

Milpitas Unified School District  
and  
Santa Clara County Office of Education

Memorandum of Understanding

08/25/2016

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the **Milpitas Unified School District (MUSD)** and **Santa Clara County Office of Education (SCCOE)** regarding activities related to training on Tier 2 PBIS training to (2) school sites and ongoing coaching and technical assistance (TA) for implementation and sustaining PBIS Tier 1-3.

**1.0 SCCOE will provide:**

Positive Behavioral Interventions and Support (PBIS) is defined as a systems approach for establishing the social culture and individual behavior supports needed for schools to achieve both social and academic success for all students while preventing problem behaviors.

**1.1 Year 2 Trainings – Cohort 2 (2 school sites)**

- **Tier 1 - Team Initiated Problem Solving (TIPS) and Tier 2 Readiness** consisting of two training sessions in FA 2016.
  - TIPS Meeting Foundations
  - Tier 2 Readiness and Tier 2 PBIS assessments
  - PBIS Classroom Systems
  - TIPS Data Drill Down and Problem Solving
- **Tier 2 - Secondary PBIS Team Training** consisting of two training sessions on the development of systems that include:
  - Check In Check Out (CICO) Foundations
  - CICO implementation and handbook, Tier 2 data systems

**1.2 PBIS Coaches Network** consisting of four networking workshop sessions per year to build local capacity within districts for successful PBIS implementation. PBIS Coaches/Coordinators will collaborate on strategies and solutions to on-going implementation needs, and share resources and the latest PBIS tools. Discussion vary in topics:

- Coaching, Training, and Coordination
- Monitoring the district action plan
- Providing on-going PBIS professional development
- Calibration of PBIS evaluation and assessment tools

- 1.3 **District Leadership Team Training** is held annually and assists district leadership in:
- Effective implementation and evaluation
  - Building District training capacity and sustainability efforts of PBIS.
  - Resource allocation
  - Policy development
- 1.4 **Access to PBIS Evaluations** will be provided to the district. SCCOE will be granted access to data stored in this district's account on the PBIS Evaluation website ([www.pbisapps.org](http://www.pbisapps.org)) by the district in order to access reports on a district level and school level. Access encompasses all information stored in SWIS and PBIS surveys found at [www.pbisapps.org](http://www.pbisapps.org) at the school and district level. No individual student data will be accessed. Access will be password-protected and confidential.
- 1.5 **Technical Assistance** providing coaching and building district capacity in order to sustain PBIS implementation and efforts.
- Provide timely technical assistance and coaching supports.
  - Customize trainings to meet needs of the school district and school sites working alongside with District PBIS Coordinator/Trainer and/or PBIS Coach.

## **2.0 Milpitas Unified School District will provide:**

- 2.1 The District will work collaboratively with the Consultant to provide PBIS Tier 1, Tier 2, Tier 3 trainings and PBIS coaching support to the District PBIS Coach/Coordinator and school sites participating in PBIS trainings and implementation.
- 2.2 The District and school sites participating in Tier 1 SW-PBIS trainings will complete and commit to the SCCOE PBIS District and School Site commitment forms (see attached).
- 2.3 The District and school sites participating in Year 1 Tier 1 SW-PBIS trainings will
- Tier 1 - Develop products from trainings that contribute to implementation (meeting schedule, presentations to staff, rules, expectations matrices, lesson plans, acknowledgment systems, referral forms and processes, etc.) that will coincide with training content and assigned tasks. Products will be collected in a portfolio and contribute to a school's PBIS Handbook, which will be a product of the Year 1 training.

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Education Services Administration  
1290 Ridder Park Drive MC 221  
San Jose, CA 95131

- School teams will also complete a self-assessment – the Team Implementation Checklist (TIC) – between trainings as a measure of the effectiveness of training to support implementation.
- School teams will also provide staff trainings to begin the buy-in process with school staff on PBIS.
- School teams will administer the PBIS Self-Assessment Survey (SAS) to all school staff to identify strengths and needs of school climate efforts.

2.4 The District and school sites participating in Year 2 trainings will

- Attend the Team Initiated Problem Solving (TIPS) training consisting of one session in Fall 2016. Teams will learn how to effectively organize and facilitate team meetings using TIPS as a common practice for implementing data based decision-making.
- Implement the TIPS process and evaluate the team meeting process in the school to run effective, efficient data-driven meetings through self-assessments and observation tools.
- District PBIS Coach will work with consultant on evaluating school sites to assess readiness of school teams for Tier 2 trainings using the Tiered Fidelity Inventory (TFI), School-wide Evaluation Tool (SET), Self Assessment Survey (SAS), and/or the Team Implementation Checklist (TIC).
- Attend Tier 2 training to develop a Check-In/Check-Out system that can be monitored through the collection and evaluation of products via the CICO Handbook (a portion of the school PBIS Handbook) and self-assessment measures can be completed to monitor development of materials.
- School teams will also complete a self-assessment – the Team Implementation Checklist and/or the Tiered Fidelity Inventory (TFI) – between trainings as a measure of the effectiveness of training to support implementation.
- Sustained implementation of Tier 1 and Tier 2 interventions will continue to be assessed through assessments (TFI, SET, SAS, and/or TIC). These scores will provide information regarding specific training needs, fidelity of implementation and development of annual action plans.

2.5 The District and school sites participating in Year 3 trainings will

- Attend Data Teaming Training consisting of one training session to use School-Wide Information Systems (SWIS) and SWIS-CICO in data-based decision making, problem solving, and progress monitoring for group and individual student interventions and supports.
- District PBIS Coach will work with consultant on evaluating school sites to assess readiness of school teams for Tier 3 trainings.
- Attend Tier 3 training to evaluate knowledge in identifying function-based intervention to assess skills and the need for continuing training

for school site staff. Training in the continuum of Tier 2 and Tier 3 interventions and Function Based Support approach.

- Sustained implementation of Tier 1 and Tier 2 interventions will continue to be assessed through assessments (TFI, SET, SAS, and/or TIC). These scores will provide information regarding specific training needs and fidelity of implementation.

- 2.6 The District will grant permission to SCCOE to have access to data stored in this district's account on the PBIS Evaluation website ([www.pbisapps.org](http://www.pbisapps.org)). Access and reports will be provided to SCCOE on a district level and school level. Access encompasses all information stored in SWIS and PBIS surveys found at [www.pbisapps.org](http://www.pbisapps.org) at the school and district level. No individual student data will be accessed. Access will be password-protected and confidential.

### **3.0 Articulation of Resources/Monies**

- 3.1 The term of this MOU will be one year, beginning on July 1, 2016 and extending until June 30, 2017.
- 3.2 This MOU may be terminated by either the district or COE at any time prior to the date of expiration if such a decision is reported to the other signatory by written notice three (3) months in advance.
- 3.3 During the time the MOU is in effect, the parties may amend the terms of the MOU to improve the effectiveness of the district implementation of Corrective Action 6 and the county technical assistance. The amendments shall be in writing.
- 3.4 Unless otherwise stipulated, any amendments to this MOU will take effect when signed by MUSD and Santa Clara COE.
- 3.5 The total amount of \$6,000, (\$3,000 x 2) for participating school sites (PBIS Year 2 trainings TIPS x 1 day and Tier 2 training x 3 days) will be paid to SCCOE by MUSD.

### **4.0 Insurance/Hold Harmless**

- 4.1 Insurance: SCCOE and District shall maintain a certificate of insurance in the business office of each respective office.
- 4.2 Indemnity: SCCOE and District shall be held harmless from and against any and all claims arising from a default in the performance of any obligation of the memorandum of understanding.

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By: \_\_\_\_\_  
Signature of Authorized SCCOE Official

By: \_\_\_\_\_  
Signature of Authorized District Official

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**Santa Clara County Office of Education**  
**District-wide Positive Behavior Support Commitment for District-wide PBS**

District \_\_\_\_\_ Date \_\_\_\_\_ Administrator \_\_\_\_\_

The following commitments are necessary to develop a District PBS Coaching Model.

Requirement/ Commitment	Details	Completion/ Commitment Date
1. Political Support	1. Student social behavior and/or school climate is top five goals for the district? 2. PBS efforts connected with District global goals and efforts (academics, etc.)? 3. District PBS Leadership team reports to school board & superintendent at least annually? 4. PBS policy statement developed? 5. District level administrator is identified as coordinator of district PBS efforts	Date _____
2. Funding	1. Funding sources identified so district is able to support coaching infrastructure to support school implementation for at least 3 years. (Recommend 0.1 FTE/ PBS school; may be within district or contracted w/ ESD to provide coaching) 2. Funding sources so buildings are able to send teams to training throughout the school year for at least 3 years.	Date _____
3. Coordination	1. District PBS Leadership team (District Admin team + PBS Coach) will meet at least quarterly? 2. Leadership meeting is hosted by a district-level administrator 3. PBS Coach coordinates district PBS training calendar & evaluation schedule	Date _____
4. Coaching Capacity	1. Monthly PBS Team Leader meetings attended by school PBS team leaders/facilitators (after 1 <sup>st</sup> year MAY move to every 2 months). 2. FTE for on-site coaching support to school PBS teams	Date _____
5. Training Capacity	1. PBS Coach leads on-going training of school PBS teams. 2. On-going professional development for district PBS Coach (State PBS trainings) 3. Train evaluators within the district (e.g. SET, SWIS, PBS Surveys, etc.)	Date _____
6. Demonstrations	Identify participating schools (3+ schools or 50% of schools in districts with less than 5 schools) that sign commitment: List schools (attach School Commitment sheets) 1. _____ 4. _____ 7. _____ 2. _____ 5. _____ 8. _____ 3. _____ 6. _____ 9. _____	Date _____
7. School-wide PBS Evaluation	1. Annual SET evaluation & quarterly TIC 2. Discipline data system capable of aggregating SW data at participating schools (e.g. SWIS)	Date _____

I understand and agree to the above commitments to qualify for the School-wide PBS Training series and support.

Administrator \_\_\_\_\_ Date \_\_\_\_\_

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**Santa Clara County Office of Education**  
**School-wide Positive Behavioral Interventions & Supports (SW-PBIS)**  
**Commitment for Training**

School \_\_\_\_\_ District \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

The following commitments are necessary before a school can attend the SW PBIS training.

Requirement/ Commitment	Details	Completion/ Commitment Date
1. Political Support	a. Student social behavior is identified in top 3 goals for school improvement b. School principal & staff will make a 3 year commitment to implement SW-PBIS	Date _____
2. Identify a SW PBIS team	Must be representative of whole school staff (at least 1 from each area): a. Building administrator b. Gen Ed teachers (representative of grade levels in building) c. Special Ed Staff d. Specials Staff (library staff, computer staff, P.E., etc.) e. Instructional classified Staff (aides, assistants) f. Building classified staff (office staff, custodian, recess/lunch supervisors)	Date _____
3. Identify a Team Leader	Should not be building administrator, preferably strong General Education staff member. Team Leader will usually facilitate meetings and attend monthly PBIS Team Leaders meetings with other PBIS Team Leaders.	Date _____
4. Attend SW PBIS trainings	Entire team will attend all SW PBIS Trainings (4 days of training – dates TBD)	Date _____
5. Monthly Team meetings	SW-PBIS Team will hold at least one meeting per month at school site to plan, develop, monitor and sustain implementation of SW PBIS programs	Date _____
6. PBIS presence in school staff meetings	Allocate 5-15 minutes per month at staff meeting to provide updates and receive feedback from staff on PBIS efforts	Date _____
7. School-wide PBIS Evaluation	a. Implement a data system that provides capacity to examine discipline referral data on a school-wide level (e.g. SWIS Big Five graphs; <a href="http://www.swis.org">www.swis.org</a> ) b. Schedule annual evaluation/ needs assessment of behavior support programs at your school (2 hour requirement over lunch hour during school day)	Date _____

I understand and agree to the above commitments to qualify for the School-wide PBIS Training series and support.

Principal \_\_\_\_\_ signature \_\_\_\_\_ Date \_\_\_\_\_