interest at the Principal level. He continues to be an advocate within the District Administrative structure.
- We have exceptional PBS consultation and training resources. Carol Sadler is a local, highly respected and knowledgeable PBS resource.
- We have been Building on Successes, making sure schools are ready to undertake PBS and once they are in process, support them. Three schools started in the fall of 2005 and set the stage for everyone else. All three of these schools showed significant improvements in Year 1. The other 11 schools trained during the winter and spring of 2005-6 and began implementation at the beginning of the 2006-7 school year.
- We learned that we needed to create a support structure at both the building and the district level
- We recognized that implementation of PBS in a school is a phased process. The initial phases include getting everyone receptive and ready, pulling together a representative team from the building, team participation in four days of training (the Principal must take part in the training with the team), team development of the building PBS plan (this can occur over a few months time), team development of the all-staff training event (this can take a day or so of planning and preparation as a team), training of all building staff (during in-service week before the start of school), start of school equals start up of PBS.
- The principal and a staff member from each school needs to be trained on the use of the SWIS data system before the building starts up PBS.
- Once the school has started, the building team meets regularly (every two to four weeks) to review data, review implementation, plan next steps. Each building is assigned a PBS Coach who visits the team at least monthly, providing ongoing consultation and trouble shooting expertise. Coaches ensure fidelity of implementation. Our coaches are all trained in this role. They include our PBS Coordinator, Consultant, and a couple of Principals in their second year of implementation.
- During Year 1 of implementation in a school the focus should almost entirely be on the Universal systems. If the team is allowed to focus on the indicated or selected student issues, then the universal systems will not be developed and the benefits will not be realized. Schools will experience a great deal of success just by focusing on the Universal systems in Year 1 of

- implementation. By Year 2 of implementation the school's data will indicate which selected interventions would be most helpful.
- Once we learned that successful implementation took coaching and ongoing training support over a period of a few years, we decided to offer PBS to as many schools as possible in Grant Year 1 so that we could provide support over the course of the grant. We were not able to meet all the demand due to timing and school readiness issues.

Challenges

- PBS is hard to understand and articulate to others. It can be hard to market at a district or a building level until a respected person within the system has some experience with it.
- It is even harder to plan for all the processes and costs that are needed to sustain it. We budgeted for a coordinator and for initial training costs only. We need to provide many other layers of support to ensure long term success of the model.
- It can be very difficult to find consultation and staff resources that are knowledgeable about PBS. When we advertised for a PBS Coordinator, only one person had prior knowledge or experience with the model. We were lucky to get such a great applicant.
- Successful implementation takes both a broad conceptual orientation and attention to many details.
- Not all schools are ready for PBS. These are often the schools that need it most.
- Due to the grant, all the resources for selected and indicated interventions became available right away.
- It is taking time for District Leadership to understand the value of PBS to student learning and school improvement.