

PBIS District Leadership Team Practice Guide for Implementation Using the District Systems Fidelity Inventory

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Introduction and Overview

District-wide Implementation of School-wide Positive Behavioral Interventions and Supports

The District Systems Fidelity Inventory (DSFI)

The contents of this Practice Guide, and its organization, are directly aligned to the *District Systems Fidelity Inventory* (DSFI). The DSFI is a tool to assess implementation fidelity and support District Leadership Teams in action planning. This can assist in building capacity for sustainable, culturally and contextually relevant implementation of multi-tiered systems of support. The DSFI is typically administered annually to continue the iterative action planning process (Center on Positive Behavioral Interventions and Supports, 2020).

Purpose and Target Audience

This Practice Guide is designed as a resource for District Leadership Teams, and personnel who provide technical assistance to district teams, to translate DSFI assessment results into concrete action plan steps to implement MTSS with fidelity. An understanding of the essential features of School-Wide Positive Behavior Support (SW-PBS) or Positive Behavioral Interventions and Supports (PBIS) is a necessary prerequisite to fully understand the content and logic of DSFI item review and the development of accompanying action plan steps. A brief review of the logic of PBIS is provided below. District Leadership Team members with limited SW-PBS or PBIS knowledge and/or implementation experience are encouraged to review the *Positive Behavioral Interventions and Supports Implementation Blueprint* (Center on Positive Behavioral Intervention and Supports, 2015) prior to completing the DSFI and using this guide.

The Practice Guide provides information to help District Leadership Teams:

- Establish foundational knowledge about tiered systems of support (e.g., PBIS or MTSS);
- organize necessary leadership teams with appropriate members and designated responsibilities;
- design a common philosophy and approach for behavior management and discipline that serves to direct schools within the district;
- action plan as a means to support, identify, and develop common tools, language, practices, and systems;
- support individual schools in developing comprehensive systems to support student social-emotional-behavioral development;
- institute commitment, across schools in the district, to prevent problem behavior by teaching prosocial, appropriate behavior;
- convey the need for and provide resources across all three tiers so that schools within the district can deliver high rates of performance feedback to students about behavior;
- promote a range of instructional responses for problem behavior and assist PBIS Teams in correctly delivering tiered strategies for students who need them;
- create and maintain systems for collecting implementation fidelity and student outcome data that can be used for problem solving, action planning, and moving efforts forward;

- develop mechanisms to build internal capacity to create professional development that is aligned with needs identified through review of data; expands personnel knowledge, expertise, and use of evidence-based practices; and conveys the expectation that student social behavior will be addressed in the same manner as student academic learning and outcomes;
- foster and maintain effective systems of communication that allow opportunities for input from critical stakeholders (e.g., district team, school teams, families, students, and community members); and
- outline and adhere to procedures for hiring and evaluation that align with district priorities related to improvement of student social and behavioral outcomes.

This guide is intended to support sustained implementation by helping teams achieve and maintain the criteria necessary to score a “2” on each of the DSFI items.

Using this Practice Guide

While this guide is written sequentially, to reflect the sections and items of the DSFI, each chapter is intended to stand alone, as needed. A reader seeking to understand the full scope of district-level implementation may read the entire guide. However, many readers may skip to a specific chapter to address questions or concerns during the assessment and action planning process.

Within each chapter, links to a variety of examples, tools, and templates are provided. Select expanded examples are included in the appendices of each chapter. These are included as possible options. Local, state, and regional technical assistance providers may have additional tools available. Additionally, the appendix for each chapter contains the items and scoring criteria from the associated subscale of the DSFI. These items are included as a reference for action planning. To complete the entire DSFI, please utilize PBISApps or the paper and pencil version.

The remainder of this introduction will focus on the foundational knowledge necessary to support district-wide implementation of multi-tiered systems of support. For additional support, resources for completing the DSFI and using DSFI results for action planning and technical assistance may be found in the DSFI training and administration materials and the DSFI facilitator tips document.

Overview of Multi-Tiered Systems of Support

For more than 25 years the logic of a “tiered continuum” approach for delivering evidence-based instructional strategies and environmental supports, to meet the needs of all students, has been evaluated by researchers and educators. Districts implement and support a variety of different systems that often result in individuals and/or departments working in isolation rather than in coordination. To maximize efficiency and impact, school districts need a way to integrate independent processes into a working collective system. The use of a tiered approach is best described as a “problem-solving framework” that focuses on academic and social behavioral instruction and supports. Selection of practices within the framework are guided by multiple data points. In addition, systems to support long-term use of identified practices are developed. A primary focus of this work is on prevention and providing high-quality research-based Tier 1 supports, with additional support provided at Tiers 2 and 3 for students who are not successful with only Tier 1 supports in place.

In recent years, Multi-tiered System of Support (MTSS) has broadened the focus of PBIS to include additional student outcomes including academic, emotional, and mental health. McIntosh and Goodman (2016) define MTSS as an “...integration of a number of multiple-tiered systems into one coherent, strategically combined system meant to address multiple domains or content areas in education...” (p. 5). In this regard, MTSS is viewed as the overarching framework that includes both academic (e.g., Response to Intervention; RTI) and social-emotional-behavioral components (e.g., Positive Behavioral Interventions and Supports; PBIS) such that the needs of the whole child are considered, rather than an exclusive focus on academic or behavioral concerns in isolation. Figure 1 provides a visual representation of how academic and social-emotional-behavioral supports are organized to create a continuum of differentiated supports.

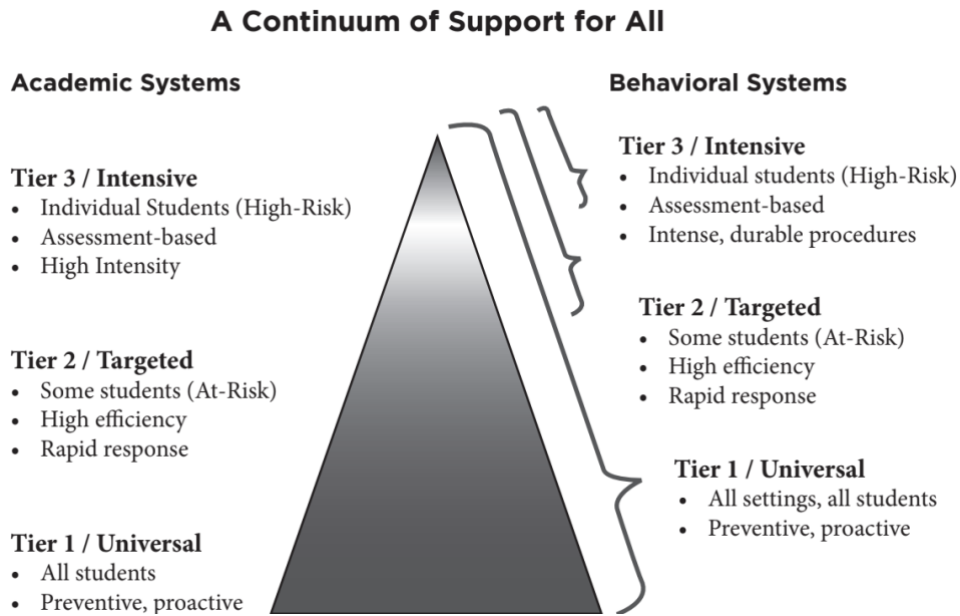


Figure 1. Tiered Approach for Promoting Academic, Social, Emotional, and Behavioral Success.

The blending or combining academic, social, emotional, and behavioral student outcomes into an integrated system allows districts and schools to work more efficiently.

Positive Behavior Interventions and Supports

Positive Behavior Interventions and Supports (PBIS) is a multi-tiered approach which supports students and staff in establishing and teaching expectations, creating consistency, and providing behavior support across a three-tiered continuum, as seen in Figure 1. The [PBIS Implementation Blueprint](#) explains this prevention logic model as a blended continuum that

...was developed to reduce the focus on static tiers and tiered labeling and to increase the emphasis on prevention logic. That is, as the magnitude of a problem increases, so does the need for (a) resources to address the problem, (b) enhancements to teaching and learning environments, (c) collection and use of data for decision making, (d) teaming and coordination, and (e) engagement with and feedback to students. (Center on Positive Behavioral Intervention and Supports, 2015, p. 5)

Across the continuum of supports, there are three tiers that allow educators to organize instruction and supports across all school environments to meet the differentiated needs of students:

- Tier 1 Universal Supports: Tier 1 includes universal strategies (i.e., all staff, all students, all settings) designed to meet the needs of all students and develop a common curriculum, language, and focus for all school staff, families, and community members. Universal or Tier 1 strategies are designed to be implemented consistently across all school settings, classroom and non-classroom (e.g., cafeteria, hallways). This level of support, when implemented with fidelity, should meet the needs of approximately 80% of a school's student body.
- Tier 2 Targeted or Small Group Supports: When schools have a solid foundation of Tier 1 SW-PBS systems, data, and practices for all students, planning may begin for Tier 2 systems, data, and practices. Tier 2 provides targeted or small group interventions for up to 15% of students who are often characterized as "at-risk" for negative social, emotional, and/or behavioral health outcomes.
- Tier 3 Individualized Intensive Supports: Approximately 1-5% of students will continue to experience difficulty after participation in ongoing Tier 1 and possible Tier 2 supports. In many cases these students have experienced significant academic and behavioral difficulties over an extended period of time. Because their needs may be more intense and chronic, Tier 3 support systems are individualized.

Problem Solving Framework

Along with the prevention emphasis, PBIS is best characterized as a problem-solving framework (Lewis & Sugai, 1999). Following the identification of key social-emotional-behavioral goals within an individual school or across all schools within a district, leadership teams carefully review **data** to guide evidence-based **practice** adoption and progress monitor, then build **systems** to ensure all staff can implement identified practices with high fidelity (see Figure 2, Vincent, et al, 2011). Sugai and Horner (2006) provide additional considerations in the problem-solving framework:

- Outcomes are locally determined, contextually and culturally relevant, observable, and measurable goal statements that describe indicators of successful implementation of PBIS for students and staff.
- Data refers to quantitative indicators of implementation fidelity and effectiveness. Schools and teachers routinely collect data on students' behavior, academic success, attendance, and other key indicators. In addition, schools and teachers should collect data on fidelity of implementation.
- Practices are the interventions and supports for students.
- Systems should be developed to sustain the implementation of PBIS and MTSS with fidelity. Systems include supportive administration participation; teaming structures; professional development supports; staff recognition; data structures that facilitate easy input and flexible output; and other organization supports for staff...without a positive work environment and engaged, positive, and dedicated staff members, none of the other elements is possible.

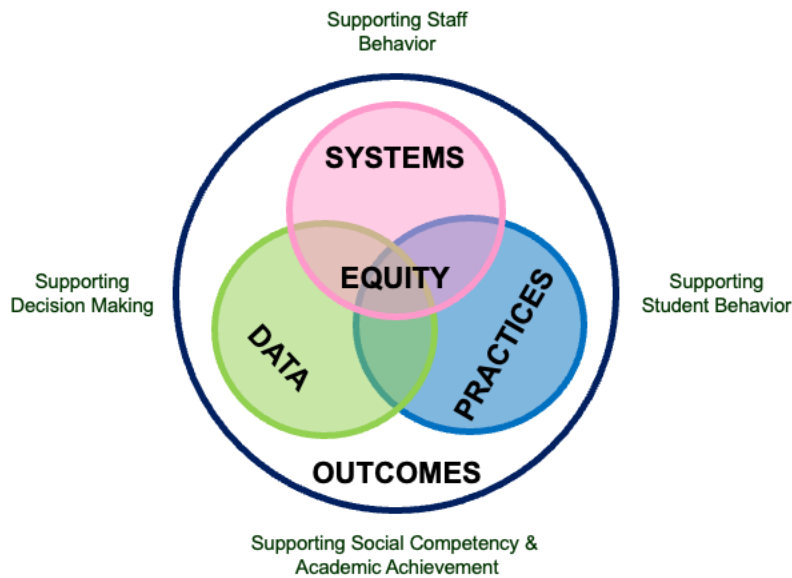


Figure 2. Logic model of the PBIS problem-solving framework.

District Leadership Teams should consider cultural equity in all areas. Additional resources can be found in the [Equity section](#) of the Center on PBIS website.

Tiered District Systems

Working towards district-level sustainability of PBIS across all three tiers is the ultimate goal of the tiered district behavioral system. In order to achieve this outcome, it is imperative that the district takes specific actions at each tier of implementation.

It is essential that at Tier 1 the District Leadership Team focuses on the implementation fidelity of the essential components of PBIS within each school while also allowing individual school buildings autonomy to ensure instruction and supports match local need and cultural context. The district will need to provide ongoing training and support to schools, and provide the necessary resources (e.g., data collection systems) to make local implementation successful.

At Tier 2 and Tier 3, it is essential that the District Leadership Team develop a consistent district-wide process that is to be utilized and implemented with fidelity across all school buildings. This includes selecting a standard set of district-supported, research validated interventions, setting clear student identification criteria, developing a system for ongoing progress monitoring, and providing clear and consistent training on function-based thinking.

Phases of Implementation

Implementation of PBIS at a school or district level should be viewed as a long-term and gradual process. Having a fundamental understanding of implementation phases and change will help the district successfully

maneuver through PBIS implementation by mapping appropriate professional development and technical assistance supports matched to individual school implementation.

Organizational change research has identified predictable stages that lead to sustained implementation of any new initiative or process (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). The phases of implementation are illustrated in Figure 3 and defined below.

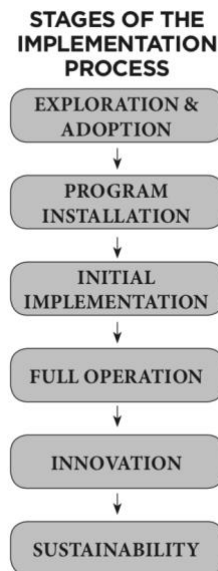


Figure 3. Stages of the Implementation Process.

Exploration and Adoption. This phase represents a school’s or district’s initial consideration of an intervention or systems change and how it might meet an identified need. This typically begins by identifying the need for PBIS based upon behavior data and stakeholder input. The result of the exploration stage is a decision to commit to “adopting” an implementation plan with an understanding of the tasks and timelines for the installation and initial implementation of PBIS.

Program Installation. After the decision to adopt has been made, there are tasks that need to be accomplished before implementation with fidelity can occur. Planning and development processes are put into place. This includes arranging for necessary funding, gaining active administrative support, creating a school and district leadership teams, developing systems for gathering and using data, establishing methods for engaging all staff, and providing professional development opportunities to begin implementation of new practices and policies.

Initial Implementation. In this stage, work with staff, students, and stakeholders begins. It is essential that initial implementation be viewed as just that, a first step in a long complex process. District leadership must provide the support to staff that will ensure that system change can move forward into full operation. During initial implementation, a change in skills is required of all staff. Training, time to learn and grow, practice with skills with performance feedback, and support are essential. The more staff have been involved in the planning and

learning, and the more district and external support provided during this stage, the greater the likelihood that effort will be implemented correctly and sustained.

Full Operation. Full implementation of PBIS can occur only when the new learning becomes integrated into the school's practices, policies, and procedures. At this point, PBIS becomes fully operational. The processes and procedures for teaching, encouraging, and correcting clearly identified prosocial student behaviors and the use of data to monitor implementation has become a routine function of how staff create student success. The innovation has become "accepted practice." At this time, anticipated benefits or outcomes are being realized, and monitoring indicates fidelity at or above criterion levels. It is at this point that schools may initiate the process of exploration and adoption of Tier 2 and 3 practices and systems while maintaining Tier 1 implementation.

Innovation. Successful adoption of innovation depends on the degree to which initial and full implementation is done with fidelity before making modifications. If attention to accurate implementation with a clear understanding of the science and logic behind implementation strategies does not occur, program drift can result and outcomes may be affected. When full implementation with fidelity has been achieved, then and only then can refining and extending practices occur. It has been well established that adaptations made after a model has been implemented with fidelity were more successful than modification made before full implementation.

Sustainability. After the hard work of establishing PBIS implementation within schools, the work of the District Leadership Team should focus on sustaining implementation. Sustainability is the process of maintaining fidelity, in spite of inevitable changes (i.e. staff turn-over, leadership changes), so the new system continues. Sustaining PBIS requires the ongoing attention of the District Leadership Team to monitor all aspects of implementation, train new staff and students, evaluate staff on their use of practices, and hire new staff with the attitudes and skill that match the program (McIntosh et al, 2010).

Key Functions and Targets of the District Leadership Team

The District Leadership Team has two main functions to develop and sustain district-wide implementation; an "executive" function and an "implementation" function (see Figure 4; Center on Positive Behavioral Interventions and Supports, 2015). Key focal points within the executive function include a) stakeholder engagement, b) securing funding, c) policy and system alignment, and d) developing expertise across their workforce. Implementation foci include a) district-wide personnel and school team training, b) coaching or technical assistance to school teams, c) evaluating impact relative to targeted district outcomes, and d) ensuring sufficient behavioral expertise is infused across the district-wide system. This Practice Guide, and the DSFI, are organized around each of the foci related to the two primary functions.

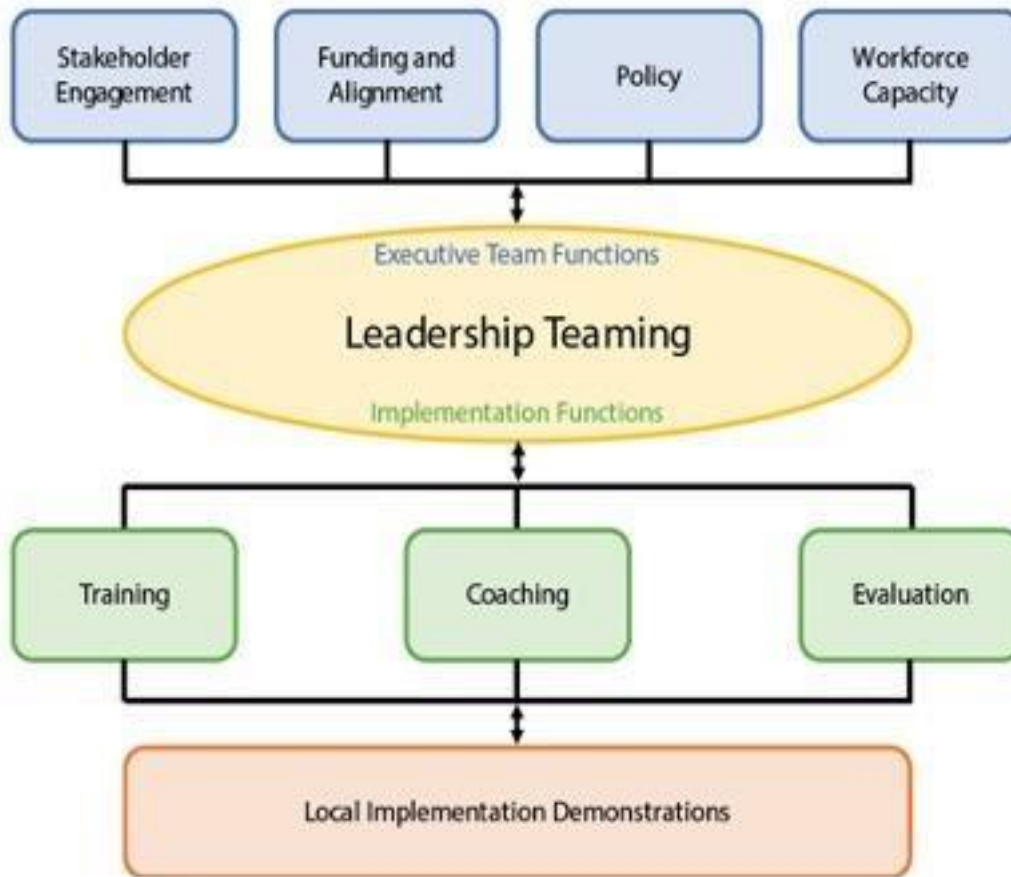


Figure 4. Key functions and foci of the district leadership team

This Practice Guide was designed to expand on the scoring rubric within the DSFI to provide additional information that can assist with understanding of each of the essential features and action planning to achieve high implementation fidelity. Each chapter focuses on the key functions and tasks of the leadership team along with relevant sections of the DSFI. In addition to this guide, district teams are also encouraged to consult additional tools and resources developed by the Center on PBIS including:

- [PBIS Implementation Blueprint](#)
- [PBIS Professional Development Blueprint](#)
- [PBIS Evaluation Blueprint](#)

This Practice Guide serves as a resource for initial implementation efforts but can also be referenced in subsequent years as some of the ideas and recommendations related to PBIS are more relevant after initial implementation.

Assessing District Readiness

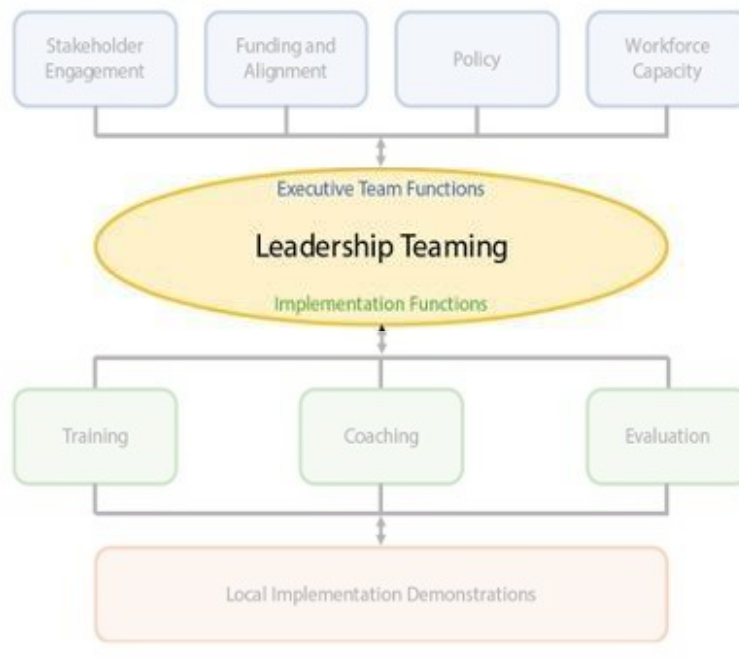
Prior to undertaking the development of a district wide MTSS/PBIS initiative, the district should assess readiness by following the key features of the *Exploration and Adoption Implementation Stages* (as described

above). During this stage, the District Leadership Team will seek to understand implementation requirements, evaluate the “goodness of fit”, and establish commitment to implement (McIntosh & Goodman, 2016).

A [District Readiness Checklist](#) is available to assist teams in evaluating overall “readiness” prior to moving forward with implementation (see Appendix 1.1 for an example and blank form). Ideally, the District Leadership Team will complete the checklist with an external state or regional facilitator. The District Leadership Team can review the “Items to Complete” indicators and assess current status. If an item/indicator is “In Progress” or “Not Started”, action steps can be created to address each one. The full District Readiness Checklist is available in Appendix 1.2, or [electronically](#).

Chapter 1

Leadership Teaming



Introduction to Leadership Teaming (DSFI Section 1)

A systematic team approach at the district level is critical for successful implementation of a tiered behavioral support framework. A District Leadership Team should be established to lead the assessment and action planning processes related to implementation of PBIS data, systems, and practices across the district (Center on PBIS, 2019). The District Leadership Team is a collection of personnel who serve two main functions, a) executive functions (e.g., creating policy, aligning resources) and b) implementation functions (e.g., supporting individual school teams). The remaining sections provide additional definitions and examples of DSFI items and recommended steps to consider if items are not fully in place. For a full listing of DSFI items and scoring criteria related to Leadership Teaming, see [Appendix 1.0](#).

Establishing a District Leadership Team

Team Purpose/Vision (DSFI 1.6, 1.9)

As the District Leadership Team is established, an important focus is on why the team exists and how implementation of PBIS relates to the district's overall vision and goals. Including improvements to school climate and student social-emotional-behavioral health as top priorities or goals of the district sets a purpose for work the District Leadership Team will complete. For example, the [Center School District Strategic Plan - Vision 2020](#) lists "Strategy 4" as "Taking Care of Students and Staff." This strategy has five priority steps, and one of those steps is to "implement Positive Behavioral Interventions and Supports (PBIS)." By documenting

student and staff social-emotional health within the top priorities of the strategic plan, and in this case specifically the implementation of PBIS, the district has clearly established the important work that the District Leadership Team is designed to complete.

Team Member Selection (DSFI 1.1, 1.2, 1.3)

The goal of the District Leadership Team is to develop, implement, and evaluate the district initiative. The number of members on the team will most likely vary based on the size of the district. Strategic selection of members for the District Leadership Team will result in a group that has adequate knowledge and ability to implement needed action steps. The team is typically led, or facilitated by, a coordinator(s) with: a) designated time and b) experience in data-based decision-making (e.g., Coordinator of Family and Student Support). Including personnel with behavioral expertise (e.g., school psychologists, special educators) as members of the team will assist in the development and implementation of instructional strategies. At least one member of the team will need documented authority to influence the organization and make executive decisions regarding district discipline policies, procedures, and processes (e.g., Director of Human Resources, Director of Student Discipline and Hearings, Director of Data/Assessment, Director of Professional Development, Director of Special Education). It is imperative that this individual attend the District Leadership Team meetings regularly.

When selecting team members, it is helpful to review the district’s organizational chart to verify that at least one member has the authority to influence the organization, membership represents all areas/departments within the district, and that membership is representative of the voices of all stakeholders in the district. Figure 1.1 provides an example district organizational chart.

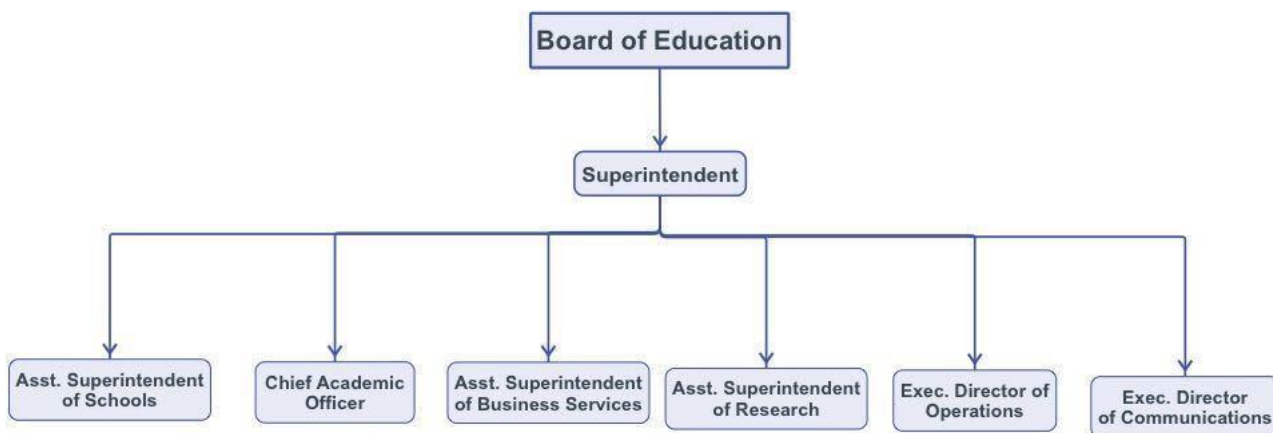


Figure 1.1. District Organizational Chart Example

It is also important to include representatives from district stakeholder groups to ensure their voice is also considered. The District Leadership Team should audit membership annually and strive to have representation from a range of stakeholders ideally including: a) families, b) general educators, c) special educators, d) mental health providers (i.e., School Psychologist, Mental Health Liaison), and e) the local community. Further information on ensuring equity within the District Leadership Team can be found within the [Equity](#) section of the Center on PBIS website.

Consider two levels of team membership. The first is a larger group with global district and community representation that meets less frequently to keep open communication. The second is a smaller group that is tasked with developing and implementing the action plan and overseeing the day to day operation of the district initiative.

As McIntosh and Goodman (2016) state “Working effectively as a team involves a team culture of shared values and understandings. Effective teams also use skills specific to productive meeting processes and collaboration (p. 173).” Once the District Leadership Team has been established, a coordinator has been identified, and team members have been selected, the next step is to identify and communicate efficient operating procedures that include:

- Team Member Roles and Responsibilities;
- Calendar of Team Meetings;
- Team Meeting Expectations;
- Meeting Agenda/Minutes Template;
- Problem-Solving Process; and
- Communication Plan.

To develop district capacity for sustained implementation of PBIS, the critical features of PBIS should be embedded, featured, planned, and/or integrated into all areas of the district organizational structure. Figure 1.2 describes typical departments found within a district and offers examples of how PBIS can be integrated within each.

Business Office	The business office within a school district often oversees one of the most critical items for any organization - the budget. According to the PBIS Implementation Blueprint , the district must be able to predict at least three years of available funding to support operating structures and PBIS capacity building activities.
Assessment/Evaluation, Data, Technology	A District Evaluation Plan that includes student discipline data collection, PBIS surveys, action planning with data/survey results, and rules for making data-based decisions can be created. Selected PBIS assessments such as the TFI and SAS can be scheduled within a designated window to ensure that multiple assessments across the district do not interfere with one another. It is also important to ensure that technology for assessments is available.
Human Resources	Develop interview questions for potential hires including PBIS, classroom/school/district climate, and/or scenario style questions regarding adult response to student behavior.

Professional Development/ Learning	<p>A 3 to 5 year professional learning plan guided by school implementation data (e.g., TFI, SAS results) and linked to vision statement and measurable outcomes can be developed.</p> <p>Professional learning about PBIS implementation and impact can be organized and provided, to varying degrees, with all district employees. Professional learning at both the district and school level can be provided.</p> <p>PBIS can be included in school and district level professional development plans.</p>
Academic/Student Services	District and school level systems can be clearly defined and organized to include/depict the supports available to students.
Public Relations	Communicating effectively and regularly with internal and external stakeholders about PBIS will provide additional opportunities for students and staff to receive support.
Board of Education	Implementing PBIS with fidelity will assist the district and schools in meeting their goals (i.e., School Improvement Plan). Evidence shows implementation with fidelity is associated with improved school climate, decreased suspension rates, better classroom management, increased academic achievement, enhanced classroom participation, greater consistency among staff, and higher rates of attendance.

Figure 1.2. Embedding PBIS essential features across district organizational structures.

Team Member Roles and Responsibilities (DSFI 1.4)

Implementation of SW-PBS is a complex and ongoing process. Members of this team bring necessary knowledge and skills as a means to implement and sustain implementation. For example, the Assistant Superintendent understands that one of their roles is to ensure two-way communication between Executive Leadership and the District Leadership Team. Another example would be that the Special Education Director understands that one role they have on the team is to bring behavioral instruction expertise to the table and ensure all schools have behaviorally sound processes at all three tiers that align with the district FBA/BIP process for special education.

To enhance efficiency, team members should understand their function in the district-wide initiative. Identifying specific team roles and relevant descriptions for each may improve several aspects of overall work productivity. First, member participation during meetings may be maximized when there is an expectation that all members have one or more designated responsibilities. Second, identified roles and responsibilities within the team promotes division of labor. In the event that one member leaves the team, only a small portion of the work needs to be reassigned. Third, dividing tasks among all members also supports the likelihood that

participants can reasonably complete assigned work in a timely manner. No single member will be overwhelmed, instead all members will take a small part. In most cases, being a member of the District Leadership Team is only one of many responsibilities within a person’s work scope. Taking time to specifically decide which members will complete expected tasks, such as organizing the agenda, keeping and distributing meeting minutes, monitoring discussion topics and time, and maintaining communication with other teams (e.g., executive leadership), increases productivity.

The figure below provides an example of common meeting tasks that can be divided among team members. Depending on the structure of each district some roles may be combined and/or additional roles may be added later. Appendix 1.3 provides a template for documenting Team Member Roles and Responsibilities once these decisions are made.

TEAM MEMBER ROLES	TEAM MEMBER RESPONSIBILITIES
Coordinator/ Facilitator	<ul style="list-style-type: none"> ● Develops meeting agenda. ● Sends meeting agenda and reminder before meeting. ● Ensures that agenda is followed. ● Guides discussions. ● Ensures that all team members are engaged in team mission and outcomes.
Note Taker	<ul style="list-style-type: none"> ● Documents key items ● Clarifies outcomes of discussions during the meeting. ● Circulates meeting minutes promptly after meetings.
Action Item Recorder	<ul style="list-style-type: none"> ● Documents, on the action plan, next steps of the team and includes: <ul style="list-style-type: none"> ○ A clear description of the task. ○ Assigned task lead. ○ When task completion is expected. ○ Possible resources needed to complete the task.
Time Keeper	<ul style="list-style-type: none"> ● Keeps track of time and related agenda items during the team meeting. ● Provides prompts when nearing the end of allocated time for items and when allocated time is over.
Data Coordinator	<ul style="list-style-type: none"> ● Analyzes fidelity and outcome data (i.e., summarizes data into graphs or brief report) before meeting. ● Prioritizes items for discussion.
Active Team Member(s)	<ul style="list-style-type: none"> ● Engages in conversations and contributes to problem solving and feedback regarding the team’s work. ● Completes assigned tasks as documented by the action item recorder.

Figure 1.3. Example District Roles and Responsibilities Chart
(Adapted from McIntosh & Goodman, 2016, p.175)

Calendar of Team Meetings (DSFI 1.5)

It is strongly recommended that the District Leadership Team schedule, and protect, regular meeting dates and times (e.g., monthly) prior to the start of each school year. Maintaining protected work time will allow the team to carry out the goals listed on the Action Plan. Once established, the meeting dates/times can be communicated to all team members to be entered on calendars as a priority.

Team Meeting Expectations (DSFI 1.5)

Creating and adhering to team expectations (sometimes referred to as “working agreements” or “norms”) ensures consistency and productivity as well as efficient use of time. All members of the team participate in the selection of and adherence to meeting expectations. Figure 1.4 provides example team meeting expectations utilized by a District Leadership Team. The broad expectations Respectful, Responsible & Actively Engaged were adopted given several of the schools in the district were using this set as their school-wide expectations for students. Behaviors that would be performed for each expectation (e.g., listen to others, limit side conversations, etc.) were established and agreed upon by team members. Including the expectations at the top of the team’s meeting agenda/minutes template will allow for quick review prior to each meeting. Appendix 1.4 provides a template for the District Leadership Team to utilize when developing and documenting these meeting expectations.

Example - Lakeview School District Leadership Team Meeting Expectations	
Respectful	<ul style="list-style-type: none">● Listen to others.● Limit side conversations.
Responsible	<ul style="list-style-type: none">● Be on time.● Bring required materials.● Complete tasks as assigned.● Meetings will begin and end on time.
Actively Engaged	<ul style="list-style-type: none">● Brainstorm solutions.● Decisions made through consensus.● Attend monthly meetings.● Support implementation through your words and actions.

Figure 1.4. Example District Leadership Team Meeting Expectations.

Meeting Agenda/Minutes (DSFI 1.5)

Creating and utilizing an agenda for each team meeting assists in facilitating increased productivity, aids in reminding team members of tasks to be completed, serves as a prompt for topics to discuss during the meeting, and can also function as a template for notes to be taken. To allow members time to prepare for each meeting, the agenda can be distributed to team members at least two days prior to the meeting. Immediately after the meeting ends, most teams make an effort to ensure meeting minutes/notes are sent or made available to all members. McIntosh and Goodman (2016) recommend a Team-Initiated Problem Solving (TIPS) inspired

agenda. More information about TIPS is provided in the next section of this chapter. The agenda/minutes form used by the District Leadership Team should include the following critical components:

- Assigned Roles/Responsibilities;
- Team Member Names & Attendance;
- Agenda Items;
- Notes/Action Steps with Timeline;
- Items for Next Meeting's Agenda; and
- Evaluation of Team Meeting.

Problem Solving Process (DSFI 1.5)

The District Leadership Team will be better equipped to address challenges and use data if a standard problem-solving approach is adopted and used (McIntosh & Goodman, 2016). There are many problem-solving, or decision-making, approaches that can be adopted. As one example, the Team-Initiated Problem Solving (TIPS) model is a set of practical procedures that can be used during team meetings. More information on the Team-Initiated Problem Solving (TIPS) process is [available](#).

The district may already have a problem-solving process in place or have a specific model in mind. The key point is to have a standard process, that all team members are aware of and can follow, for engaging in effective problem solving and decision making.

Communication Plan (DSFI 1.7, 1.8)

To promote awareness and facilitate implementation the District Leadership Team should establish regularly scheduled ongoing communication with Executive Leadership both to inform and gather input as well as to engage personnel with final decision-making authority if they are not on the working team. In addition, regular (e.g., monthly) two-way communication with other stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) should be established to elicit feedback and/or input about implementation development and implementation (Chapter 2 of this Guide provides additional information related to stakeholder engagement).

Information Management and Data Systems Management (DSFI 1.6)

Because PBIS implementation revolves around data-based decision making and action planning, creating effective and efficient information and data management systems to support PBIS work is critical. Most districts already collect data necessary to address student outcomes. The District Leadership Team will guide the development of systems to collect implementation fidelity and any additional outcome data necessary to assist with action planning. Additionally, the District Leadership Team may identify a need to integrate various data collection and management systems to generate comprehensive reports necessary to assess implementation and inform action planning (see Chapter 8: Evaluation for more information).

Introduction to Action Planning (DSFI 1.6)

It is recommended that the District Leadership Team organize an action plan to reflect annual goals as well as long term goals (i.e., 5-10 years) using multiple data sources (e.g., DSFI, state/district strategic plan, school implementation and evaluation data). The goals of the Action Plan should ensure equitable outcomes for all student populations by matching resources to needs based on student outcome data. District Leadership Team meeting agendas are developed using items from the Action Plan. An Action Plan template, with instructions, is [available](#).

The purpose of the District Action Plan template is to guide District Leadership Teams in the development and execution of action steps that promote the capacity for sustainable, culturally and contextually relevant, and high-fidelity implementation of multi-tiered social, emotional, and behavioral systems of support and practices (see also Chapter 8).

Appendix 1.0
DSFI Section 1: Leadership Teaming

Feature	Possible Data Sources	Scoring Criteria
<p>1.1 Leadership Authority: One or more members of the District Leadership Team has the authority to make key decisions (e.g., decision making for budget, implementation, policy, data systems).</p>	<ul style="list-style-type: none"> ● District Organizational Chart ● Team Roles & Responsibilities 	<p>0 = No members of the District Leadership Team have authority to make key decisions.</p> <p>1 = At least one member of the District Leadership Team has influence on key decision making within the organization.</p> <p>2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions and attends regularly.</p>
<p>1.2 Team Membership: District Leadership Team has representation from range of stakeholders including at least: (a) families, (b) general education, (c) special education, (d) individuals with detailed knowledge about the current social-emotional-behavioral initiatives and (e) members of the local community that have investment in youth outcomes.</p>	<ul style="list-style-type: none"> ● District Organizational Chart ● Team Roles & Responsibilities ● District Key Stakeholders List 	<p>0 = District Leadership Team does not have representation from a range of stakeholders with investment in youth outcomes from the community.</p> <p>1 = District Leadership Team has a diverse range of stakeholders on their team but not representative of all the stakeholders listed in (a) - (e) or stakeholders do not attend regularly.</p> <p>2 = District Leadership Team includes stakeholders from at least (a) - (e), stakeholders attend meetings regularly, and membership is audited annually.</p>

<p>1.3 Team Expertise: To ensure fidelity of implementation of PBIS practices and systems in three domains: (a) training, (b) coaching, and (c) evaluation, the District Leadership Team includes individuals representing P-12 with social-emotional-behavioral expertise across the full continuum of behavior support (Tiers 1, 2, 3).</p>	<ul style="list-style-type: none"> ● District Organizational Chart ● Teaming Protocols ● Team Roles & Responsibilities 	<p>0 = District Leadership Team does not include individuals with social-emotional-behavioral expertise.</p> <p>1 = District Leadership Team includes individuals with social-emotional-behavioral expertise across one or two but not all three tiers or not representing P-12.</p> <p>2 = District Leadership Team includes individuals with social-emotional-behavioral expertise across all three tiers and from agencies representing P-12.</p>
<p>1.4 Team Leadership: District Leadership Team is led or facilitated by a coordinator(s) with: (a) designated time for coordination and (b) experience in data-based decision making.</p>	<ul style="list-style-type: none"> ● District Organizational Chart ● Teaming Protocols ● Team Roles & Responsibilities ● District Leadership Team Meeting Agenda and Minutes 	<p>0 = District Leadership Team does not have an assigned coordinator.</p> <p>1 = District Leadership Team has an assigned coordinator but does not have (a) time for coordinator or (b) experience with data-based decision making.</p> <p>2 = District Leadership Team is led or facilitated by a coordinator(s) with both: (a) designated time for coordination and (b) experience in data-based decision making.</p>
<p>1.5 Team Operating Procedures: District Leadership Team meets monthly, uses standard meeting agenda and problem-solving process (e.g., Team-Initiated Problem Solving or Data-Based Decision Making) with clearly defined operating procedures.</p>	<ul style="list-style-type: none"> ● District Leadership Team Agenda and Minutes ● Team Roles & Responsibilities ● Teaming Protocols 	<p>0 = District Leadership Team does not meet monthly, use a standard agenda, or problem-solving process.</p> <p>1 = District Leadership Team has one of the three operating procedures, monthly meetings, standard meeting agenda or problem-solving process.</p> <p>2 = District Leadership Team meets at least monthly, uses a standard meeting agenda, and has adopted a problem-solving process.</p>

<p>1.6 Action Planning: District Leadership Team develops a 3 to 5 year action plan guided by the District Systems Fidelity Inventory (DSFI) results, district strategic plan, schools annual evaluation (e.g., Tiered Fidelity Inventory), and matches resources to needs based on student outcome data, especially for vulnerable populations. The team uses the action plan to develop agendas to guide team meetings.</p>	<ul style="list-style-type: none"> ● District Action Plan ● Strategic Plan 	<p>0 = District Leadership Team meets without an action plan to guide the work.</p> <p>1 = District Leadership Team has an action plan but it has not been updated in the past 12 months, is not derived from data, does not include the next 3 to 5 years, or is not linked/aligned with the district’s strategic plans.</p> <p>2 = District Leadership Team has a current 3 to 5 year action plan (updated in the past 12 months) that is linked to vision/mission statement and district improvement plan, inclusive of all populations, and is guided by data (DSFI results, implementation data, and student outcomes). District Leadership Team uses this plan to guide team meetings.</p>
<p>1.7 Communication with Executive Leadership: District Leadership Team engages in regularly scheduled (e.g., monthly) and ongoing, two-way communication with executive leadership regarding implementation progress and outcomes related to student behavior goals and implementation of PBIS framework.</p>	<ul style="list-style-type: none"> ● Communication Plan ● Teaming Protocols ● District Leadership Team Agenda and Minutes 	<p>0 = District Leadership Team does not regularly communicate with executive leaders.</p> <p>1 = District Leadership Team regularly updates (at least monthly) executive leaders regarding implementation progress and outcomes related to student behavior goals and implementation of PBIS framework.</p> <p>2 = District Leadership Team regularly (at least monthly) updates and receives feedback and/or input from executive leaders regarding implementation progress and outcomes related to student behavior goals and implementation of PBIS framework.</p>
<p>1.8 Communication with Key Stakeholders: District Leadership Team regularly (e.g., quarterly) uses two-way communication with other stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) to solicit feedback on implementation progress and link to district outcomes.</p>	<ul style="list-style-type: none"> ● Communication Plan ● Teaming Protocols ● District Website ● District Newsletters ● District Leadership Team Agenda and Minutes ● District Key Stakeholders List 	<p>0 = District Leadership Team does not communicate progress or ask for input from key stakeholders.</p> <p>1 = District Leadership Team communicates progress with some but not all key stakeholders and/or does not ask for input.</p> <p>2 = District Leadership Team communicates progress with and seeks input from all key stakeholders connected to progress and linked to district outcomes.</p>

<p>1.9 Goal Identification: Promotion of positive school climate and student social-emotional-behavioral health established by district leadership as one of the top five permanent goals or priorities for the next 3 to 5 years.</p>	<ul style="list-style-type: none"> ● District Handbook ● Strategic Plan 	<p>0 = District does not have goals or priorities focused on positive school climate or social-emotional-behavioral health.</p> <p>1 = District has documented goals or priorities focused on positive school climate or social-emotional-behavioral health but not in the top 5 goals.</p> <p>2 = District has documented goals or priorities focused on positive school climate or social-emotional-behavioral health for all students in the top 5 goals.</p>

(Center on Positive Behavioral Interventions and Supports, 2020, pp. 6-8)

Appendix 1.1

URL Addresses for Chapter 1

organized as presented within the chapter

[Center School District Strategic Plan - Vision 2020](https://www.center.k12.mo.us/uploaded/District/Admin/PDFs/Center_School_District_Strategic_Plan_2016.pdf)

https://www.center.k12.mo.us/uploaded/District/Admin/PDFs/Center_School_District_Strategic_Plan_2016.pdf

[Equity Section of Center on PBIS](https://www.pbis.org/topics/equity)

<https://www.pbis.org/topics/equity>

[PBIS Implementation Blueprint](https://www.pbis.org/resource/pbis-implementation-blueprint-part-1)

<https://www.pbis.org/resource/pbis-implementation-blueprint-part-1>

[Team-Initiated Problem Solving \(TIPS\)](https://www.pbis.org/resource/pbis-forum-in-brief-tips)

<https://www.pbis.org/resource/pbis-forum-in-brief-tips>

[District Leadership Team Action Plan template](https://docs.google.com/spreadsheets/d/1iG8X5qUNdk8g6uxcTaTNtlyB7WOF3qtcCuMAnp5EzR0/copy)

<https://docs.google.com/spreadsheets/d/1iG8X5qUNdk8g6uxcTaTNtlyB7WOF3qtcCuMAnp5EzR0/copy>

Appendix 1.2

District Readiness Checklist

Introduction & Purpose: The purpose of the District Readiness Checklist is to guide a district in evaluating the overall readiness for moving forward with full implementation of a tiered systems of behavior support at the district level.

Intended Users: The District Readiness Checklist is intended for use by districts beginning implementation of a tiered systems of behavior support. Specifically, with members of a district's Planning Team, with the active presence and/or guidance of an external state or regional facilitator.

Procedures for Completion: The District Planning Team should review the “Items to Complete” indicators and assess the district’s current status with that readiness item/indicator. If an item/indicator is “In Progress” or “Not Started”, action steps should be created to establish completion.

Name of District Completing Checklist: _____

Items to Complete	Status/Date												
<p>A District Leadership Team is formed and has representation from a range of stakeholders including at least: (a) families, (b) general education, (c) special education, (d) mental health and (e) the local community.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">Team Member Name</th> <th style="width: 50%; text-align: center;">Position/Title</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p><i>*add additional rows as needed</i></p>	Team Member Name	Position/Title											<p> <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started </p> <p>Date: _____</p>
Team Member Name	Position/Title												
<p>District Leadership Team is led, or facilitated by, a coordinator(s) with: (a) designated time and (b) experience in data-based decision-making, and authority to implement team decisions.</p> <p>Name(s) of Coordinator(s): _____</p> <p>_____</p>	<p> <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started </p> <p>Date: _____</p>												

<p>District Leadership Team is scheduled to meet monthly, using standard meeting agenda and problem-solving processes.</p> <table border="1" data-bbox="110 344 1057 737"> <thead> <tr> <th colspan="4" data-bbox="110 344 1057 428">District Leadership Team Meeting Dates</th> </tr> </thead> <tbody> <tr> <td data-bbox="110 428 347 527">August</td> <td data-bbox="347 428 584 527">September</td> <td data-bbox="584 428 821 527">October</td> <td data-bbox="821 428 1057 527">November</td> </tr> <tr> <td data-bbox="110 527 347 625">December</td> <td data-bbox="347 527 584 625">January</td> <td data-bbox="584 527 821 625">February</td> <td data-bbox="821 527 1057 625">March</td> </tr> <tr> <td data-bbox="110 625 347 737">April</td> <td data-bbox="347 625 584 737">May</td> <td data-bbox="584 625 821 737">June</td> <td data-bbox="821 625 1057 737">July</td> </tr> </tbody> </table>	District Leadership Team Meeting Dates				August	September	October	November	December	January	February	March	April	May	June	July	<p> <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started </p> <p>Date: _____</p>
District Leadership Team Meeting Dates																	
August	September	October	November														
December	January	February	March														
April	May	June	July														
<p>District Leadership Team is prepared to develop an annual and long-term Action Plan guided by the results of the District Systems Fidelity Tool (DSFI), and utilize the developed plan goals to guide agendas and team meetings.</p>	<p> <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started </p> <p>Date: _____</p>																
<p>Promotion of positive school climate and student social-emotional-behavioral health is established by organizational leadership as one of the top five permanent goals or priorities for the next 3 to 5 years.</p> <p>District Goal/Priority: _____</p> <p>_____</p>	<p> <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started </p> <p>Date: _____</p>																
<p>A district budget plan with prioritized funding is developed to support operating structures and capacity building activities to implement the social-emotional-behavioral framework.</p>	<p> <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started </p> <p>Date: _____</p>																
<p>District and school level data systems (e.g., data collection tools and evaluation processes) are available to enable continuous decision making and feedback.</p>	<p> <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started </p> <p>Date: _____</p>																
<p>District identifies a Local Coordinator for the PBIS Assessment website and submits a Local Coordinator Information Form for account setup.</p> <p>Local Coordinator: _____</p>	<p> <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started </p>																

	Date: _____
--	-------------

Appendix 1.3

District Leadership Team Roles and Responsibilities

Directions: Once the District Leadership Team has been determined, list the role, responsibilities, the name of the team member fulfilling that role, and contact information such as work email, phone number, and address.

<u>Name</u>	<u>Role</u>	<u>Responsibilities</u>	<u>Contact Info</u>

Appendix 1.4

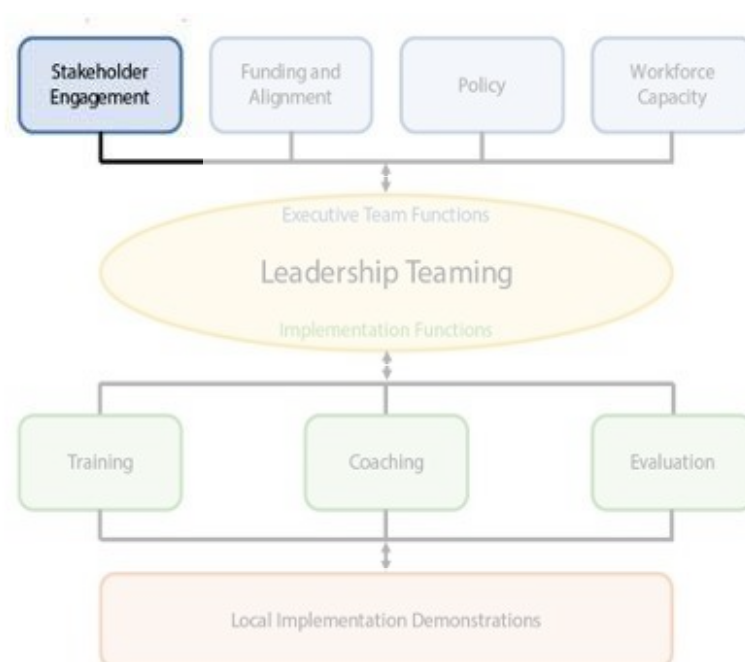
District Leadership Team Meeting Expectations

Directions: As a team, create three to five universal expectations that depict how you want to work together as a team (i.e., Respectful, Professional, Responsible, Problem Solvers etc.) and list them in each box on the left. Provide specific descriptions of what each expectation means, for your team, in the column to the right (e.g., start and end meetings on time, allow all members to give input, listen attentively when others are speaking, work toward consensus, support decisions of the team etc.).

<u>Norm/Expectation</u>	<u>Operational Definition</u>

Chapter 2

Stakeholder Engagement



Introduction to Stakeholder Engagement (DSFI Section 2)

To be transparent to and inclusive of all stakeholders, it is important for the District Leadership Team to create and document the process by which they will actively involve and provide routine communication to internal and external stakeholders. The District Systems Fidelity Inventory (DSFI) defines stakeholders as anyone who has an interest in the success of a school or district. Meaningful stakeholder engagement should include routinely disseminating information to all stakeholders as well as engaging stakeholders in identifying priorities, goal setting and policy development. The remaining sections provide additional definitions and examples of DSFI items and recommended steps to consider if items are not fully in place. For a full listing of DSFI items and scoring criteria related to Stakeholder Engagement, see [Appendix 2.0](#).

Methods to Enhance Stakeholder Involvement & Participation (DSFI 2.1)

The development of and focus on school, family, and community partnerships are important for several reasons. Research has shown that engaging these stakeholders improves school climate, supports families by providing services, and connects families to support within the school district and community; ensuring internal and external partnerships will assist students in becoming successful at school and in their community as they become adults (Epstein et al., 2009).

Stakeholders (e.g., school boards, families, community organization leaders, politicians, youth, and community members representative of the district’s demographics and any underserved populations) should join together in a collaborative effort to provide input on policies and practices that work across systems to support all staff, students, and families. Making the effort to include input from stakeholders in decision making can provide a broader understanding of the perspective of others, specifically those who will be the primary recipients of the policies, procedures, and practices that are being considered in addition to providing context and ensuring cultural relevance; strategies to assist with this can be found within the [Equity](#) section of the Center on PBIS website. Key stakeholder input may be provided through membership on the District Leadership Team, surveys, community forums, and/or other strategies.

Community Partnerships

Helen Keller once said “Alone, we can do so little; together, we can do so much” (as cited in Lash, 1980, p. 489). Engaging and partnering with members of the community increases the likelihood of community support and the success of students. The [Interconnected Systems Framework Monograph](#) prompts districts to answer four questions when building inclusive communities of practice:

1. Who cares about this issue and why;
2. What work is already underway separately;
3. What shared work could unite us; and
4. How can we deepen our connections?

Answering these questions while creating alignment will help ensure that resources are utilized wisely while deepening relationships. For example, Lotus (2012) described how the Illinois Forest Park Police Department reinforced children and youth who were demonstrating district behavioral expectations across community settings leading to a more positive relationship between law enforcement and the community. More information on methods to engage families and communities can be found in the School Climate Transformation Grant webinar titled “[Family and Community Engagement in Tiered Systems of Support.](#)” Additional information regarding alignment of partnerships can be found in Chapter 3: Funding and Alignment.

Business Partnerships

Involving local businesses helps connect school-based expectations to post-secondary expectations in the workplace. For example, the Bank of Old Monroe in Missouri posted the district's expectations and added “We support Winfield R-IV Positive Behavior Support.” This provides an opportunity for businesses to promote their partnership with the district. As a means to increase business partnerships, [Riffel](#) (2016) suggests the following questions to promote partnerships:

1. List three places you go to (grocery store, restaurant, clothing store, etc.);
2. What do you think local business know or think about your district;
3. What do you want them to know about your school district;
4. What do you want them to feel toward your school district;
5. What do you want them to do to show their support; and
6. How can the district show support towards the business?

Family Partnerships

Stakeholders' knowledge regarding implementation relies on information the district shares. Lack of communication can lead to misunderstandings and assumptions; therefore, it is the responsibility of the District Leadership Team to create family engagement and partnerships. Weist et al. (2017) define family engagement as “an active, interactive, dynamic, and ongoing process in which family members...engage as equal partners in decision making, planning, and implementation to support children and adolescents across settings” (p. 2). Open and on-going two-way communication is key to ensure families understand what the district is trying to accomplish and what role families have in supporting their efforts. Likewise, the district should work toward understanding the goals of their families as well as potential barriers in achieving those goals.

There are a number of resources to create or enhance family partnerships (e.g. [*Aligning and Integrating Family Engagement in Positive Behavior Interventions and Support \(PBIS\): Concepts and Strategies for Families and Schools in Key Contexts*](#); Weist, Garbacz, Lane, & Kincaid, 2017). Another resource is an article from PBISApps, “[11 Easy Tips to Really Engage with Families](#)”. This document discusses possible barriers and methods to increase family engagement. Additionally, the Wisconsin RtI Center has identified specific [questions](#) related to family engagement that can be found on the [Self-Assessment Survey](#) (SAS) and the [Tiered Fidelity Inventory](#) (TFI). The [School Climate Survey](#), found on PBISApps, assess perceptions of school culture and climate from the perspective of students, staff, and parents/guardians. Teams should utilize these data sources, in addition to the DSFI, in Action Planning around family engagement. “Educators should work towards understanding family dynamics, stressors, and cultural customs of their students, especially in situations where school staff learning histories are different than the students they serve” (Grieshaber & Powers, 2019).

Student Groups

PBIS is something we do "with students " not "to them." Including student voice is important to promote student ownership and thereby increasing the likelihood of success. Student PBIS leadership teams can provide feedback and input about the curriculum and school governance, as well as needs and challenges within the schools. In addition, students can take the lead on the development of lesson plans to teach expectations and identify outcomes when goals are met. When developmentally appropriate, students may be included in reviewing data (i.e., ODR, student surveys) and problem solving to inform action planning and implementation. Engaging students in the process can also foster better teacher/student interactions promoting a more collegial school climate.

For example, the North Kansas City School District included students by forming a student advisory committee that reported to the Superintendent. Two students from each school served on the committee and the Superintendent met with them monthly to check in and receive feedback on the climate and culture of each school. Additional information regarding student groups as a part of the District Leadership Team can be found in Chapter 1: Leadership Teaming, of this Practice Guide.

Information Dissemination (DSFI 2.2)

Information dissemination is achieved through developing, maintaining, and at least annually reviewing a written process which is intended to actively involve stakeholders and foster a comprehensive, integrated approach to promote two-way communication and strong relationships with all stakeholders. For example, the Excelsior Springs School District (2016) developed a Communications Plan to facilitate the stakeholder engagement process; this [exemplar](#) served as the foundation for the [Stakeholder Engagement Plan](#), an optional template for documenting the written process, found in Appendix 2.2. The plan should be an ongoing process and is to be reviewed and updated by the District Leadership Team at least once per semester.

While creating the written process, consider the following:

- How will the district engage stakeholders;
- How will the district communicate the goals of the Stakeholder Engagement Plan;
- How will the district determine feedback needed from stakeholders;
- How will the district utilize feedback from stakeholders;
- How will stakeholders be involved when reviewing policies and procedures;
- How will stakeholders be involved when setting district goals;
- How will families be made aware of the process in which students are identified to receive Tier 2 and 3 supports and what are the steps that must be followed if the student is on an IEP; and
- What is the policy for family involvement in Tier 2 and 3 interventions?

When developing a written process to involve stakeholders, include basic action plan steps and components outlined below (an example of using the Stakeholder Engagement Plan is provided [electronically](#)):

- *Objective* – Including an objective ensures that data are used to guide decisions and next steps of the team as it relates to stakeholder engagement. The objective should align to the DSFI Feature or another assessment survey question or statement; directly state the feature, question, or statement from the assessment.
- *Stakeholder Engagement Goal* – In this section of the plan the team should state the communication/engagement goals the team wishes to accomplish in order to reach the objective. In the DSFI, this would be the scoring criteria for a "2".
- *Action Steps* – steps to achieve the objective or goal including resources, product development, and tasks to complete (e.g. send out survey, score returned surveys, tabulate outcomes).
- *Status* – simple notation to let all know what steps are underway (e.g., “Completed,” “In Progress,” or “Not Started”).
- *Person(s) Responsible* – who will take lead for each step.
- *Target Audience* – which stakeholder group will be part of the process and/or receive the outcome of the plan.
- *Dissemination* – what information will be shared, format, and timeline. Information can be shared in multiple formats to reach different stakeholders (see Figure 2.1 for suggested dissemination formats).
- *Timeline* – how often will work groups meet, when will tasks be implemented, and when will information be shared.

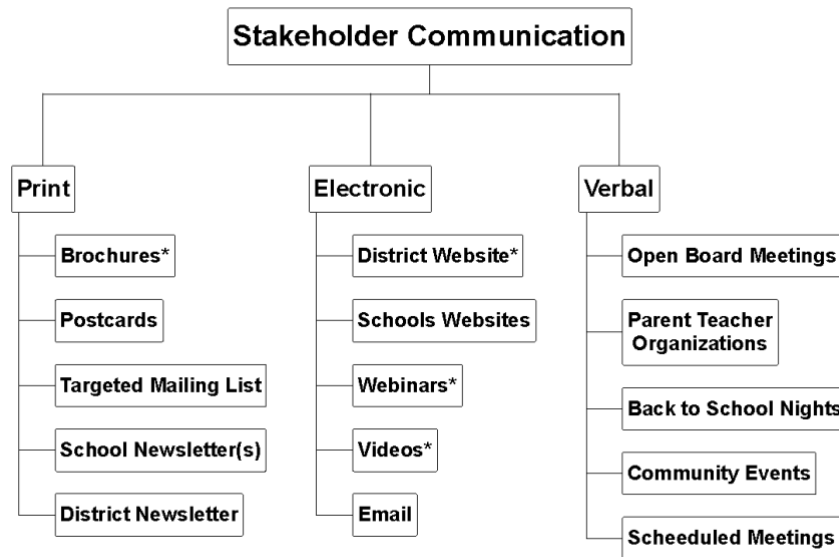


Figure 2.1. Methods of Stakeholder Dissemination (* indicates links to examples in Appendix 2.1).

Stakeholder Participation (DSFI 2.3)

District Leaders: Superintendent and Executive Leadership

Recommendations were made within Chapter 1 regarding who should serve on the District Leadership Team along with the roles and responsibilities of each. It is important to remember the following:

1. The Superintendent and/or one member of Executive Leadership should serve on the team.
2. Monthly updates should be provided to the Superintendent and/or Executive Leadership regarding:
 - a. Overview/Highlights of the team meeting;
 - b. Data; and
 - c. Upcoming Professional Learning.
3. District leaders support implementation by actively participating in PBIS events.
4. District leadership actively engage stakeholders.

Additionally, Executive Leadership should provide updates and/or feedback to the District Leadership Team regarding the work being done.

District Leaders: Board of Education

As mentioned in Chapter 1: Leadership Teaming, it is vital when writing the Action Plan that the goals listed directly correlate to the Board of Education goals. It is important the Board of Education not only see the alignment but understand the work the District Leadership Team and educators across the district do to help support students and staff. Attending and presenting at Board of Education meetings is one of the best ways to inform those members about PBIS across the district. The following is recommended during those initial meetings (Guffey, 2018):

1. Define PBIS and make the connections to the teaching of behavior just like the teaching of academics.
2. Be specific regarding the alignment of the District PBIS Action Plan and the Board of Education goals.
3. Share student and staff outcomes when PBIS is implemented.
4. Provide national results for students and staff when PBIS is implemented with fidelity.
5. Share that data is collected on a regular basis and that the data will be utilized to make decisions.
6. Discuss ideas on how to engage community members.
7. Invite members to attend trainings, meetings, celebrations, events, etc.

Once PBIS has been introduced to the Board of Education, the next step is to plan for regular updates (e.g., on a monthly or quarterly basis). The outline for information shared should be consistent and can include (Guffey, 2018):

1. Celebrations and successes with student(s) and school(s) sharing their experiences.
2. Most recent data from a district-wide perspective with connection to the Board of Education goals.
3. Impact of PBIS on students
4. Next steps
5. Invitation to upcoming events

As team members prepare to present to the Board of Education, it is recommended that the team anticipate possible questions and prepare answers prior to the meeting. There will likely be questions and comments regarding the information shared and troubleshooting those items will help the team be prepared for the presentation.

Appendix 2.0
DSFI Section 2: Stakeholder Engagement

Feature	Possible Data Sources	Scoring Criteria
<p>2.1 Stakeholder Involvement: A written process is developed and deployed to actively involve stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) in goal-setting and policy development.</p>	<ul style="list-style-type: none"> ● District Handbook ● Strategic Plan ● Teaming Protocols ● Leadership Team Agenda and Minutes ● Team Roles and Responsibilities ● Website ● Stakeholder Engagement Plan 	<p>0 = No process exists to involve stakeholders.</p> <p>1 = Stakeholders are on the team but active involvement is not monitored.</p> <p>2 = District Leadership Team follows a written process to engage stakeholders, families, and community members representative of the district’s demographics and any underserved populations.</p>
<p>2.2 Information Dissemination: District Leadership Team develops one or more tools for communicating information, data, and accomplishments (e.g., website, newsletter, meeting presentations, conferences, media, annual progress reports) targeted to broad stakeholder groups at least annually.</p>	<ul style="list-style-type: none"> ● Stakeholder Engagement Plan ● Products 	<p>0 = Information, data, and accomplishments are not disseminated.</p> <p>1 = Communication systems are developed to assist in disseminating one but not all three components (i.e., information, data, and accomplishments).</p> <p>2 = Multiple systems for communication are established to assist in disseminating information, data, and accomplishments at least annually.</p>
<p>2.3 Stakeholder Participation: District leaders (e.g., superintendent, Board of Education) actively and visibly participate in PBIS events and activities (e.g., attend annual events, visit implementation sites, acknowledge progress) to engage stakeholders.</p>	<ul style="list-style-type: none"> ● Attendance ● Event Agendas 	<p>0 = District leaders do not participate in PBIS activities.</p> <p>1 = District leaders actively participate in PBIS events but do not engage stakeholders</p> <p>2 = District leaders actively participate in PBIS events and engage stakeholders.</p>

(Center on Positive Behavioral Interventions and Supports, 2020, p. 8)

Appendix 2.1

URL Addresses for Chapter 2 *organized as presented within the chapter*

[Interconnected Systems Framework Monograph](https://www.pbis.org/resource/advancing-education-effectiveness-interconnecting-school-mental-health-and-school-wide-positive-behavior-support)

<https://www.pbis.org/resource/advancing-education-effectiveness-interconnecting-school-mental-health-and-school-wide-positive-behavior-support>

[Equity section of Center on PBIS](https://www.pbis.org/topics/equity)

<https://www.pbis.org/topics/equity>

[Family and Community Engagement in Tiered Systems of Support](https://www.youtube.com/watch?v=MkpwjZSE2nc)

<https://www.youtube.com/watch?v=MkpwjZSE2nc>

[Illinois Forest Park Police Department article](https://www.forestparkreview.com/News/Articles/6-19-2012/Caught-doing-good:-PBIS-goes-community_wide/)

https://www.forestparkreview.com/News/Articles/6-19-2012/Caught-doing-good:-PBIS-goes-community_wide/

[Aligning and Integrating Family Engagement in Positive Behavior Interventions and Support \(PBIS\): Concepts and Strategies for Families and Schools in Key Contexts](https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis)

<https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis>

[11 Easy Tips to Really Engage with Families](https://www.pbisapps.org/community/Pages/11-Easy-Tips-to-Really-Engage-with-Families.aspx)

<https://www.pbisapps.org/community/Pages/11-Easy-Tips-to-Really-Engage-with-Families.aspx>

[Wisconsin RtI Center Family Engagement Questions](https://www.wisconsinrticenter.org/wp-content/uploads/2019/02/Family-Engagement-Items-in-an-Equitable-Multi-Level-System-of-Supports-Assessments.pdf)

<https://www.wisconsinrticenter.org/wp-content/uploads/2019/02/Family-Engagement-Items-in-an-Equitable-Multi-Level-System-of-Supports-Assessments.pdf>

[Self-Assessment Survey](https://www.pbisapps.org/Resources/SWIS%20Publications/Self-Assessment%20Survey.rtf)

<https://www.pbisapps.org/Resources/SWIS Publications/Self-Assessment Survey.rtf>

[Tiered Fidelity Inventory](https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-(TFI).aspx)

[https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-\(TFI\).aspx](https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-(TFI).aspx)

[School Climate Survey](https://www.pbisapps.org/Resources/SWIS%20Publications/School%20Climate%20Survey%20Suite%20Manual.pdf)

<https://www.pbisapps.org/Resources/SWIS Publications/School Climate Survey Suite Manual.pdf>

[Excelsior Springs School District Communications Plan](http://essd40.com/UserFiles/Servers/Server_663380/File/ESSD%20COMMUNICATIONS%20PLAN.pdf)

http://essd40.com/UserFiles/Servers/Server_663380/File/ESSD COMMUNICATIONS PLAN.pdf

[Stakeholder Engagement Plan and Process template](#)

https://docs.google.com/spreadsheets/d/120Jj2mOpw_XmfqqTKp3GGMs6dR_AbFiAI06O-Q6RwtM/copy

[Stakeholder Engagement Plan and Process example](#)

<https://docs.google.com/spreadsheets/d/1Ix-zbFoBEd2uHVINmVaiV0v2YuZN2a0wAeNrdr34gaw/edit?usp=sharing>

[Omaha Public Schools brochure example](#)

<https://district.org/Portals/0/Users/019/31/19731/17829 MTSS B Brochure.pdf>

[Webinar slides regarding Family Engagement](#)

<https://missouri.app.box.com/s/diyzs6g05lu6fanm87gyr7ygt11kflxh>

[Wausau School District website example](#)

http://www.wausauschools.org/departments___programs/education/response_to_intervention___rt_i___p_b_i_s/p_b_i_s

[Omaha Public Schools video for staff example](#)

<https://www.youtube.com/watch?v=iPu7NiYLyRE&feature=youtu.be>

[Evette Rawls video for family's example](#)

<https://www.youtube.com/watch?v=Vhurz1XbAFo&feature=youtu.be>

Appendix 2.2

Stakeholder Engagement Plan & Process Directions & Descriptors

Introduction and Purpose:

The purpose of the Stakeholder Engagement Plan & Process template is to guide District Leadership Teams in the development and execution of action steps that engage multiple and diverse perspectives which enhances two-way communication systems.

Intended Users:

The Stakeholder Engagement Plan is intended for use by district's beginning or actively implementing tiered systems of behavior support. Specifically, with members of a districts Planning Team and with the active presence and/or guidance from an individual and/or department that focuses on Public Relations within the district.

Procedures for Completion:

After completing the DSFI and other assessments, the team should utilize the data to create the Stakeholder Engagement Plan. Other assessments that should be reviewed while completing the plan include the district-wide data from the Tiered Fidelity Inventory (TFI), the Self-Assessment Survey (SAS), and the School Climate Survey (SCS). It is also recommended that district teams partake in an alignment process prior to completing the Stakeholder Engagement Plan as a means to identify stakeholders.

Schedule of Completion:

It is recommended that the District Leadership Team complete the Stakeholder Engagement Plan on an annual basis with updates being made at least once a semester.

Directions & Descriptors:

Objective: Alignment to DSFI Feature or other assessment survey question or statement; directly state the feature, question, or statement from the assessment. If the feature is directly related to school data, ensure that the team makes decisions based on district-wide data regarding that specific feature.

- Example 1: DSFI 3.2 Information Dissemination - The District Leadership Team, at least annually, develops one or more tools for communicating information, data and accomplishments.
- Example 2: TFI 1.11 Student/Family Community Involvement - Stakeholders (students, families, and community members) provide input on universal foundation, (e.g., expectation, consequences, acknowledgements) at least every 12 months. *Team will look at district strategies.*
- Example 3: SAS SW 13 - School has formal strategies for informing families about expected student behaviors at school. *Team will look at district strategies.*

Stakeholder Engagement Goal: State the communication/engagement goals the District Leadership Team wishes to accomplish in order to reach the objective. In the DSFI, this would be the scoring criteria for a "2".

Action Steps: Next to each goal, the district team will list of all the things needed to be done to achieve the goal. Each step should be listed on its own individual line.

Status: This is where the District Leadership Team can mark whether the steps toward the goal have been put into place. The team will mark "Completed", "In Progress", or "Not Started" to identify progress towards completion of the Action Step.

Person(s) Responsible: State the name or role of the person overseeing the completion of the Action Step.

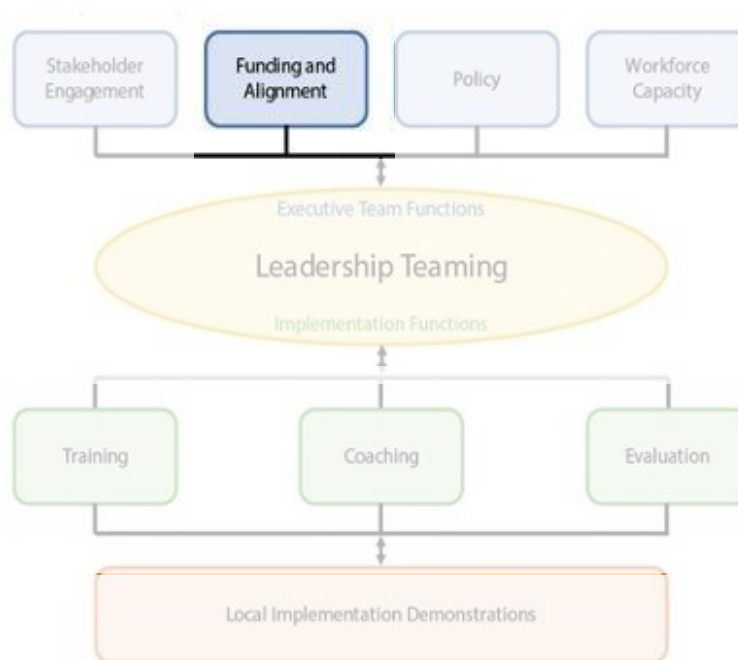
Target Audience: Check the box to indicate if the Action Step is for Internal and/or External stakeholders; then identify and list those stakeholders. Districts may choose to create their own audience lists based on roles and responsibilities within their organization/system.

Dissemination: Check the box to identify if the communication/engagement being shared with the Target Audience is regarding Information, Data, and/or Accomplishments.

Timeline: Using the drop down menu, select how often the dissemination of communication/engagement is provided: Daily, Weekly, Monthly, Quarterly, Yearly, or Other.

Methods: Check the box to identify the method of dissemination of the communication/engagement: Print, Electronic, or through Verbal.

Chapter 3 Funding and Alignment



Introduction to Funding and Alignment (DSFI Section 3)

Each year school districts receive funds from local, state, and national agencies as a means to educate the students within their community. The responsibility of using these funds equitably, to ensure all students receive the best education possible, requires alignment across all systems within the school district. The District Systems Fidelity Inventory (DSFI) defines Resource Alignment as thoughtful allocation of budgets and other resources to achieve desired education outcomes for students. While a plethora of resources exist regarding alignment, this chapter outlines the foundational pieces identified in the DSFI and critical components necessary to begin the alignment process. Establishing alignment will provide the opportunity for districts to become more effective and efficient with resources while focusing on efforts that directly impact positive student outcomes. The remaining sections provide additional definitions and examples of DSFI items and recommended steps to consider if items are not fully in place. For a full listing of DSFI items and scoring criteria related to Funding and Alignment, see [Appendix 3.0](#).

It is recommended that the District Leadership Team addresses the following activities, in the order listed, to successfully complete alignment within the district:

1. Audit Review;
2. Staffing Allocation;
3. District Budget;
4. Alignment of Initiatives;

5. Initiative Adoption Procedures;
6. Intervention Adoption Procedures Across Tiers; and
7. Annual Alignment Review.

Audit Review (DSFI 3.7)

An audit/alignment of all initiatives, including a review of the individuals/skill sets associated with them, is the starting point when conducting an Audit Review. Before completing the Annual Alignment Review, it is recommended that the District Leadership Team first conduct an audit of current staff and individuals in the district and community, who provide support behavior and social emotional health. The purpose of this audit is to identify all existing and “hidden resources” and enhance use by sharing this information, analyzing for redundancy and gaps, and reallocating resources, based on data, to build internal capacity. The audit process seeks to answer the following questions:

- what personnel are available at the school- and district-level;
- exactly what functions do they serve; and
- when are they available?

One way to assess the different skills of existing school personnel is to have staff complete a skills inventory. Before your district decides to have school personnel who provide district-level support complete a skills inventory, the District Leadership Team will want to determine whether it will be able to adequately integrate this information into their efforts to enhance services at both the school and district level. If integration and reallocation does not seem feasible, it is recommended that the District Leadership Team further analyze staffing allocation and job descriptions. In the toolkit from the Wisconsin Department of Public Instruction, a sample worksheet and various templates are provided to help identify school personnel, the hours they are available, and their primary functions. As a means to complete this process, it is recommended that the District Leadership Team utilize pages 61-66 of the [Mapping School Personnel Worksheet](#).

Starting with this process provides the foundation for determining allocation of resources and building the district’s internal capacity to install a three-tiered framework and sustain over time.

Staffing Allocations (DSFI 3.1, 3.8)

“The study of resource allocation in schools [and districts] has most often been a descriptive exercise, addressing where the money goes within schools and districts. Studies of where the money goes have focused on both equity and efficiency questions” (Rebore, 2008, p. 254). With school districts spending approximately 80% of their budget on staffing, it is imperative that district leaders utilize data to identify staffing needs to ensure equity and efficiency.

Each state provides a teacher/student ratio for supervision and effective teaching. In addition, a District Leadership Team can also review school building attendance and discipline data, along with student social-emotional-behavioral needs, when deciding staff placement across schools in the district. Another internal

resource to identify need is to review “Requests for Assistance” forms that staff members may have completed in asking for assistance with students presenting behaviors or concerns and/or resources to support students. Partnerships with outside agencies should also be reviewed to ensure efficiency of staffing resources. [Chapter 4](#), specifically Step 2C, of the [Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide PBIS, Volume 2: An Implementation Guide](#) provides an overview on how to conduct a Staff Utilization Review.

District Budget (DSFI 3.1, 3.8)

Just as district funds are spent on curriculum and professional development for academics, it is recommended that the same occur for social-emotional-behavioral systems such as PBIS. Ideally, the District Leadership Team develops a district budget plan to support the operating structures and capacity building among all schools within the district to implement social-emotional-behavioral supports including preventative strategies. Over time a transition will occur from short-term funding, often seen in the beginning stages of implementation, to long-term internal district funding with allocated budget line items each year. It is recommended that the District Leadership Team work closely with the Director of Finance to create an itemized budget each school year.

The budget for social-emotional-behavioral systems can be created in two phases. First, in early spring, prior to the upcoming school year, consider outlining each of the following in a proposed budget:

- General description;
- Board of Education goal;
- PBIS Action Plan goal;
- Purpose/details of the item requested;
- Applicable tiers (Tier 1, Tier 2, and/or Tier 3);
- Item requested;
- Individual cost of item;
- Number of items requested;
- Projected expenditures; and
- Requested amount for expenditures.

Next, at the beginning of the fiscal year, after the PBIS Action Plan is finalized and the Board of Education has updated goals for the school year, the District Leadership Team will complete the following:

- Update budget based on finances approved and allocated; and
- Finalize any notes regarding allocations.

The budget should be updated each time money is spent or needed and a summary should be provided during each team meeting. An abbreviated example of a [District Leadership Team PBIS Budget](#) can be seen in Figure 3.2. An electronic template for districts to utilize is [available](#).

GENERAL DESCRIPTION	BOE GOAL	PBIS ACTION PLAN GOAL	PURPOSE/ DETAILS	APPLICABLE TIERS			BUDGET LINE NUMBER	ITEM	INDIVIDUAL COST	NUMBER OF ITEMS REQUESTED	PROJECTED/ REQUESTED EXPENDITURES	APPROVED BUDGET	SPENT	YEAR-TO-DATE REMAINING	NOTES	
				TIER 1	TIER 2	TIER 3										
Professional Development	3.2, 3.3, 3.4	1.4, 2.5	Three individuals from the District Leadership Team will attend the PBIS Leadership Forum, held in Chicago, IL. The conference will require a two night stay in September of 2017. This two-day forum is for school, state, district and regional Leadership Teams and other professionals has been designed to help increase the effectiveness of PBIS implementation. Meals are provided for breakfast for both days and lunch on one of the days.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	PBIS Leadership Forum	Travel	\$300.00	3	\$900.00				\$0.00	
				Hotel (\$250 per night, 2 nights needed)	\$500.00	3		\$1,500.00			\$0.00					
				Registration	\$220.00	3		\$660.00			\$0.00					
				Per Diem	\$60.00	3		\$180.00			\$0.00					
				TOTAL				\$3,240.00	\$32,400.00	\$32,400.00	\$0.00					
Professional Development	3.2, 3.3, 3.4	1.4, 2.5	Three individuals from the District Leadership Team, in addition to one administrator (or their designee), will attend the APBS Conference. The convergence will require a two night stay around March of 2021. This three-day conference is for school, state, district, and regional PBIS teams to assist in the effectiveness of PBIS implementation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	APBS Conference	Travel	\$400.00	4	\$1,600.00	\$1,200.00		\$1,200.00		
				Hotel (\$250 per night, 2 nights needed)	\$500.00	4		\$2,000.00	\$1,500.00		\$1,500.00					
				Registration	\$300.00	4		\$1,200.00	\$900.00		\$900.00					
				Per Diem	\$75.00	4		\$300.00	\$225.00		\$225.00					
				TOTAL				\$5,100.00	\$3,825.00		\$3,825.00					
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Boone Elementary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	312	\$1,560.00	\$1,560.00	\$1,560.00	\$0.00	Funds transferred to building account on 7/6/20		
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Carter Elementary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	102	\$510.00	\$510.00	\$510.00	\$0.00	Funds transferred to building account on 7/6/20		
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Clark Alternative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	355	\$1,775.00	\$2,485.00	\$2,485.00	\$0.00	Budget increased due to data showing a higher need for recognition Funds transferred to building account on 7/6/20		
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Davenport High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	697	\$3,485.00	\$3,485.00	\$3,485.00	\$0.00	Funds transferred to building account on 7/6/20		
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Davenport Middle School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	540	\$2,700.00	\$2,700.00	\$2,700.00	\$0.00	Funds transferred to building account on 7/6/20		
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Early Childhood Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	196	\$980.00	\$980.00	\$980.00	\$0.00	Funds transferred to building account on 7/6/20		
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Morris Elementary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	271	\$1,355.00	\$1,355.00	\$1,355.00	\$0.00	Funds transferred to building account on 7/6/20		
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Trenton Elementary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	292	\$1,460.00	\$1,460.00	\$1,460.00	\$0.00	Funds transferred to building account on 7/6/20		
Other	3.2, 3.3, 3.4, 3.5	1.4, 2.5, 3.7, 4.2	Dashboard for collecting Tier 2 intervention data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SWIS	\$750.00	8	\$6,000.00			\$0.00	Will need to be renewed each year.		

Figure 3.1. District Leadership Team PBIS Budget Example

Additionally, each school building ideally should have district allocated funds for a PBIS budget and a line-item within their school budget that is dedicated solely to PBIS; the School PBIS Team(s) should create a similar budget to that of the District Leadership Team budget. To learn more about projected costs, building capacity, and variables to be considered when developing a budget related to PBIS, it is recommended that the District Leadership Team read the Evaluation Brief [What Does it Cost to Implement School-wide PBIS?](#), (Horner, et al., 2012)

Alignment of Initiatives (DSFI 3.2, 3.3, 3.4)

Districts, schools, and educators are often faced with implementing multiple initiatives, programs, and practices at the same time. This challenge creates a struggle for schools and districts to implement strategies with fidelity (Domitrovich et al., 2010; Sugai, & Horner, 2006). In addition, new initiatives are routinely introduced at the state and local levels. McIntosh and colleagues (2013) state “one of the primary variables impeding sustained implementation of effective practices is the introduction of new initiatives that either (a) compete with resources needed for sustained implementation or (b) contradict existing initiatives” (p. 2).

Due to the complexity of implementing several initiatives at the same time, it is imperative the district team organize strategically to know what is currently or intended to be implemented across the district. This will help to ensure coordination and efficiency in teaming, focused professional development, and clear evaluation structures while documenting the alignment of PBIS. As the District Leadership Team begins the process of community agency alignment, the following three questions can be reflected upon:

1. Do community agency partners know and understand the goals with PBIS?
2. Do community agency partners use evidence-based practices that supplement PBIS implementation?
3. What procedures are in place and documented that align external agency work with PBIS across the district?

The Center on Positive Behavioral Interventions and Supports offers the [Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts](#) which outlines a step-by-step process for aligning existing and new initiatives. It also offers facilitator questions, worksheet tools, and background information. Additionally, the ISF Initiative Inventory is available [electronically](#) and can be found in Appendix 3.3. The recommended process includes two main sections. First, the team creates an inventory of initiatives, programs, and practices and analyzes this information. Next, the team identifies priorities and makes recommendations for adjustments. An additional section of the Technical Guide focuses the team to create a district process for selection and integration of future and new initiatives. After reviewing, evaluating, and aligning all initiatives, the team can create a visual display of district supported initiatives, programs, and practices with key features and goals. This information can be posted on the district website.

The Alignment Process

Section I. Assessment of Current Initiatives

1. Coordinate and lead alignment process with an executive level team.
2. Define the valued outcome(s) to be achieved.
3. Develop an inventory of the related initiatives that are currently implemented across the district.
4. Has the team identified the core system features for initiatives targeted for alignment?
5. Analyze and make decisions for alignment of initiatives
6. Design the plan for effective alignment including implementation, evaluation, and professional development.

Section II. Team adopts a formal process for adding new initiatives

1. For any new initiatives being considered, determine their “fit,” including evidence-base among other initiatives.
2. If team determines new practice/initiative is to be adopted, team determines how the new practice/initiative can be aligned within the existing framework for related initiatives.

Figure 3.2. - Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts

Initiative Adoption Procedures (DSFI 3.5, 3.6)

Once the District Leadership Team has completed the Alignment Process, and subsequently completed the Initiative & Staff Inventory, the team will have developed action steps for the alignment of current initiatives, programs, and practices. The next step is to review data to consider if gaps exist and additional practices are needed to meet the district’s desired outcomes or goals, specifically as they relate to new social-emotional-behavioral initiatives or practices with the PBIS framework. The District Leadership Team is encouraged to evaluate if additional practices can be efficiently integrated district-wide. When exploring new initiatives, a process to select evidence-based behavioral and social-emotional interventions and prevention approaches is essential. The [National Implementation Research Network](#) (NIRN) offers a tool to guide districts through this process. [The Hexagon: An Exploration Tool](#) (Metz, A. & Louison, L., 2019) helps districts systematically evaluate new practices using six broad factors:

- Need: target population served and rationale for need
- Fit: alignment with current initiatives
- Capacity: availability to implement
- Evidence: fidelity and effectiveness data
- Usability: ease of use and ability to replicate
- Supports: resources required

As a reminder, it is also important the team review and consider the status of existing initiatives before investing in additional resources as previously indicated in the Audit and Alignment process.

Adoption Procedures for Interventions Across Tiers (DSFI 3.5 and 3.6)

Tier 2 and 3 interventions are part of a continuum of behavioral supports, and their features and systems reflect the structure of a tiered systems framework. Schools are often left on their own to identify, select, provide training, develop a data system, monitor implementation, and determine the impact of tiered interventions. This can be overwhelming and costly, both in time and resources, and create barriers to implementation while reducing opportunities for students and families to be successful. Fixen et al. (2009) states:

Students cannot benefit from education practices they do not experience. While this seems obvious (and it is), education systems have yet to develop the capacity to help all teachers learn to make good use of evidence-based practices that enhance the quality of education for all students (p. 1).

Fixen and colleagues (2009) highlight the importance of a systems approach to develop capacity to deliver and sustain the use of evidenced-based practices. To increase efficiency and impact, a district approach for selecting and supporting Tier 2 and 3 interventions across schools can be powerful. The District Leadership Team becomes responsible for selecting and standardizing a few evidence-based and high leverage Tier 2 and 3 practices district-wide while considering systems to support implementation; [The Hexagon: An Exploration Tool](#) (Metz, A. & Louison, L., 2019) is an additional resource to aid in this process. District teams collectively select and/or develop interventions, provide support through training opportunities, monitor use of identified interventions, and analyze student outcomes. Using a cycle of continuous improvement an annual review of interventions selected, their use, and impact can be conducted to determine areas of success and improvement.

Designing an Evaluation Plan process guides the team to identify interventions currently in place, analyze data to determine areas of strength and need, and select the interventions that are most effective in meeting district needs. Additionally, it assists districts in determining replication, builds sustainability, and identifies areas of improvement. Details of the process described can be found in the Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide PBIS, Volume 2: An Implementation Guide; specifically Chapter 4, [Installing an Interconnected System at the District/Community Level](#). The steps regarding this process can be found within Step 5a utilizing the six Installation Activities that are mentioned:

1. Identify the goals and objectives to initiative.
2. Select documentation methods to tracking training, coaching, and technical assistance activities.
3. Select fidelity measures.
4. Identifying capacity measures to examine organizations ability to sustain and expand effort.
5. Identify outcome measures to assess the extent to which there is a positive impact on students, staff, families, and communities.
6. Identify replication, sustaining and scaling factors that contribute to ongoing improvement of overall effort.

After completing the Designing an Evaluation Process, the district can then develop a Professional Development Plan and an Evaluation Plan to support and monitor the interventions selected. In addition, an

Intervention Map, as seen in Figure 3.3, can be utilized with stakeholders to communicate decisions made and the supports available across all three tiers.

Revised Intervention Map								
	Intervention	Expected Outcome / Need being met	Who Facilitates	Decision Rules (In, On, Out)	How many students participated	How many made progress	Is intervention an EBP	Is intervention implemented with fidelity
Tier 1								
Tier 2								
Tier 3								

Figure 3.3. Intervention Map

Annual Alignment Review (DSFI 3.7)

Fidelity of Implementation & Relevance

According to the continuous improvement literature, it is imperative to engage in an ongoing cycle of improvement. The National Implementation Research Network, [NIRN](#), states that following a process such as “Plan, Do, Study, and Act” can assist in identifying barriers, promoting problem solving, and determining steps for creating efficient and effective working environments that promotes cycles for improvement.

Conducting an annual alignment review supports the team to solve problems and make incremental improvements, share barriers with policy makers to strengthen implementation, and ensure integration of interventions and initiatives as part of the larger district system. The [Hexagon Tool: Exploring the Context](#), referenced earlier in this section, outlines the process for conducting Annual Alignment Reviews.

Cost Analysis

As discussed in Chapter 1: Leadership Teaming, academic and social-emotional-behavioral frameworks are to be aligned with key district outcomes and improvement goals as identified in the Board of Education outcomes and goals. It is important for district leadership to analyze and reflect on the resources being utilized to identify if they are positively impacting district outcomes. As Rebore (2008) states:

A cost-effectiveness analysis shows the relationship between the cost of implementing a particular program or strategy and the expected or actual efforts of that strategy on student outcomes, for example, the expected achievement points gained per dollar spent on a new reading strategy (p. 210).

Cost-effectiveness can also be utilized when looking at the impact of PBIS and a decrease in exclusionary discipline, an increase in equity, and/or an improvement in attendance and graduation rate (Swain-Bradway, et al., (2017)). Rebore (2010) goes on to say that cost-effective analysis is a leadership decision tool and that it can be used:

At various levels of education policy in order to evaluate and improve educational efficiency. Policy makers can use cost-effectiveness analysis to compare the relative effectiveness (productivity) of various programs or strategies. Those programs or strategies involve different uses of educational resources. By continually evaluating and selecting the most productive strategies, shifting resources toward productive strategies and away from nonproductive strategies, policy makers may incrementally improve the technical efficiency of schooling (p. 210).

There are four types of cost analyses: a) cost-feasibility, b) cost-effectiveness, c) cost-benefit, and d) cost-utility. Hollands and Levin (2017) help leaders “think about ways that cost analyses can help inform their decision about program choices, budgets, and strategies (p. 1)” in the brief [The Critical Importance of Costs for Education Decisions](#) while explaining cost analysis options and providing examples of each. It is also recommended that District Leadership Team visit the [Cost Out - CBCSE Cost Took Kit](#) website. According to Hollands et al., (2015) this free resource aids in estimating costs and cost-effectiveness. Completing a cost analysis also helps ensure that funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.

Appendix 3.0
DSFI Section 3: Funding and Alignment

Feature	Possible Data Sources	Scoring Criteria
<p>3.1 Budget Plan: A district budget plan with prioritized funding is developed to support operating structures and capacity building activities to implement PBIS framework.</p>	<ul style="list-style-type: none"> ● District Budget 	<p>0 = No budget plan exists to fund operating procedures and/or capacity building activities.</p> <p>1 = Operating procedures and capacity building activities are funded with short-term funding.</p> <p>2 = Initiative has transitioned from short-term funding (e.g., School Climate Transformation Grants) to long-term internal district funding.</p>
<p>3.2 Community Agency Alignment: Procedures exist to ensure that all external community agency work is aligned to PBIS framework, evidence-based practices, and organizational goals of the district.</p>	<ul style="list-style-type: none"> ● District Handbook ● District Policy ● Alignment/Leveraging Procedures 	<p>0 = A written/documented process for aligning external agency work within the PBIS framework does not exist.</p> <p>1 = An informal process for aligning external agency work within the PBIS framework can be described but is not documented and/or the process is inconsistently applied.</p> <p>2 = Written procedures are available, known, and consistently used to embed/align external agency work within the PBIS framework and to goals of the district.</p>
<p>3.3. Alignment to District Outcomes: Academic and social-emotional-behavioral frameworks are aligned with key district outcomes/improvement goals.</p>	<ul style="list-style-type: none"> ● Strategic Plan 	<p>0 = There are no clearly identified district outcomes/goals aligned to academic and social-emotional-behavioral frameworks.</p> <p>1 = District outcomes/goals exist but alignment with the academic or social-emotional-behavioral frameworks are not evident.</p> <p>2 = Academic and social-emotional-behavioral frameworks are directly aligned with one or more identified district outcomes/goals.</p>
<p>3.4 Alignment to Initiatives: Clear description of initiative alignment (e.g., graphic organizer, organizational chart,</p>	<ul style="list-style-type: none"> ● District Organizational Chart ● Audit Spreadsheet ● Graphic Organizer Displaying 	<p>0 = No description/document that shows alignment of PBIS with existing initiatives is available/evident.</p>

<p>conceptual map) displays integrated and/or collaborative implementation of PBIS with existing initiatives having similar goals, outcomes, systems, and practices.</p>	<p>Initiative Alignment</p>	<p>1 = Descriptions of individual initiatives (with similar goals, outcomes, systems, and practices) are available, but some not all are fully aligned with PBIS.</p> <p>2 = Alignment of PBIS with existing related initiatives (i.e., those with similar goals, outcomes, practices, and systems) is clearly documented and readily available to relevant stakeholders (e.g., posted on district website).</p>
<p>3.5 Initiative Adoption Procedures: A written process is followed for district-level review of fit for new social-emotional-behavioral initiatives or practices with PBIS framework (i.e., evidence base, capacity, contextual fit) before deciding whether to adopt, align, or integrate them.</p>	<ul style="list-style-type: none"> ● Recommended Procedures ● Initiative Adoption Guide 	<p>0 = Clear procedures for reviewing new programs, prior to adoption do not exist.</p> <p>1 = Procedures for review and adoption of new programs can be described but are not documented and/or inconsistently used and/or do not promote alignment and integration among existing initiatives.</p> <p>2 = Clear procedures for reviewing programs are documented and regularly adhered to when considering new innovations and alignment with existing initiatives is determined prior to adoption of any new program.</p>
<p>3.6 Options for Tiered Interventions: A formal district process is in place to select and support evidence-based Tier 2 and Tier 3 interventions that are: a) matched to student need (e.g. behavioral function) and b) adapted to improve contextual fit (e.g. culture development level).</p>	<ul style="list-style-type: none"> ● Intervention Guidelines 	<p>0 = No Tier 2 or Tier 3 district supported evidenced based interventions are identified</p> <p>1 = District supported Tier 2 and Tier 3 evidence-based interventions are selected but no process exists at the district level to support the practices selected.</p> <p>2 = A formal district process is used to identify and support Tier 2 and Tier 3 evidence-based interventions.</p>

<p>3.7 Annual Alignment Review: Periodic formal review (e.g., audit, survey, resource mapping, alignment) of existing social-emotional-behavioral initiatives or programs to determine effectiveness, relevance, and fidelity of implementation is completed at least annually.</p>	<ul style="list-style-type: none"> ● Audit Spreadsheet ● Technical Guide for Alignment 	<p>0 = No review of social-emotional-behavioral related initiatives exists.</p> <p>1 = Social-emotional-behavioral related initiatives are reviewed periodically but fidelity of implementation and/or effectiveness are not part of the process.</p> <p>2 = Social-emotional-behavioral related initiatives are reviewed periodically and both fidelity of implementation and effectiveness are part of the process.</p>
<p>3.8 Operations for Tiered Interventions: Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.</p>	<ul style="list-style-type: none"> ● District Budget 	<p>0 = Funding and organizational resources are not assessed.</p> <p>1 = Funding and organizational resources across related initiatives are assessed, but not aligned to sustain implementation.</p> <p>2 = Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.</p>

(Center on Positive Behavioral Interventions and Supports, 2020, pp. 9-10)

Appendix 3.1

URL Addresses for Chapter 3 *organized as presented within the chapter*

[Mapping School Personnel Worksheet](#)

<https://drive.google.com/file/d/16VZ45BUmOAtnLDmymDZVU505bCBOKbz/view>

[Installing an Interconnected System at the District/Community Level](#)

https://drive.google.com/file/d/11bnIZ_1vj5NuviGAJmrQWdo66QgJ5Ryx/view

[Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide PBIS, Volume 2: An Implementation Guide](#)

<http://www.midwestpbis.org/interconnected-systems-framework/v2#TOC-Advancing-Education-Effectiveness:-Interconnecting-School-Mental-Health-and-School-Wide-PBIS-Volume-2:-An-Implementation-Guide>

[District Leadership Team PBIS Budget example](#)

<https://docs.google.com/spreadsheets/d/17GxDmJorg4P1I4LarWZFGAKtZ4zdou3aB6WFq8Ej-o/edit#gid=1894124951>

[District Leadership Team PBIS Budget template](#)

<https://docs.google.com/spreadsheets/d/1i7akkW9VXxLcebIyzl30p5x4ZGH89gyWFHLK71-Feqo/copy>

[What Does it Cost to Implement School-wide PBIS?](#)

<http://www.pbis.org/resource/what-does-it-cost-to-implement-school-wide-pbis>

[Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts](#)

https://drive.google.com/file/d/1cJ_OIH5YxwUZqK-gxfz3lHmM9eMSpFM4/view

[ISF Initiative Inventory](#)

<https://drive.google.com/drive/folders/1-32YAKKvKfUcUhc1u0TV33nqMUVzA-ex>

[Center on PBIS](#)

<http://pbis.org/>

[National Implementation Research Network](#)

<https://nirn.fpg.unc.edu/national-implementation-research-network>

[The Hexagon: An Exploration Tool](#)

https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN_Hexagon_Discussion_Analysis_Tool_v2.2.pdf

[National Implementation Research Network \(NIRN\)](#)

<https://nirn.fpg.unc.edu/module-5/summary>

[The Hexagon: An Exploration Tool](#)

[https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN Hexagon Discussion Analysis Tool v2.2.pdf](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20Hexagon%20Discussion%20Analysis%20Tool%20v2.2.pdf)

[The Critical Importance of Costs for Education Decisions](#)

https://ies.ed.gov/ncee/pubs/REL_2017274/pdf/REL_2017274.pdf

[Cost Out - CBCSE Cost Tool Kit](#)

<https://www.cbcsecosttoolkit.org/>

Appendix 3.2

District Leadership Team PBIS Budget

This PBIS Budget is to be completed in two phases, and should be updated anytime money is received, spent, and/or needed. This process can also be completed [electronically](#).

Updated On: [DATE]

Budget for Supporting Social-Emotional-Behavioral Systems (PBIS)

Rationale for PBIS Budget:

PBIS Budget	[YEAR(S)]	PBIS ACTION PLAN GOAL	PURPOSE/ DETAILS	APPLICABLE TIERS			BUDGET LINE NUMBER	ITEM	Members of PBIS District Team	[TEAM MEMBER NAMES]	NUMBER OF ITEMS REQUESTED	PROJECTED EXPENDITURES	REQUESTED AMOUNT FOR EXPENDITURES	APPROVED BUDGET	SPENT	YEAR-TO-DATE REMAINING	NOTES
				TIER 1	TIER 2	TIER 3			INDIVIDUAL COST								
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
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				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											

Appendix 3.3

Initiative Alignment Worksheet

Complete the ISF Initiative Inventory below by writing down each initiative on its own row. Then, answer the questions listed on the top of the table for each initiative. This process can also be completed [electronically](#).

ISF District Leadership Installation Guide

Step 2b: Conduct a review of current initiatives

ISF Initiative Inventory (Adapted from NIRN Initiative Inventory)

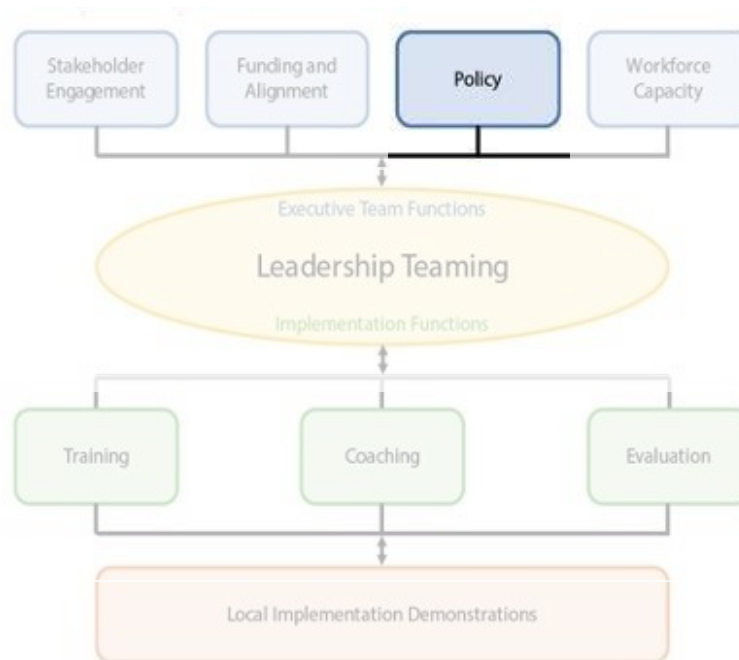
Purpose of this tool is to (a) provide an overall picture of existing social emotional behavioral related initiatives or programs available to the larger community, (b) determine the effectiveness, relevance, and fidelity for each, (c) determine funding and resource allocation, and (d) determine areas of redundancy. This process is led by the District Community Leadership Team with representation from both education and community stakeholders.

Name of Initiative	What is connection to DCLT mission?	What personnel are involved in the implementation ?	What is expected outcome?	What evidence of outcomes are there thus far?	What is financial commitment and source of funding?	What fidelity measures exist?	What professional development exists including coaching and performance feedback?



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Chapter 4 Policy



Introduction to Policy (DSFI Section 4)

Ideally, the Board of Education and the District Leadership Team identify the most important factors influencing discipline policy while ensuring legal compliance and equitable student outcomes. One of the keys to success and sustainability of PBIS is to codify the work of the District initiative into policy that focuses on process and outcomes. In addition, the intent of this foci within the larger leadership logic is to align the PBIS systems with current Board and state policy relative to student social-emotional-behavioral and academic outcomes. Key steps in this process will require the leadership team to not simply update current discipline or code of conduct policies, which typically focus solely on student infractions and disciplinary actions, but rather to embed in policy the shift in thinking towards focusing on social-emotional skills students should display and the supports educators will put in place to achieve those outcomes. In fact, Losinski and colleagues (2014) note that “zero tolerance” and de-facto responses to behavior violations which require “...an "automatic" mandatory punishment for students, treating specific types of offenses with uniform severity regardless of intent, circumstances, or the student’s record (p. 127),” typically some form of exclusionary practice (e.g., suspension, expulsion; Essex, 2009), not only fail to significantly impact problem behavior, they actually increase both the frequency and intensity of behavioral challenges (Winton, 2011).

Academic goals are always stated positively and clearly identify what skills students should master and when. Likewise, curriculum and content experts within the district identify what instructional strategies will be put in place to achieve key academic benchmarks. A similar process should occur in crafting district policy to promote social-emotional success. Granted, all districts are mandated to include federal and state safe school violations

and local board codes of conduct; however, districts are encouraged to focus on prevention strategies that can be embedded within their policies to reduce the likelihood students violate major behavioral infractions. Further, districts are encouraged to develop policy to re-engage students following major violations where they have been removed from instruction to prevent future occurrences. The remaining sections provide additional definitions and examples of DSFI items and recommended steps to consider if items are not fully in place. For a full listing of DSFI items and scoring criteria related to Policy, see [Appendix 4.0](#).

Vision/Mission Statement (DSFI 4.1)

Vision statements communicate a school district's beliefs and governing principles and express a shared understanding of what the community wants for all children. Mission statements articulate what the school district will do for students and why. Effective discipline policies balance the competing interests of the individual and the community (McCray & Beachum, 2006), by ensuring the safety of all students and ensuring all students have an equitable opportunity to learn (Winton, 2011). To achieve this goal, the vision and mission statements should be developed with community partners and might include the following:

- A rationale and clear support for the importance of school climate and social-emotional-behavioral health;
- equitable outcomes for all student groups;
- long-term goals and objectives for implementing and sustaining PBIS; and
- endorsement of the vision, goals, and objectives by lead administrators at the district and building level in addition to stakeholders.

Examples of vision and mission statements are included in Appendix 4.2.

Instructional Support with Policies and Procedures (DSFI 4.2)

The District Leadership Team carries the responsibility of making recommendations for discipline policies that both identify infractions and desired social-emotional outcomes along with instructional and environmental supports necessary to promote a safe and positive school climate. District Leadership Teams should work with each school PBIS team to create continuity of process including a) operationally defining major and minor problem behaviors, b) differentiating between school-managed and district-managed behaviors, c) providing decision rules and steps to take to ensure implementation of proactive and instructional approaches to challenging behavior, and d) identify a continuum of corrective consequences to draw from, when needed, while continuing to focus on teaching expected behavior (Essex, 2009; Losinski et al., 2014). Within the continuum of supports to promote prosocial responding, districts should include language relative to the adoption of evidence-based instructional and environmental supports. School teams should monitor implementation of the instructional and environmental supports annually using fidelity measures. More information is provided in Chapter 8.

Discipline Guides (DSFI 4.3)

It is common practice, and required by law, for districts to disseminate their current discipline policy at least annually to all families (or when students transfer into the district). Ideally, these documents are available to all stakeholders through public posting (i.e., website access). In addition to a listing of infractions that require action and how infractions are reviewed and by whom, the intent of this item is to encourage districts to also include an overview of their PBIS efforts to promote expected behavior. A list of district behavioral expectations (e.g., Safe, Respectful, Responsible) with brief definitions, instructional, practice and acknowledgment strategies, and an overview of differentiated supports when students struggle (e.g., error correction strategies, tier 2 and 3 interventions) should also be included and highlighted as the central focus of the district's "discipline policy."

Review of Discipline Policies (DSFI 4.4)

It is important for members of the District Leadership Team to understand the interactions between federal, state, and local policy to identify the parameters of decision-making regarding discipline policy (Winton, 2011). In order to build this understating, when reviewing policy, consider:

- Who defines the policy;
- who controls the implementation of the policy; and
- who benefits from the policy (McCray & Beachum, 2006).

District Leadership Teams are encouraged to annually review existing disciplinary policy (Winton, 2011), including the district vision statement, the code of conduct, student handbooks, faculty handbooks, and any supplementary documents. When conducting this review, consider whether or not the definitions and descriptions of problem behavior in the policy document align with the terminology used across each of the schools and does the policy underscores the supports that will be put in place to prevent problem behavior. One resource that may be helpful during the review process is the [Checklist for Analyzing District Policies and Procedures for Equity](#) (CADPPE; see Appendix 4.3). The CADPPE can help identify policies and procedures emphasizing proactive, evidence-based strategies to support students' social, emotional, and behavioral needs. The CADPPE can also help the District Leadership Team identify reactive, punitive policies for review and revision.

Districts are also strongly encouraged to annually review discipline data across the district to note patterns or trends (see Chapter 8: Evaluation). Over-representation of ethnic/cultural groups, students with disabilities, or gender in exclusionary discipline practices should lead to a conversation on why such a trend is evident, identifying support strategies to address, and possible revisions in policies regarding supports put in place for staff and students to reduce potential disproportionality. Resources can be found within the [Equity](#) section of the Center on PBIS website.

Transition Systems (DSFI 4.5)

Often, students transition between schools within the district (e.g., moving from elementary school to middle school, middle school to high school, moving from one elementary school to another) or transition into the school district following the start of the school year (see sample in Appendix 4.4). Strategies may include

providing a brief orientation, using student leaders to walk the new student around the school and pointing out key expectations and routines prior to the student entering their class or homeroom. Likewise, checking in with the new student at the end of the day to answer any questions/concerns can also provide an opportunity to re-emphasize the school's expectations and support systems. Transition systems should also be considered for students moving to and from alternative settings to ensure connections across universals (e.g., common or similar expectations) and Tiers 2 and 3. The creation of a district-wide Tier 2 and 3 system will promote transitions in which successful support systems can continue for students at risk.

Appendix 4.0
DSFI Section 4: Policy

Feature	Possible Data Sources	Scoring Criteria
<p>4.1 Vision/Mission Statement: District has a vision/mission statement that includes a rationale and support for the importance of school climate and social- emotional-behavioral health to achieve equitable outcomes for all student groups (and how PBIS can improve both these outcomes and academic achievement) and is articulated into long-term outcomes, and endorsed by lead district/school administrators.</p>	<ul style="list-style-type: none"> ● District Vision/Mission Statement ● Informal Administrator Interview 	<p>0 = No vision/mission statement exists or the statement does not include the importance of school climate and social-emotional-behavioral health</p> <p>1 = Vision/mission statement includes a rationale and clear support for the importance of school climate and social-emotional-behavioral health, but is not articulated into long-term outcomes or endorsed by lead administrators</p> <p>2 = Vision/mission statement includes a rationale and clear support for the importance of school climate and social-emotional-behavioral health to achieve equitable outcomes for all student groups and is developed with community partners, articulated into long-term outcomes, and endorsed by lead administrators and community partners.</p>
<p>4.2 Instructional Approach: District policies and procedures describe and emphasize proactive evidence-based strategies to support student social, emotional, and behavioral needs that are implemented consistently.</p>	<ul style="list-style-type: none"> ● Discipline Policy ● Student Handbooks ● Code of Conduct ● Informal Administrator Interview 	<p>0 = Documents contain only reactive and punitive consequences.</p> <p>1 = District policies and procedures describe and emphasize proactive evidence-based strategies.</p> <p>2 = District policies and procedures describe and emphasize proactive evidence-based strategies to support student social, emotional, and behavioral needs that are implemented consistently as monitored by fidelity tools (SAS, TFI, BoQ).</p>
<p>4.3 Discipline Guides: Discipline policy and procedural guides are posted and distributed at least annually.</p>	<ul style="list-style-type: none"> ● Discipline Policy ● Student Handbooks ● Code of Conduct ● Informal Administrator Interview ● Website 	<p>0 = Discipline policy and procedural guides are not posted or distributed.</p> <p>1 = Discipline policy and procedural guides are posted, but not distributed.</p> <p>2 = Discipline policy and procedural guides are posted and distributed to key stakeholders at least annually.</p>

<p>4.4 Discipline Policy Review: District Leadership Team regularly reviews and refines discipline policy to enhance their effects on fidelity of implementation and social-emotional-behavioral and academic outcomes for all student groups.</p>	<ul style="list-style-type: none"> ● Discipline Policy ● Behavioral Screening Policy ● Policies for Alternative Student Placement ● Strategic Plan ● Student Handbooks ● Informal Administrator Interview 	<p>0 = Discipline policies are not reviewed and refined annually.</p> <p>1 = Discipline policies are reviewed and refined annually but not to enhance their effects on fidelity of implementation.</p> <p>2 = Discipline policies are reviewed and refined annually to enhance their effects on fidelity of implementation and association with behavior and academic outcomes for all student groups.</p>
<p>4.5 Transition Systems: Policy and systems exists to support student transitions (e.g., new student, school to school, elementary schools to middle school, middle schools to high school) in the district including processes for orienting to school-wide expectations/routines and access to interventions.</p>	<ul style="list-style-type: none"> ● Written District-Level Transition Plan ● Intervention transition protocols ● Vertical transition protocols 	<p>0 = No policy or systems exist to support student transitions in the district.</p> <p>1 = An informal system exists to support student transitions in the district, but is not consistent or documented in district policy.</p> <p>2 = Policy and systems exist to support student transitions in the district including processes for orienting to school-wide expectations/routines and access to interventions.</p>

(Center on Positive Behavioral Interventions and Supports, 2020, pp. 10-11)

Appendix 4.1

URL Addresses for Chapter 4

organized as presented within the chapter

[Checklist for Analyzing District Policies and Procedures for Equity](https://drive.google.com/file/d/140C0jhyj0oTkD7ZTCwukoA05cEYRSnuv/view?usp=sharing)

<https://drive.google.com/file/d/140C0jhyj0oTkD7ZTCwukoA05cEYRSnuv/view?usp=sharing>

[Equity Resources from the Center on PBIS](https://www.pbis.org/topics/equity)

<https://www.pbis.org/topics/equity>

Appendix 4.2

Example Vision and Mission Statements

Vision Statement

A community united to improve the quality of life through education.

District Mission Statement:

The Independence School District will ensure that each learner will achieve the skills and self-confidence to be successful in an ever-changing world.

District Values Statements:

- All students can learn.
- All people have the right to be accepted and treated with respect.
- Schools will be safe; orderly and caring environments.
- Effective teaching/learning is the responsibility of the family, school and community.
- High academic and behavioral standards are expected.

Appendix 4.3

Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)

Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)

Adapted from Fenning and Bohanon, 2006; Green et al., 2015; Longstreth et al., 2013

Note: This policy tool is based on 7 Elements found in the [PBIS Disproportionality Guidebook](#).

Directions: Obtain the most current version of the district's discipline policy and procedures (e.g., code of conduct). Read each question below to determine whether the policies and procedures of the district includes the feature. If *evidence* of a policy or procedure for the feature described in the question is **present**, then place a ✓ in the box next to the question. If there is *no evidence* of a policy or procedure for the feature described in the question, then leave the box next to the question blank.

District Information

Name of State: _____

Name of District: _____

Total District Enrollment: _____

This discipline policy/procedure includes:

- Early Childhood
- Elementary separately
- Middle School separately
- High School separately
- Primary (general K-5th policy)
- Secondary (general 6-12th policy)
- Primary and Secondary Combined

SECTION ONE

Element 1: Specific Commitment to Equity		Present
1.	Does the discipline policy/ procedure contain a mission/ goal statement? <i>(If the answer is no, skip to question #6.)</i>	
2.	Does the mission statement have specific language that expresses a commitment to equity or equitable outcomes (e.g., racial, cultural, ability, decrease suspension for a certain group)?	
3.	Does the policy/ procedure/ procedure have explicit language related to the improvement or maintenance of equity in key documents (e.g., a plan to publicize in newsletters, proposals, school improvement plans)?	
4.	Is the long-term objective of the discipline policy/ procedure clearly articulated?	

Citation: Green, Hatton, Stegenga, Eliason, Nese, & Gion (2019). Checklist for Analyzing Discipline Policies and Procedures for Equity

Rv 11/19

Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)

Adapted from Fenning and Bohanon, 2006; Green et al., 2015; Longstreth et al., 2013

Element 2: Family/ Community Partnerships in Policy and Procedure Development and Practice			Present
5.	2a (Development)	Does the policy/ procedure communicate a commitment to regularly seeking and using input from a range of families, specifically seeking input from those families whose students are underserved by the district or school (e.g., community member name on the policy, families on the committee)?	
6.		Does the policy/ procedure include written plans of providing information on school and district policies and procedures to families (e.g., families receive policy at the beginning of the school year)?	
7.		Does the policy/ procedure include regular evaluation of effectiveness of family involvement programs?	
8.	2b (Practice)	Are families given an opportunity to develop, implement, review, and revise interventions?	
9.		Does the policy/ procedure promote <u>proactive</u> collaborative relationships with families as a means of promoting prosocial behaviors in students (e.g., developing school-wide expectations and acknowledgement/ reinforcement/ recognition system)?	
10.		Does the policy/ procedure promote <u>reactive</u> collaborative relationships with families as a means of promoting prosocial behaviors in students (e.g., parents are notified after the occurrence of problem behavior, inviting parents to attend disciplinary hearings)?	
11.		Does the policy/ procedure describe the need for obtaining contextually and culturally relevant information (e.g., at-home sleeping and eating habits, family events, favorite reinforcers/ objects, and activities) from families in order to understand problem behavior?	
12.		Does the policy/ procedure promote embedding individual behavior support plan goals and objectives into family/home routines and activities?	

Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)

Adapted from Fenning and Bohanon, 2006; Green et al., 2015; Longstreth et al., 2013

Element 3: Focus on Implementing Positive, Proactive Behavior Support Practices		Present
13.	Are behavioral expectations provided? <i>(If the answer is no, skip to question #18.)</i>	
14.	Are the behavioral expectations defined positively, clearly identifying what successful demonstration of skills looks like in context, versus identifying what not to do?	
15.	Are there a clearly defined set of behavioral expectations which vary across different school locations/settings?	
16.	Are prosocial behaviors operationally defined?	
17.	Are proscocial behaviors reflective of students' culture, communication styles, and/or gender preference?	
18.	Are behavior prevention models with instructional foci adopted (e.g., model plans to teach appropriate behaviors, PBIS)?	
19.	Is there a focus on creating support structures for effective implementation (e.g., faculty receive trainings related to teaching prosocial behaviors)?	
20.	Does the policy/ procedure provide practices for reinforcing prosocial and expected behaviors?	

Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)

Adapted from Fenning and Bohanon, 2006; Green et al., 2015; Longstreth et al., 2013

Element 4: Clear, Objective Discipline Procedures		Present
21.	Does the policy/ procedure provide clear delineations between major and minor behavior incidents?	
22.	Are problem behaviors operationally defined?	
23.	Are rights and responsibilities for adults and students defined?	

Element 5: Absence, Removal, or Reduction of Exclusionary Practices		Present
24.	Is "zero tolerance" (i.e., other automatic suspension procedures for certain behaviors) mentioned as a practice/strategy in the district policy/ procedure?	
25.	Does the policy/ procedure restrict the use of exclusionary discipline (i.e., ISS, OSS, or Expulsion) for non-violent behavior incidents (e.g., suspensions for disrespect)?	
26.	Is there clear communication that suspension or expulsion is limited to behavior incidents that pose a serious and credible threat to the safety of students and staff?	
27.	Does the policy/ procedure include descriptions of and guidelines for using alternatives to suspension?	

Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)

Adapted from Fenning and Bohanon, 2006; Green et al., 2015; Longstreth et al., 2013

Element 6: Graduated Discipline Systems with Instructional Alternatives to Exclusion		Present
28.	Does the policy/ procedure provide lists of possible instructional responses in place of punitive responses? <i>(If the answer is no, skip to question #31.)</i>	
29.	Does the list include one or more evidence-based strategies (e.g., behavior specific praise, opportunities to respond, precorrection)?	
30.	Does the policy/ procedure provide <i>universal</i> (or general) strategies for students exhibiting problem behaviors?	
31.	Does the policy/ procedure provide <i>secondary</i> strategies for students at-risk for problem behaviors?	
32.	Does the policy/ procedure provide <i>tertiary</i> strategies for children who exhibit chronic and intense problem behavior?	
33.	Is there a process for assessing academic support needs as part of determining responses to behavior incidents (e.g., student support teams assess academic risk as a potential reason for problem behavior)?	

Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)

Adapted from Fenning and Bohanon, 2006; Green et al., 2015; Longstreth et al., 2013

Element 7: Procedures with Accountability for Equitable Student Outcomes		Present
34.	7a: Personnel	Does the policy communicate the processes for ensuring the preparation and training of staff in understanding the district discipline policy/ procedure?
35.	7b: Data	Does the policy/ procedure communicate a plan for data analysis? <i>(If the answer is no, skip to Section Two.)</i>
36.		Does the policy/ procedure communicate the need for ongoing collection of disaggregated data (either district or school-wide)?
37.		Does the policy/ procedure communicate the need for data analysis through regular team meetings (either district or school-wide)?
38.		Does the policy/ procedure communicate the need for decision making based on data (either district or school-wide)?
39.		Does the policy/ procedure include a plan for regular data sharing with stakeholders?
40.		Does the policy/ procedure describe how the success of the policy/ procedure is measured?
41.	Does the policy/ procedure provide for both formative (i.e., policy/ procedure integrity research) and summative (i.e., impact of the policies on children, staff, etc.) evaluations?	

Checklist for Analyzing Discipline Policies and Procedures for Equity (CADPPE)

Adapted from Fenning and Bohanon, 2006; Green et al., 2015; Longstreth et al., 2013

SECTION TWO

Element 8: Equity in Early Childhood Settings		Present
42.	Does the district have policies specifically for early childhood educators <i>(If the answer is no, the analysis is now complete.)</i>	
43.	Does the policy/ procedure/ procedure include developmentally appropriate guidance strategies for promoting prosocial behavior and reducing challenging behavior (e.g. behaviors are stated positively, evidence of teaching specific social skills)?	
44.	Does the policy/ procedure/ procedure reflect family-centered practices (e.g. regular home visits, staff family-collaboration is emphasized in procedures)?	
45.	Does the policy/ procedure/ procedure includes evidence that staff members have access to training and technical assistance specifically related to social competence of young children?	

Appendix 4.4

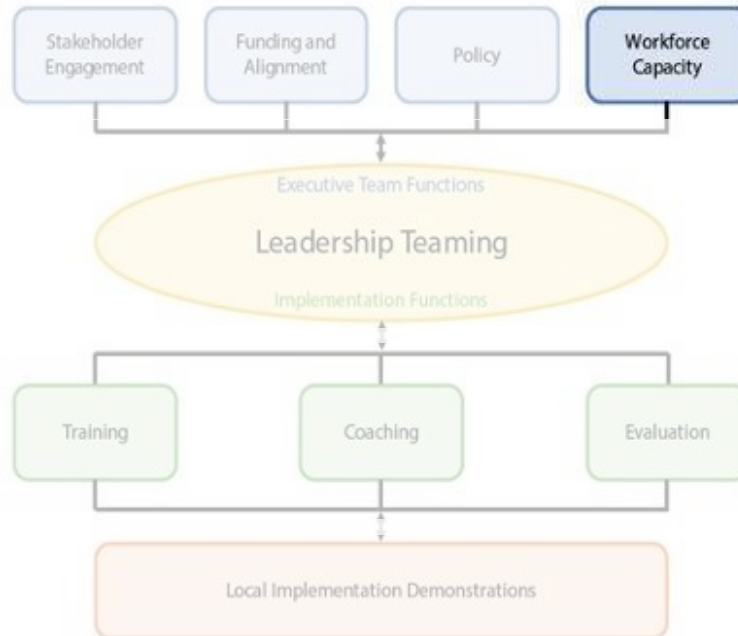
Vertical Transition Plan

A vertical transition plan is created and implemented to help students make the connection between the expectations within their current school and the school they will attend the next year. As an example, a plan should be developed to help students transition from early childhood to elementary school, elementary school to middle school, and middle school to high school. Below is an example of an overview from one district-wide PBIS Team and their Vertical Transition Plan. This transition plan is listed in the Student Handbook for parents and students to read:

Counselors across the district work together to create a day of transition for elementary students moving to middle school, 5th to 6th grade, and middle schoolers moving to high school, 8th to 9th grade. In the month of December, 5th grade elementary students visit the middle school while 8th grade students visit the high school. During this time, students are introduced to the administration and counselors, are given a tour of the building, and meet the student ambassadors of the school. The transitioning students are introduced to the universal expectations, and connections are made in relation to the expectations at their current school and the one they will be attending. Additionally, a series of lesson plans are provided to the teachers of the 5th grade and 8th grade students that are to be utilized in the spring semester to help further acclimate the transitioning students.

In the spring an Open House is held in the evening for transitions students and their families. During this event, families are introduced to a variety of staff members, learn about the activities and opportunities available for students and families, and learn about the universal expectations of the building.

Chapter 5 Workforce Capacity



Introduction to Workforce Capacity (DSFI Section 5)

The majority of school districts spend approximately 80% of their budget in the area of human resources; specifically, the expenses that go along with salaries and benefits. (Rebore, 2004). To keep expenditures from increasing, and in order to maximize investment, recruitment and retention of high-quality staff members is vital. When new staff are hired, a number of resources (e.g., professional development and coaching) are used to support successful transition into new roles. Ideally, needed supports continue for as long as an individual works for the organization. Unfortunately, when a staff member leaves the school district, the resources spent on that individual, in turn, leave with them. Data shows nearly half of all new teachers leave the profession within the first five years, and approximately half of new administrators leave within three years (University Council for Educational Administration [UCEA], 2008). Building workforce capacity includes, but is not limited to, addressing hiring practices and methods to increase staff retention and sustainability, providing clear job descriptions, ensuring staff feel valued and supported, and providing a process for professional development are example supports that may increase stability of the workforce. Integrating certain hiring and evaluation procedures will assist with ensuring those that work with internal and external stakeholders match the characteristics and quality that is required to work for the district. The remaining sections provide additional definitions and examples of DSFI items and recommended steps to consider if items are not fully in place. For a full listing of DSFI items and scoring criteria related to Workforce Capacity, see [Appendix 5.0](#).

Job Descriptions (DSFI 5.2)

As Reboire (2004) states:

The recruitment process has never been more important to school districts as they search for the best people available to help achieve the mission of each district, educating children and young people. This is the major thrust of every recruitment program--not to hire just to fill a position, but rather to acquire the number and type of people necessary for the present and future success of the school district (p. 92).

Embedding the district priorities within board approved job descriptions may clarify for potential candidates what will be expected of them. It is recommended that a job analysis take place in order to ensure the job description truly matches the expectations of the position. Districts implementing social-emotional-behavioral systems can review existing job descriptions and consider embedding recommendations aligned with data from one or more PBIS instruments (e.g., the [School Climate Survey](#), the [Self-Assessment Survey](#), and/or the [Tiered Fidelity Inventory](#)). Example statements that could be included within a job description are provided below.

Administration (an individual that supervises and evaluates others at the school or district level)

- Create and maintain a positive learning environment where students, families, and staff feel supported and respected.
- Encourage expected behavior through positive specific feedback for students and staff.
- Provide instructional responses to address inappropriate behavior.
- Coach staff members to become leaders within the school by providing leadership opportunities.
- Implement policies and procedures that emphasize proactive, instructive, and/or restorative approaches.
- Work with staff to implement PBIS/MTSS.
- Utilize academic and behavioral data for data-based decision making and frequently share student outcome data.
- Develop and implement a process to engage all stakeholders in implementation of the social-emotional-behavioral support system.
- Ensure a formal process is in place to identify and implement research-based interventions that are then matched to student needs.
- Implement a professional development plan that includes social-emotional-behavioral systems and practices for each tier.
- Provide staff regular opportunities for professional learning and technical assistance (e.g., observation, instruction & coaching).

Certified (staff members that serve in a role in which they are certified to teach)

- Create and maintain a positive learning environment where students, families, and staff feel supported and respected.
- Encourage expected behavior through positive specific feedback.

- Provide instructional responses to address inappropriate behavior.
- Teach social skills directly throughout the year.
- Implement policies and procedures that emphasize proactive instructive approaches.
- Implement effective classroom practices such as: Develop and teach classroom expectations, procedures, and routines; encourage expected behavior; discourage inappropriate behavior; provide active supervision, provide appropriate opportunities to respond, activity sequencing and choice, and task difficulty.
- Model classroom expectations and rules after school-wide expectations to ensure consistency.
- Ensure instruction and curriculum materials are matched to student ability.
- Utilize academic and behavioral data for decision making.
- Implement social-emotional-behavioral systems such as PBIS.
- Partner with stakeholders for student success.

Classified (staff members that serve in a role in which a teaching certification is not required)

- Create and maintain a positive learning environment where students, families, and staff feel supported and respected.
- Encourage expected behavior through positive specific feedback.
- Provide instructional responses to address inappropriate behavior.
- Implement social-emotional-behavioral systems such as PBIS.
- Implement policies and procedures that emphasize proactive instructive approaches.

District Coach (an individual that coaches staff members regarding social-emotional-behavioral systems)

- Coach staff members to become leaders within the school.
- Implement policies and procedures that emphasize proactive, instructive, and/or restorative approaches.
- Support implementation of effective classroom practices such as: develop and teach classroom expectations, procedures, and routines; encourage expected behavior; discourage inappropriate behavior; provide active supervision; provide appropriate opportunities to respond; activity sequencing and choice; and task difficulty.
- Guide use of academic and behavioral data for decision making.
- Model implementation of PBIS.
- Partner with stakeholders in implementation of the social-emotional-behavioral support system.
- Ensure a formal process is in place to identify and implement evidence-based practices that are then matched to student needs.
- Implement a professional development plan that includes social-emotional-behavioral systems and practices for each tier.
- Provide staff regular opportunities to access professional learning and technical assistance (e.g., observation, instruction & coaching).

The [Training and Professional Development Blueprint for Positive Behavioral Interventions Supports](#) provides guidance for school, district, and state teams (Lewis, Barrett, Sugai, Horner, Mitchell, & Starkey, 2016);

embedded within this document is the [PBIS Trainer/Coach Assessment](#). While the purpose of the assessment is to assess the current level of knowledge, the outcomes and criteria listed within the document lend themselves to be utilized as job descriptors.

While each school district develops job descriptions specific to the needs of their district, [Center School District](#) in Kansas City, Missouri, and [Fremont Public Schools](#) in Fremont, Nebraska, have similarities in the expectations defined for PBIS and social-emotional-behavioral coaches and coordinators. Examples of each of these job descriptions can be found in Appendix 5.2 and 5.3.

Interview Questions & Hiring Practices (DSFI 5.1)

Embedding clear expectations for implementation of the social-emotional-behavioral systems within personnel job descriptions is a first step. An important next step is to develop, select, and use questions during new staff interviews that directly relate to the district expectations. Ideally, a documented process is in place regarding the selection of applicants to interview and a scoring guide should be utilized when interviews take place. There are two types/styles of interviews, the first being the standardized interview. The standardized method should be used with initial applicants “by asking a set of questions established to help ensure that the responses of the candidates can be readily compared. It is the most effective in the initial interviewing of all candidates” (Rebore, 2004, p. 124). The second style of questions utilized in interviews involves open-ended questions. These questions “encourage the candidate to talk freely and at length about topics introduced by the interviewer to suit the occasion. It is very helpful in the follow-up sessions with the finalists for the job” (Rebore, 2004, p. 124). Whether interviewing administrators, teachers, staff, or coaches, questions regarding experiences and philosophy about teaching behavior, social skills, and/or PBIS can easily be included within both types of interviews. Responses may provide insight about the degree to which candidates already have or agree with the use of an instructional approach for behavior management and responding to problem behavior. Figure 5.1 includes example questions that could be embedded within existing interview procedures.

Administrators¹

1. If you became aware of a teacher that is having difficulty with classroom management, what would you do to help?
2. When you visit a classroom, what are the first things you look for as signs that the classroom is an effective/ineffective learning environment?
3. How would you lead a staff through a school-wide systems change?
4. How do you approach problem or challenging behavior?
5. What is your experience with tiered levels of support with academics and behaviors? (RTI-Response to Intervention/PBIS-Positive Behavior Interventions Support/MTSS-Multi-Tiered Systems of Support)?

Teachers¹

1. How do you/would you encourage appropriate behavior in your classroom?
2. How do you/would you discourage inappropriate behavior in your classroom?
3. Describe a challenging experience you had either as a teacher or student teacher, and how did you manage the situation? Is there anything you would have done differently?
4. After a year in your classroom, what would you want your students to say about their experience?

5. How do you create a positive, predictable, proactive environment so that all students feel comfortable and encouraged?
6. How do you let students know that you care about them?
7. How do you build relationships with students?
8. What training have you had regarding discipline and/or behavior management? Are you familiar with PBIS?
9. What is your experience with tiered levels of support with academics and behaviors? (RTI-Response to Intervention/PBIS-Positive Behavior Interventions Support/MTSS-Multi-Tiered Systems of Support)?

PBIS Coach²

1. Please begin by sharing with us your approach to student problem behavior and how this has helped students succeed.
2. What specific training have you had regarding effective instruction and behavior management?
 - a. IF PBIS IS NOT MENTIONED: Are you familiar with PBIS?
3. What is your experience with tiered levels of support with academic and social behavior?
 - a. (RTI-Response to Intervention/PBIS-Positive Behavior Interventions Support/MTSS Multi-Tiered Systems of Support)?
4. Recognizing the role of the PBIS Coach is to provide specific support to teachers to ensure Tier 1 practices are implemented with fidelity, what specific actions would you take to quickly and effectively build relationships with teachers?
5. When you visit a classroom, what are the first things you look for as signs that the classroom is an effective/ineffective learning environment?
6. If you became aware of a teacher that is having difficulty with classroom management, what would you do to help?
7. Tell us a little about professional development opportunities you have facilitated or lead in the area of behavior supports.
8. How would you support staff through a system change within a school? What role does data play in behavioral supports?
9. How would you support educators to review data in a way that leads to positive change?
10. This is the last question, and then we will share the next steps in the process: As you know we are interviewing other highly qualified candidates for this position so tell us why you are the one for this position in this district? Take this opportunity to share with us any parting skills sets that maybe we have not touched on as part of your answer.

Figure 5.1. Sample Interview Questions.

Note: ¹Fremont Public Schools, Fremont, NE. ²Center School District, Kansas City, MO (questions edited for content).

Hiring protocols and interview questions can be revisited and revised annually to ensure the questions being asked match the needs listed within each job description and the district's action plan.

Performance Evaluation (DSFI 5.3)

When employees of a district are provided with clear job descriptions and expectations that include implementation of social-emotional-behavioral support systems, it is fair to also include these elements in the

performance evaluation process. Rebores, 2004, states “the benchmark [for the evaluation] is the ‘job description’ under which an individual was employed. Thus, employees are evaluated in relation to their job descriptions, which is the only defensible criterion against which performance should be measured” (p. 192). As an example, job descriptions listed within this chapter could be utilized as criteria in the performance evaluation.

At the beginning of each academic year, it is recommended that the district share their annual goals. As part of the performance evaluation staff members, for example, could select at least one goal related to academics and one goal related to PBIS and the social-emotional-behavioral outcomes from the annual plan and develop a school/personal objective to help meet the district goal. The objectives identified should be written so that they are specific, measurable, attainable, relevant, and timely. Action steps should be developed for each object, and progress toward the goal should be measured during each evaluation checkpoint.

One approach for embedding implementation of social-emotional-behavioral goals into job descriptions and aligning these with performance evaluations is to promote collaboration between the District Leadership Team, Human Resources, and professional development targets. In turn, once personnel responsible for Human Resources, including annual personnel evaluation, awareness and understanding of the district’s social-emotional-behavioral systems can be organized to identify common areas of strength or those needing improvement. This data then can be used to inform future professional development and/or personnel needs within the district.

Staff Retention and Sustainability

In a study conducted by Forbes, it was found that “recognition programs can have a huge impact on business performance. Companies that scored in the top 20% for building a ‘business-rich culture’ actually had 31% lower voluntary turnover rates” (Bersin, 2012). Recognizing staff not only assists in reducing turnover but also models expectations. Good teachers model what they teach and expect among their students. Staff should also recognize one another when they meet school and district implementation expectations. When staff feel valued and appreciated and know that their work is acknowledged, they are more likely to remain in their current position. Fuller (2007) indicates change within an educational system takes time. In order for this to occur a positive working environment with strong and trusting relationships is needed. The fewer numbers in staff turnover each year, the better it is for students and the more economical it is for the district.

Encouraging expected behavior can be accomplished in a variety of ways; however, reinforcing the behavior while providing positive specific feedback is most effective in increasing appropriate behavior. The District Leadership Team members can create a [District Reinforcement Plan](#) in which they outline how staff members, including themselves, will recognize students and staff. The plan should include expectations for recognition to be provided contingently and the rate should reflect the individual’s present phase of learning (i.e., high rates during acquisition of new skills, intermittent during maintenance and generalization). An example of a recognition plan can be found in Appendix 5.4. A blank template is available [electronically](#) and is also located in Appendix 5.5.

Appendix 5.0
DSFI Section 5: Workforce Capacity

Feature	Possible Data Sources	Scoring Criteria
<p>5.1 Personnel Selection Criteria: Leadership Team provides guidance on hiring criteria, recruitment, and selection for district/school administrators, coaches, and school personnel based on knowledge, skill, and experience implementing PBIS.</p>	<ul style="list-style-type: none"> ● Recommended Policies 	<p>0 = Hiring criteria, recruitment, and selection do not explicitly consider knowledge, skill, and experience implementing PBIS.</p> <p>1 = Hiring criteria, recruitment, and selection processes and documents informally consider knowledge, skill, and experience implementing PBIS</p> <p>2= Hiring criteria, recruitment, and selection processes and documents explicitly name knowledge, skill, and experience implementing PBIS as relevant for administrators, coaches, and other personnel.</p>
<p>5.2 Job Descriptions: PBIS implementation activities (e.g., training, coaching) are embedded into job descriptions and dedicated time is allotted.</p>	<ul style="list-style-type: none"> ● Job Descriptions 	<p>0 = No PBIS implementation activities are embedded in job descriptions.</p> <p>1 = PBIS implementation activities are assumed as part of the job descriptions, but are not formally included.</p> <p>2 = PBIS implementation activities are embedded into job descriptions and time is allotted for them.</p>
<p>5.3 Performance Evaluation: Annual performance evaluations of administrators, teachers, and related instructional/support personnel assess knowledge and skills related to PBIS systems implementation as it relates to the specific job.</p>	<ul style="list-style-type: none"> ● Evaluation Rubrics 	<p>0 = Performance evaluations do not include assessment of knowledge or skills for PBIS systems implementation.</p> <p>1 = Annual performance evaluations of some personnel, but not all, assess knowledge and skills related to PBIS systems implementation.</p> <p>2 = Annual performance evaluations of administrators, teachers, and related instructional/support personnel directly assess knowledge and skills related to PBIS systems implementation.</p>

(Center on Positive Behavioral Interventions and Supports, 2020, p. 12)

Appendix 5.1

URL Addresses for Chapter 5 *organized as presented within the chapter*

[School Climate Survey](#)

[https://www.pbisapps.org/Resources/SWIS Publications/School Climate Survey Suite Manual.pdf](https://www.pbisapps.org/Resources/SWIS_Publications/School_Climate_Survey_Suite_Manual.pdf)

[Self-Assessment Survey](#)

[https://www.pbisapps.org/Resources/SWIS Publications/Self-Assessment Survey.rtf](https://www.pbisapps.org/Resources/SWIS_Publications/Self-Assessment_Survey.rtf)

[Tiered Fidelity Inventory](#)

[https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-\(TFI\).aspx](https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-(TFI).aspx)

[Training and Professional Development Blueprint for Positive Behavioral Interventions Supports](#)

<https://www.pbis.org/resource/training-and-professional-development-blueprint-for-pbis>

[PBIS Trainer/Coach Assessment](#)

https://docs.google.com/spreadsheets/d/1ZJ9ay7HsETgYIw-aPP1bZGUhDhCUp5q_pigB-RTjH4U/copy

[Center School District Job Description](#)

<https://drive.google.com/open?id=1a7VAjhSTooydnO-vGxRbP352cD3m2u2a>

[Fremont Public Schools Job Description](#)

<https://drive.google.com/open?id=1ZZXbo3Djy5-pw0Nj01faQFBDYW7NbW6a>

[District Reinforcement Plan](#)

<https://docs.google.com/document/d/1lix3a7MR1YLuE880kbiRAuwe0gair9hqIog1B0mwj10/copy>

Appendix 5.2



Job Description PBIS Tier 1 Coach/Mentor

Employment Status: Full-Time
FLSA Status: Exempt
Calendar: 190 Days
Experience Required: Three (3) years related work experience.
Minimum Education Requirements: Bachelor's degree in a related field.
Department: Family and Student Services
Direct Supervisor: Director of Family and Student Services in collaboration with building principals.
Supervisory Responsibility: Direct (0); Indirect (0)
Primary Work Location: School setting.
Certification: Education or related field.

Job Summary: The PBIS Tier 1 Mentor/Coach is responsible for the overall management of the Positive Behavioral Intervention and Supports (PBIS) framework at the Secondary level. This includes providing training and technical assistance to the secondary school teams to maintain and develop the school-wide PBIS system with a focus on Tier 1 implementation.

Essential Job Functions

An employee in this position may be called upon to do any or all of the following essential duties:

- Facilitate and implement sustainability and expansion of PBIS practices at the secondary level.
- Provide and facilitate quality professional development at tier 1 of PBIS universal level.
- Oversee secondary data collection, management and analysis.
- Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems.
- Collect and monitor school and district databases to track and analyze student behavioral data, including office discipline referrals, suspensions, solution planning, coach assessment of school-wide implementation, and climate survey patterns.
- Participate in PBIS leadership conferences and meetings including membership on the district PBIS committee.
- Ongoing coaching of school-based Secondary PBIS teams.
- Conduct walk-throughs and offer feedback.
- Using referral data as a guide, support teachers in the implementation of PBIS Tier 1 practices.
- Complete periodic reports to be shared with all stakeholders.

Knowledge

- Applied behavior analysis and its practical application to everyday programs and interventions.
- Knowledge of research related to positive behavioral interventions and supports at all three tiers.
- Experience planning and conducting professional development/training.
- Demonstrated leadership and project organizational skills (planning, implementing, evaluation).
- Experience in data-based decision making.



Job Description
PBIS Tier 1 Coach/Mentor

Skills

- Strong written and oral communications and relational skills.
- Operate a variety of office equipment, including computer, printer, calculator, and copier.
- Proficient in the use of Word, Excel, and Google-based computer programs.

Abilities

- Working with teachers, administrators, and other school staff as a collaborator.
- Developing, implementing, and monitoring, on-going behavior change programs.
- Establish and maintain effective working relationships with associates, teachers, parents, and the public.
- Demonstrated excellent oral and written communication skills.
- Demonstrated strong interpersonal skills with individuals, teams, and groups (teachers, parents, administrators, and support staff).
- Lift up to 25 pounds.
- Effectively welcome and embrace differences among employees and citizens.
- Must be able to successfully complete a background investigation.
- Must be able to work a flexible schedule as needed.

****This position description is a general guideline for work behavior and is not intended to be a comprehensive listing of all job duties. Therefore, it is also not, nor can it be implied to be, a contract of employment. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks. Must be able to successfully complete an intense background investigation.**

Signatures / Date

Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of this job.

Check the appropriate box, fill in the needed accommodations, if required, then sign and date.

- I have read and understand this job description and acknowledge that I am able to complete the essential functions of my job without accommodations.
- I have read and understand this job description and I would require the following reasonable accommodations to fulfill the essential functions of this job:

Employee Signature

Date

Appendix 5.3

Multi-Tiered Systems of Support (MTSS) Coordinators - Proposal
Fremont Public Schools
2018-2019

January 29, 2018

Position Proposed: 4 - Multi-Tiered Systems of Support Coordinators
2 - District / PK-4, Alternative Programming
1 - 5-8
1 - 9-12, Learning Center

General Description of the Work: *(Adapted from examples for RTI coordinator provided locally & nationally, from the Omaha Public Schools MTSS model, from the Millard Public Schools model, and from the National TA Center for the SCTG)*

The MTSS Coordinators will coordinate a multi-tiered model of support delivery that identifies students needs, establish appropriate research based / evidence based high quality instructional and structural/procedural practices and interventions as identified by the district, and enable the efficient use of school and district resources. MTSS Coordinators will also provide technical assistance directly to administrators, teachers and school-based leadership teams (i.e. SAT teams, PBIS teams, CIP teams, department or content area teams) to facilitate implementation of the FPS developed MTSS at the school and district level. Additional responsibilities include coordinating the MTSS processes at the district and building levels, coordinating data to support the MTSS, conduct professional learning surrounding MTSS initiatives and maintaining their own training to stay current in research based / evidence based MTSS system alignment and practices. The coordinators will work to establish practices, implementation plans, and policy as necessary. The goal of the MTSS Coordinators is to fully develop, implement and continue an effective academic and behavioral tiered model to meet the needs of all students while providing systemic supports to teachers, administrators, specialists, students, and families.

Qualifications:

Certified teacher - Master's Degree preferred.
Experience and training in MTSS structures and best practice.
Professional Development experience participation, preparation, delivery & evaluation.
System Development experience working with district level and school level teams
Data system support and Data based decision making experience
Leadership experience (team leadership, committee leadership, program leadership).

Contractual Considerations: Would need extended hours each day as well as extended days (15-20?).

Rationale of the Need for the Positions:

- Sustain and continue to keep current the work begun with the School Climate Transformation Grant in Behavior
- Develop, implement, sustain and keep current the Academic portion of the MTSS as intended
- The need for Continual improvement, growth and performance of students, teachers, and staff
- The conclusion of the SCTG will eliminate the additional coaching support for MTSS work
- The Nebraska Department of Education
 - Letter January 12, 2018 Special Education Department reference to strategic planning focusing on:
 - Data
 - MTSS
 - Systems Alignment
 - State Systemic Improvement Plan

Departments:

The Coordinators would work collaboratively with Special Education, Student Services, and Teaching & Learning in addition to Elementary & Secondary Operations. Training and systemic supports would be a coordinated effort between all departments to be efficient and effective as well as maximizing resources.

Appendix 5.4

District Recognition System Example

	Recipient	Recognition Item	Description & Criteria	When & Where Presented	Goal	Coordinator
Frequent	All	Positive Specific Praise	<ul style="list-style-type: none"> Use person's name State the expectation met Provide rationale 	At any point in time, in any place	4:1	District Team
	Staff	3 B's Slip	<ul style="list-style-type: none"> Provide to staff who are showing one of the 3 B's: <ul style="list-style-type: none"> Be Respectful Be Responsible Be Engaged 	At any point in time, in any place	5 a week	Tier 1 Coach
Intermittent	Staff	PBIS Shout-Outs	<ul style="list-style-type: none"> Superintendent sends a PBIS Shout-Out for an activity, lesson, data. District PBIS Team creates/updates an excel spreadsheet for Superintendent to utilize for shout-outs 	Once a week in weekly email to district staff	1 a week	Superintendent
	Students	School recognition slip	<ul style="list-style-type: none"> When Central Office staff sign-in to a school, they should be given at least five recognition slips/tokens that the school utilizes. The slip/token should be given to students who are displaying the universal expectations of the building. 	Presented to students in the building or during a school activity	5 per visit	Tier 1 Coach
	Staff	3 B's Drawing	<ul style="list-style-type: none"> Individuals receiving a 3B slip should turn their slip into the Buzzer Bucket. A drawing will occur with two winners; one that received the 3B slip and the other that gave the 3B slip. 	Slips are turned into Buzzer Bucket at CO; staff in buildings can send their slips through campus mail.	1 drawing a week	Tier 1 Coach

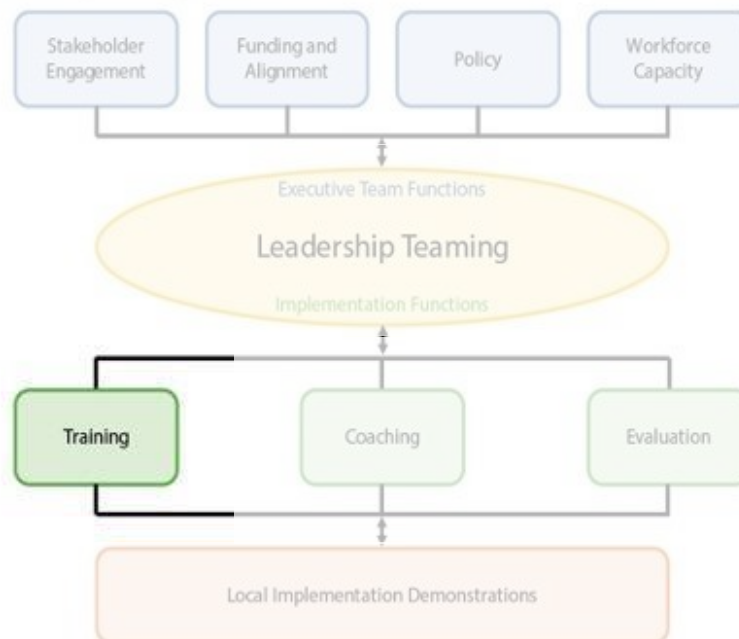
	Recipient	Recognition Item	Description & Criteria	When & Where Presented	Goal	Coordinator
Occasional	Staff	PBIS Shout-Outs with Bagels	<ul style="list-style-type: none"> Those given shout-outs will be entered into a drawing. The winner of the drawing will receive bagels for the school teams and/or staff. 	Drawing takes place at CO; bagels are delivered to the school by a member of the District PBIS Team	1 a month	Tier 1 Coach
	All	Website Shout-Out	<ul style="list-style-type: none"> Those given shout-outs will be entered into a drawing. The winner of the drawing will be featured on the PBIS page of the district website 	Drawing takes place at CO	1 a month	PBIS Data Coordinator
	Students	Student of the Month	<ul style="list-style-type: none"> Each school building selects one student a month that exemplified the school-wide expectations but the 3 B's as well. A brief statement is written regarding why the student was selected. Names and statements will be sent to the Tier 1 Coach. Students will be recognized by the Superintendent or a member of the District PBIS team at the monthly board meeting. 	Recognition at monthly board meeting with statement of selection read. Student is provided a certificate and their name, along with a group photo with other honorees, is added to the PBIS page of the district website.	Each building submits names 1 time a month.	Tier 1 Coach

Appendix 5.5

District Recognition System Template

	Recipient	Recognition Item	Description & Criteria	When & Where Presented	Goal	Coordinator
Frequent						
Intermittent						
Occasional						

Chapter 6 Training



Introduction to Training (DSFI Section 6)

Ongoing training (i.e., professional development) is critical to increasing all staff members' use of evidence-based practices and maintaining fidelity of implementation across tiers. Professional development is a systematic process of support for all staff that can include face-to-face training, observation, coaching, resource banks of materials, communication plans, and/or virtual support. At the district level, a professional development plan can be developed using student outcomes, implementation data, and assessments (e.g., Self-Assessment Survey, Tiered Fidelity Inventory) from schools across the district and based on the District Leadership Team's Action Plan goals while aligning to Board of Education and state targets. The remaining sections provide additional definitions and examples of DSFI items and recommended steps to consider if items are not fully in place. For a full listing of DSFI items and scoring criteria related to Training, see [Appendix 6.0](#).

District Professional Development Plan (DSFI 6.1, 6.2, 6.3)

It is recommended that the District Leadership Team complete a short-term professional development plan (one year) and a long-term (3 to 5 years) guided by school implementation data (e.g., TFI results, SAS results, walkthrough data, staff evaluations) and are aligned to the district vision statement, measurable outcomes, and other relevant evidence-based district initiatives. Many districts already have a multi-year professional learning plan in place, therefore, the District Leadership Team should focus on integrating PBIS systems, practices, and data into the already existing plan and dedicating professional development time to PBIS. The [Training and Professional Development Blueprint for Positive Behavioral Interventions and Supports](#) further explains the steps to developing a professional development system for PBIS.

High-quality professional development plans include many of the following components:

- Professional development needs assessment
- Links to district vision statement and outcome goals
- Objectives and/or strategies to reach goals
- Timelines
- Progress monitoring tools/plan
- Evaluation data procedures

The District Leadership Team can use a compilation of results from various sources of data such as individual school Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) results to assess current PBIS implementation needs. Depending on the identified District Leadership Team goals, other data sets may warrant examination such as school climate, academics, attendance, etc. More information on how to analyze this data and use it to drive decision making will be discussed in Chapter 8: Evaluation.

As PBIS professional development materials and practices are identified, it becomes critical to overtly align them with other relevant district initiatives and articulate how the combined efforts help the district achieve their overall vision and goals.

Finally, on an annual basis, a professional learning calendar should be created and publicly posted with defined goals to support implementation of PBIS.

Ongoing Internal Professional Development Across All Three Tiers (DSFI 6.4, 6.6)

Effective professional development should be data driven, research-based, consistent and ongoing, relevant, and differentiated (Nobori, 2011). Additionally, quality professional development should include training, practice, and performance feedback (e.g., reinforcement for implementation fidelity to ensure accurate implementation occurs; Ismat, 1996). The District Leadership Team along with the District PD Coordinator/Director has the responsibility to regularly ensure professional development occurs, within the district, for a number of different groups including new, veteran and non-certified staff, substitutes, administrators, district PBIS coaches, central office staff, school PBIS teams, and the District Leadership Team itself to build and sustain PBIS. Brief descriptions of the rationale and content needed for each group is defined here. Additionally, professional development topics will be prioritized based on school level implementation data (see Chapter 8: Evaluation).

Orientations for New Staff

Unfortunately, teacher retention research shows nearly half of all new teachers leave the profession within five years (University Council for Educational Administration [UCEA], 2008). As a result, many districts are often faced with continual turnover of staff, which in turn means new staff are hired and oriented every year. Therefore, it is critical that the District Leadership Team plans for annual orientation procedures that include information and training about district social-emotional-behavioral systems. New staff will need to understand the systems that are in place and be fluent with the practices they are expected to implement both at the school-wide and classroom levels. Onboarding new staff members with the systems and practices of PBIS will

decrease the possibility of classroom management issues which will then increase the probability of staff members staying within the profession and within the district. Figure 6.1 provides a list of potential knowledge and skills to assist in planning.

Refreshers for Veteran and Non-certified Staff

It is recommended that the District Leadership Team also plan for veteran, or returning, staff refresher sessions on an annual basis. Providing staff with information regarding any updates to the PBIS systems in place and continual learning/support on essential PBIS practices necessary for implementation fidelity are key (see Figure 6.1).

Substitutes

While substitutes may not always be employees of the district, it is important that they receive, at minimum, an orientation to the school/districts PBIS initiative and who they should contact if they have questions. The District Leadership Team may recommend that all schools have a folder designated for non-contract employees that work with students that contains information on their role in PBIS implementation. The District Leadership Team outlines the critical content to include in the folder and the schools would be tasked with putting those folders together. Some items to consider including are: a) a definition of PBIS, b) the matrix of expectations, and c) the recognition system to acknowledge student skill use. Another option would be for the district to produce a short video to give a quick overview of PBIS and the items located within the school folder, their purpose, and how to utilize each. This video could be viewed when substitutes report for duty with the school administrative assistant. If substitutes are employees of the district, an orientation of PBIS could be included in onboarding or new employee training. Additionally, the district may consider continuing professional development of PBIS, specifically for substitutes.

Administrators

School level administrators are an important part of maintaining fidelity of PBIS implementation. Approximately half of new administrators leave within three years (University Council for Educational Administration [UCEA], 2008) with inadequate preparation and lack of professional development cited within the top 5 reasons they leave their position (NASSP, 2019). The administrator's role within PBIS is to provide support, promote success, oversee outcomes, ensure alignment/priority, and assess and remove barriers to implementation (e.g., funding, time). Professional development for administrators ideally takes place in regularly scheduled administrator meetings within the district (see Figure 6.1). Priority topics for most administrators might include data-based decision making, establishing effective school level professional learning systems, handling office discipline referrals with a teaching focus, and methods of holding self and staff accountable for implementation fidelity.

District PBIS Coaches and/or Behavioral Experts

Individuals who assume PBIS Coaching "positions" or roles at the district provide direct technical assistance to school teams and prompt, support, and reinforce content and skills acquired during professional development events and activities (Center on PBIS PD Blueprint, 2016). In order to provide this level of support, the District Leadership Team will need to outline the professional learning needs (e.g., knowledge and skills) of the District PBIS Coaches (see Figure 6.1).

Coaching is comprised of a set of professional development functions that are most often the responsibilities of existing personnel (e.g., program supervisors, school psychologists, social workers, special educators, administrators). Although individuals engaged in coaching are often referred to as “PBIS coaches,” it is important to focus on developing “coaching” capacity within an organization rather than hiring new personnel or establishing new positions (see Chapter 5: Workforce Capacity).

District Level Personnel

While all District Level Personnel and Executive Leadership may not need to understand PBIS systems, practices, and data at the same level as the District Leadership Team, school administrators and staff, it is critical they know and understand the framework of support that is provided with PBIS implementation. This understanding will allow them to connect PBIS to other district initiatives, understand how PBIS supports the vision/goals of the district, make modifications to district policies, and provide visible support (see Figure 6.1).

District Leadership Team

Given the responsibilities of the District Leadership Team that were discussed in Chapter 1: Leadership Teaming, supporting the professional development of team members around PBIS is essential. When planning the professional development for the District Leadership Team, some of the knowledge and skills to provide training and support are listed in Figure 6.1.

School PBIS Teams

School (building) PBIS Teams will need to receive ongoing professional development across the tiers of support in order to successfully implement PBIS (see Figure 6.1).

Knowledge & Skills to Provide Training and Support on	New Staff	Veteran & Non-Certified Staff	Substitutes	Administrators	District PBIS Coaches	District Level Personnel	District Leadership Team	School PBIS Teams
Basic science of behavior logic	X			X	X	X	X	X
Tiered prevention logic	X			X	X	X	X	X
Essential components of PBIS <ul style="list-style-type: none"> Clarifying expected behavior Teaching expected behavior Encouraging expected behavior Discouraging unexpected behavior 	X	X	X	X	X	X	X	X
Effective classroom practices <ul style="list-style-type: none"> Define and teach expectations Rules & procedures High rates of recognition for expected behavior Strategies to discourage unexpected behavior Active supervision Opportunities to respond Providing choice Task difficulty 	X	X		X	X		X	X
Connections to academics and other initiatives	X			X	X	X	X	X
Basic awareness of Tier 2 and Tier 3 systems	X			X	X	X	X	X
Process of Tier 2: <ul style="list-style-type: none"> Student identification Collect & review data to clarify the problem behavior Identify function of behavior Select & provide interventions that much function Monitor student progress & make decisions 				X	X		X	X
Process of Tier 3: <ul style="list-style-type: none"> Define the problem behavior Conduct assessment for behavior support planning (FBA) Design an individualized behavior support plan (BSP) Ensure fidelity of implementation Monitor plan impact on student behavior Tier 3 team process 				X	X		X	X

Figure 6.1. - Knowledge & Skills to Provide Training On.

Differentiating Professional Development for School Personnel

As the district makes plans to provide professional development to school personnel, data can be used to inform topics and determine the appropriate audience (e.g. individual, grade-level, school, etc.). Professional

development supports should be provided along a tiered continuum to increase the likelihood that implementation fidelity is reached across all personnel. All teachers would get universal level supports focused primarily on high-quality professional learning/ training, some teachers would get universal professional learning plus limited coaching supports to encourage self-monitoring, while a few teachers may also require intensive coaching supports (Simonsen, et al, 2014).

Universal Level of Professional Development (Tier 1)

Universal support to all teachers should include (a) brief, direct training on an effective practice and (b) staff self-monitoring. Universal professional development should follow the same steps suggested when we teach students:

1. Define the effective practice,
2. provide examples and non-examples of the effective practice across various contexts,
3. practice and give feedback for using the effective practice, and
4. test teachers' knowledge of the effective practice and reteach to ensure learning occurs.

In addition to universal professional development, all staff should also be taught a self-management process.

Student data (e.g., curriculum assessments, grades, office discipline referrals, attendance) and teacher data (e.g., effective use of classroom practices) may be reviewed to determine which teachers need additional supports. It must be emphasized that the purpose of reviewing data including observations of teacher use of key practices is **NOT** part of an annual evaluation. Rather, the data are collected and reviewed as part of the larger system to provide support to teachers who need to hone their use of effective practices with consistency, fidelity, and equity.

Targeted Professional Development (Tier 2)

For teachers identified as having moderate challenges with classroom management, self-management along with external monitoring and prompts is recommended. The steps to self-management are outlined below.

1. Choose a brief period of time when the effective practice is most applicable for the instructional content (e.g., 10 minutes of direct instruction from the teacher).
2. Select a method to record use of the skill (e.g., tallies, golf counter, paper clips in pocket).
3. Record behavior using method chosen and graph or chart data for analysis using specified metric (e.g., rate, ratio, percentage).
4. Review data to evaluate use and compare to standard for implementation provided.
5. Self-reward and celebrate when goals are accomplished.
6. Provide data if requested to coach, department chair, or School Level PBIS Leadership Team.

To progress monitor teachers' use of the identified effective practice, the PBIS Coach could review teachers' self-collected data every 1-2 weeks. In addition to self-management, Tier 2 supports may include the teacher observing another classroom or watching a best practices video while collecting data on a particular practice. If teachers do not show progress in their use of the effective practice, they will move to

intensive and individualized support (i.e., Tier 3). If teachers improve their use of the effective practice, they fade self-management and return to Tier 1 support.

Individualized and Intensive Professional Development (Tier 3)

Tier 3 individualized and intensive professional development consists of data-driven consultation. The PBIS Coach or school leadership team member meets with each teacher to review the self-collected data and direct observation data to create an action plan. The action plan will consist of a measurable goal with specific steps to achieve the goal and maintenance strategies when the teacher achieves their goal and additional supports if they do not achieve their goal (e.g., in-class modeling of the effective practice) are identified. Regular screening, coaching, and feedback should be provided. If a teacher meets their goal, they may fade individualized and intensive support and target another effective practice. If a teacher fails to meet their goal, the coach may increase in-class modelling and the frequency of feedback and meetings.

Communities of Practice (DSFI 6.5)

A community of practice, such as a Professional Learning Community (PLC), denotes a group of individuals who in pursuit of the same goal, have developed common practices, and perspectives (Coburn & Stein, 2006). Staff learning is molded by multiple communities of practice that overlap within schools and between the district and schools (Coburn & Stein, 2006). It is important for districts to provide adequate time for peer network opportunities focused on the social, emotional, and behavioral framework practices and systems and are scheduled for and regularly accessed by all relevant members/groups. Community of practice topics could include a) implementing effective classroom practices, b) data-based decision making, and c) monitoring implementation of PBIS practices.

Appendix 6.0
DSFI Section 6: Training

Feature	Possible Data Sources	Scoring Criteria
<p>6.1 District Professional Development Plan: District Leadership Team completes a 3 to 5 year professional development plan guided by school implementation data (e.g., TFI, SAS results) and linked to vision statement and measurable outcomes.</p>	<ul style="list-style-type: none"> ● Professional Development Plan 	<p>0 = No professional development plan exists and/or social-emotional-behavioral systems are not included in the plan.</p> <p>1 = A 3 to 5 year professional development plan that includes social-emotional-behavioral systems exists but is not derived from or directly aligned with implementation data and/or does not reflect district vision/mission/goals/outcomes.</p> <p>2 = A 3 to 5 year professional development plan that includes social-emotional-behavioral systems exists, is guided by implementation data and linked to the district vision/mission/goals/outcomes.</p>
<p>6.2 District Professional Development Calendar: Dedicated professional development time and training plans (with clear scope and sequence) are scheduled for PBIS implementation and events are publicly posted to define and shape the goals and process of implementing PBIS (e.g., state-wide training calendar, district-wide master schedule).</p>	<ul style="list-style-type: none"> ● Professional Development Plan ● District Professional Development Calendar ● Website 	<p>0 = No professional development calendar exists or a calendar exists but does not include training plans for PBIS.</p> <p>1 = Professional development calendar is created but not publicly posted with defined goals to support implementation of PBIS.</p> <p>2 = Professional development calendar is created and publicly posted with defined goals to support implementation of PBIS.</p>
<p>6.3 Professional Development Alignment: PBIS professional development materials and professional development practices are aligned with other relevant evidence-based district initiatives.</p>	<ul style="list-style-type: none"> ● Professional Development Materials 	<p>0 = PBIS professional development materials/practices are not overtly (e.g., materials directly reference, describe, provide opportunities to discuss) aligned with other relevant district initiatives.</p> <p>1 = PBIS professional development materials/practices are informally aligned with other relevant district initiatives (e.g., mention may be made but is not documented within written products).</p> <p>2 = PBIS professional development materials/practices are overtly aligned with other relevant district initiatives.</p>

<p>6.4 Ongoing Professional Development: At least annually, PBIS is part of orientation with new staff and refresher sessions are provided with returning/veteran staff.</p>	<ul style="list-style-type: none"> ● Professional Development Plan 	<p>0 = No PBIS orientation sessions are provided with new or returning staff.</p> <p>1 = PBIS orientation session(s) are provided with new staff or with returning staff but are not implemented with both.</p> <p>2 = On an annual basis, PBIS orientation sessions are implemented with new staff and refresher sessions are provided with returning/veteran staff.</p>
<p>6.5 Communities of Practice: In-district and/or out-of-district peer networking opportunities focused on PBIS are available and regularly accessed by school and team leaders, district or school level coaches, and/or district/school level teams.</p>	<ul style="list-style-type: none"> ● Professional Development Plan 	<p>0 = Relevant leaders, coaches and/or teams do not regularly access peer networking opportunities.</p> <p>1 = Some leaders, coaches, and/or teams access peer networking opportunities but all relevant personnel do not access or access is inconsistent.</p> <p>2 = Peer network opportunities focused on the social, emotional, and behavioral framework practices and systems are scheduled for and regularly accessed by all relevant members/groups.</p>
<p>6.6 Internal Professional Development: District-wide, internal training capacity is established to build and sustain a PBIS framework.</p>	<ul style="list-style-type: none"> ● Capacity Building Plan ● Trainer Roster (across tiers and levels) ● PBIS Professional Development Blueprint Trainer/Coach Self-Assessment Data 	<p>0 = No internal training for PBIS exists in the district.</p> <p>1 = Some internal training for PBIS exists within the district.</p> <p>2 = A core group is established and regularly provides training within the district to build and sustain PBIS practices.</p>

(Center on Positive Behavioral Interventions and Supports, 2020, pp. 12-13)

Appendix 6.1

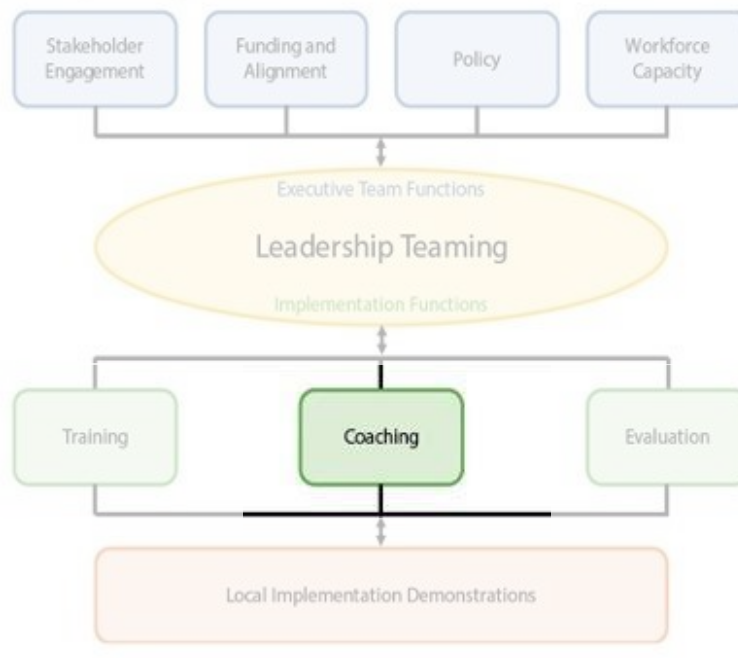
URL Addresses for Chapter 6

organized as presented within the chapter

[Training and Professional Development Blueprint for Positive Behavioral Interventions and Supports](https://www.pbis.org/resource/training-and-professional-development-blueprint-for-pbis)

<https://www.pbis.org/resource/training-and-professional-development-blueprint-for-pbis>

Chapter 7 Coaching



Introduction to Coaching (DSFI Section 7)

In order to build expertise and increase implementation fidelity across a wide range of teachers, administrators, and staff, districts must build a documented implementation process that has the capacity to deliver quality professional development and provide ongoing technical assistance and coaching (Lewis et al., 2016). Individuals who can serve as coaches within the district (either full-time or in addition to other duties) are essential in assisting schools in reaching implementation fidelity. Training on PBIS essential components alone does not result in changes in teacher practices and school-wide systems (Fixsen et al., 2005). Research indicates that in order for new strategies and interventions to be implemented with fidelity, a coach should be available to provide feedback, additional on the spot professional learning, and coordinate universal to individual supports to school teams and individual staff (Lewis & Newcomer, 2002). The remaining sections provide additional definitions and examples of DSFI items and recommended steps to consider if items are not fully in place. For a full listing of DSFI items and scoring criteria related to Coaching, see [Appendix 7.0](#).

Technical Assistance on PBIS (DSFI 7.1)

It has been shown that initial and ongoing access to technical assistance has a positive impact on fidelity and sustainability of PBIS implementation (Coffey & Horner, 2012; McIntosh et al., 2013). Therefore, school level PBIS teams having access to high quality technical assistance from District PBIS Coaches is critical. District PBIS Coaches are usually district personnel with behavioral and PBIS expertise and who do not have specific teaching or administrative duties within a school building. The technical assistance provided may include supports listed below (Lewis et al., 2016).

- Providing resources, expertise and examples.
- Assisting with material development.
- Organizing internal or school-based coach meetings and trainings.
- Ongoing communications as needed (e.g., emails, phone calls, site visits).
- Developing data-based decision-making practices and systems.
- Assisting with evaluation and assessment activities.
- Prompting and assisting school teams to complete required information and data submissions.

Developing materials for orienting all internal and external stakeholders to the tiered behavior framework is an essential form of technical assistance. These materials can include district specific information about the implementation rationale, readiness requirements, process and outcomes to promote acceptability, and knowledge of the district system. Materials can be shared according to need (e.g., internal staff receive ongoing professional learning, external stakeholders are given overview level materials).

Coaching (DSFI 7.2, 7.6, 7.7)

State Implementation and Scaling Up of Evidence-Based Practices (SISEP) Center defines coaching as a process that supports and transfers knowledge and skills gained during professional learning, workshops, or training events into practice in everyday use. Coaching ensures knowledge/skills from training become everyday practice and includes on-site skill development, enhancing the skills through prompting and reinforcement (Goodman, 2018).

It is important for the district to focus on developing “coaching” capacity within the organization rather than hiring new personnel or establishing new positions. Individuals who assume PBIS Coach positions provide direct guidance to school teams and prompt, support, and reinforce content and skills acquired during professional development events and activities. The District Leadership Team will need to evaluate the number of schools implementing, current implementation data, and student outcome data to determine the number of District PBIS Coaches needed to adequately support school level implementation.

District PBIS Coaches should have experience with the PBIS process and behavioral expertise beyond most district faculty and staff. One of the primary roles of the District PBIS Coach is to provide individual school teams technical assistance, as mentioned above, and to provide coaching outside the training environment which may include on-site visits, supporting implementation in the setting (e.g., school), and providing feedback (Lewis et al., 2016).

School-level PBIS Coaches are typically school-based personnel who do not have direct teaching duties and therefore have some degrees of flexibility in their day (e.g., assistant principal, school counselor). School-level coaches receive additional training to serve as a direct resource to their colleagues and the school PBIS Team. School-level PBIS Coaches primarily serve as the link between the District Leadership Team and the school team. School-level PBIS Coaches are typically individuals within the school building who have some behavioral expertise. School-level PBIS Coaches have many of the same responsibilities as District PBIS

Coaches (e.g., attending meetings, prompting, reminding, reinforcing), but only work with their own school team and provide a range of supports such as those outlined below.

- Providing resources for the school team during PBIS meetings.
- Serving as a point person between the school team and external coach with respect to asking for additional assistance.
- Lead by example in implementation by providing PBIS leadership within the school building and assist with problem solving.

School and district specialists that serve as School and District PBIS Coaches will need behavioral expertise that is aligned to PBIS across the full continuum of behavior support. The knowledge and skills needed District PBIS Coaches are also discussed and outlined in Chapter 6: Training. A written process that outlines the coaching functions, or responsibilities and activities of coaches, for internal (school level) and external (district/regional level) implementation supports will provide clear guidance for coaches on their role.

Differentiated Coaching Supports (DSFI 7.4)

Creating a plan for differentiated coaching supports based on phases of implementation, relevant tiers, and data-indicated need assists in providing school level teams the support that they need to reach implementation fidelity. Schools in the initial phases of implementation, for example, may need additional coaching supports in order to get implementation efforts moving forward, while other schools that have reached implementation fidelity may need a lower level of coaching support in order to sustain implementation efforts. In addition, schools beginning a new tier of implementation may need additional coaching supports in order to balance the increased systems, data, and practices they are responsible for implementing. When supporting schools address equity, additional resources can be found in the [PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](#) in addition to the [Equity section](#) of the Center on PBIS website.

School level implementation data (e.g., TFI, SAS, observations) should also be reviewed by District PBIS Coaches and used to determine differentiated coaching support levels. More information on this will be provided in Chapter 8: Evaluation.

Utilizing all of the information on phases of implementation, relevant tiers, and data-indicated need the differentiated, or tiered, coaching plan can be developed. An example of differentiated levels of support for schools is provided in Figure 7.1.

Differentiated Support for Schools	
Focused Support (Tier 3)	Involves specific problem solving around issues that need to be addressed in order to move forward with implementation efforts.
Targeted Support (Tier 2)	Supplemental supports intended to get PBIS teams back on track when situations have provided a brief slow-down or set back (e.g.,

	change of team leadership, team member on leave).
Universal Support (Tier 1)	Available to all. Includes access to resources and materials on the website, training modules, and district materials.

Figure 7.1. Differentiated Support for Schools Example (Adapted from Goodman, 2018).

Once developed, the differentiated coaching plan can be disseminated to school teams, consistently implemented, and readily available (e.g., website) for all stakeholders to view.

District Wide Coach Networks (DSFI 7.5)

Developing a written plan for monthly networking meetings for School-level PBIS Coaches allows the District Leadership Team to provide protected time for training and networking opportunities to establish and sustain PBIS expertise and implementation. Oftentimes the District PBIS Coach(es) will coordinate and facilitate these meetings. Having a clear scope and sequence for the trainings at these meetings can ensure that School-level PBIS Coaches are getting the knowledge and skills they need to be successful to coach their school(s). The District Leadership Team will need to consider how to allocate the necessary funding to support the coaching networks that are established. In particular, a financial commitment is made, for example, to:

- Providing substitutes, where needed, for team members attending training,
- funding for district coaches to attend regional, state and/or national conferences, and
- conducting local professional development events (e.g., training, webinars).

An example scope and sequence for monthly School-level PBIS Coach networking meetings is provided in Figure 7.2.

Annual School-level PBIS Coach Network Meetings	
<i>Month</i>	<i>Topic to Discuss</i>
August	Efficient & Effective Team Meetings: <ul style="list-style-type: none"> ● Meeting Schedule ● Meeting Expectations ● Team Member Roles & Responsibilities ● Agenda/Minutes Form ● Action Planning ● Facilitating Meetings
September	Using Monthly Discipline Data for Decision Making

October	Teaching Expected Behavior <ul style="list-style-type: none"> ● Lesson Plans ● Teaching Schedule
November	Monitoring Fidelity of Classroom Implementation: <ul style="list-style-type: none"> ● Classroom Walkthrough Observations ● Teacher Self-Assessments
December	Tier 2 Systems <ul style="list-style-type: none"> ● Student Identification ● Identifying Function-Based Interventions ● Progress Monitoring Tier 2 Interventions
January	Encouraging Expected Behavior <ul style="list-style-type: none"> ● Specific Positive Feedback ● 4:1 Ratio ● School-wide Reinforcement System
February	Discouraging Unexpected Behavior <ul style="list-style-type: none"> ● Office v. Classroom managed behaviors clarified ● Behavior Definitions ● Instructional Responses
March	Tier 3 Systems <ul style="list-style-type: none"> ● Student Identification ● Functional Behavioral Assessment (FBA) ● Behavior Support Planning (BSP)
April	Using Implementation & Outcome Data to Drive Action Planning <ul style="list-style-type: none"> ● Self-Assessment Survey (SAS) ● Tiered Fidelity Inventory (TFI) ● Behavior Outcome Data (Majors & Minors)

Figure 7.2. School-level Coach Network Meeting Scope & Sequence Example

Documenting & Monitoring Implementation (DSFI 7.3, 7.8)

Classroom Implementation

Monitoring classroom implementation of PBIS is vital as research has shown that success of implementation in the classroom with fidelity is an important factor to sustainability (Mathews, McIntosh, Frank & May, 2014). As Mathews and colleagues (2014) point out:

Students spend the vast majority of their school day in the classroom. As core PBIS implementers, classroom teachers have regular and ongoing opportunities to implement PBIS practices in their classrooms by creating environments that increase the likelihood of students learning academic and behavioral skills. Although PBIS is a school-wide approach, the quality and durability of implementation may be contingent on the extent to which individual teachers implement PBIS classroom practices with high fidelity (p.173).

To verify the implementation of Tier 1 in classrooms across the district, it is recommended that the District Leadership Team develop a process for District and School-level PBIS Coaches to review classroom implementation of Tier 1 features (e.g., school-wide expectations, routines, acknowledgements) to verify that they are implemented with fidelity and consistent with school-wide systems across the district.

District PBIS Coaches can utilize educator self-assessments and/or direct observations as tools for data collection to verify that at least 80% or more of classrooms in the districts are implementing all core Tier 1 features consistently with school-wide systems. Below is a list of self-assessment and/or direct observation checklists that could be utilized to assist in determining current levels of implementation.

- [Classroom Management: Self-Assessment Revised](#)
- [MO SW-PBS Educator Self-Assessment of the Effective Classroom Practices](#)
- [Midwest PBIS Network Self-Assessment Snapshots for Classroom Practices](#)
- [Direct Observation data collection applications \(i.e., SCOA\)](#)

It is important to note that educators' fidelity of classroom implementation of PBIS should also be considered an "outcome" of the school-wide team's implementation of systems to support educators' implementation of classroom effective practices.

Documented Implementation Process

Establishing a written process for teaching all relevant staff how to request assistance for students and implement all three tiers with fidelity can promote implementation sustainability.

Appendix 7.0
DSFI Section 7: Coaching

Feature	Possible Data Sources	Scoring Criteria
<p>7.1 Technical Assistance: Orientation materials (e.g., handouts, video, website, handbook) are developed and describe implementation rationale, readiness requirements, process, and outcomes.</p>	<ul style="list-style-type: none"> ● Orientation Materials ● Website 	<p>0 = Relevant, district specific materials and a strategic process for orienting personnel about the implementation rationale, readiness requirements, process, and outcomes are not available and/or not strategically provided to all staff/stakeholders.</p> <p>1 = Some information about the implementation rationale, readiness requirements, process and outcomes are developed but are not district specific and/or are not strategically disseminated to all relevant stakeholders.</p> <p>2 = Materials for orienting all internal and external stakeholders are available, include district specific information about the implementation rationale, readiness requirements, process, and outcomes, and are shared according to need (e.g. internal staff receive on-going professional development, external stakeholders are given overview level materials).</p>
<p>7.2 Coaching: Specialized instructional support personnel (e.g., special educators, counselors, school psychologists, social workers) at school and district levels have social-emotional-behavioral science expertise that aligns with general PBIS and across full continuum of behavior support (Tiers 1, 2, 3).</p>	<ul style="list-style-type: none"> ● Knowledge/Skills Assessment/Evaluations 	<p>0 = District/School specialists have social-emotional-behavioral expertise, but it does not align to PBIS.</p> <p>1 = District/School specialists have social-emotional-behavioral expertise aligned to PBIS but not across the full continuum of behavior support.</p> <p>2 = District/School specialists have social-emotional-behavioral expertise aligned to PBIS across the full continuum of behavior support.</p>
<p>7.3 Implementation Process: A written process is developed and followed for teaching all relevant staff how to implement each Tier 1, 2, 3 interventions that are in place and for school sites to request ongoing assistance (e.g., coaching, technical assistance).</p>	<ul style="list-style-type: none"> ● Coaching and Technical Assistance Plan ● Trainer/Coach Roster (across tiers and levels) ● Coaching Assistance Form Evaluation Plan 	<p>0 = No formal process.</p> <p>1 = Either a written process exists to teach all relevant staff how to implement each Tier 1, 2, 3 interventions that is in place <i>or</i> a process for school sites to request assistance is available, but not both.</p> <p>2 = A written process exists and is followed to teach all relevant staff how</p>

		to implement each Tier 1, 2, 3 interventions that is in place <i>and</i> a process for school sites to request assistance is available.
7.4 Differentiated Coaching Support: A plan for differentiated coaching supports is developed and based on phases of implementation, relevant tiers, and data-indicated need.	<ul style="list-style-type: none"> ● Coaching and Technical Assistance Plan ● Evaluation Plan 	<p>0 = A plan for differentiated levels of coaching is not documented and/or no coaching supports are consistently provided.</p> <p>1 = A coaching plan is documented but is not differentiated according to phase or level of implementation or by data-indicated need and/or coaching supports are available but tend to be delivered with the same intensity for all or inconsistently across school sites.</p> <p>2 = A plan for differentiated coaching is readily available (e.g., website) and indicated levels of support are consistently implemented across school sites in the district.</p>
7.5 District Coach Networks: Training and support (e.g., clear scope and sequence, technical assistance) are provided to district coaching networks to establish and sustain PBIS expertise and implementation.	<ul style="list-style-type: none"> ● Professional Development Plan ● Professional Development Participant Evaluations ● PBIS Professional Development Blueprint Trainer/Coach Self-Assessment Data 	<p>0 = No process for support coaching exists.</p> <p>1 = District coaches training process is informal.</p> <p>2 = A written system is used to train coaches and provide access to coaching networks.</p>
7.6 Coaching Functions: Support emphasizes coaching functions (responsibilities and activities, not people or positions) for internal (school level) and external (district/regional level) implementation supports.	<ul style="list-style-type: none"> ● Coaching Manual 	<p>0 = No process for determining coaching functions.</p> <p>1 = Process to determine coaching functions is informal.</p> <p>2 = A written process exists outlining the coaching functions for implementation.</p>
7.7 Local Coaching Capacity: District has transitioned from outside/external to local/internal/in-district coaching capacity (e.g., core group identified and supported in	<ul style="list-style-type: none"> ● List of District PBIS Coaching Personnel ● Job Descriptions 	<p>0 = District has no local coaching capacity.</p> <p>1 = District has informal local coaching capacity that does not include a core group of individuals identified to provide support and/or the related</p>

leading efforts, embedded in job descriptions).		<p>tasks are not embedded in job descriptions.</p> <p>2 = District has local coaching capacity, including a core group of individuals that have been identified to provide support and have related tasks embedded in job descriptions.</p>
<p>7.8 Classroom Implementation: District coaches review classroom implementation of Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) to verify that they are implemented with fidelity in classrooms and consistent with school-wide systems across the district.</p>	<ul style="list-style-type: none"> ● Walkthrough Process ● Classroom Data ● Progress Monitoring Data 	<p>0 = Classrooms are not implementing Tier 1 features.</p> <p>1 = Classrooms are informally implementing Tier 1 but no formal systems exist, OR less than 80% of classrooms in the district are formally implementing all core Tier 1 features.</p> <p>2 = 80% or more of classrooms in the district are formally implementing all core Tier 1 features.</p>

(Center on Positive Behavioral Interventions and Supports, 2020, pp. 14-15)

Appendix 7.1

URL Addresses for Chapter 7

organized as presented within the chapter

[PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches)

<https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>

[Equity – Center on PBIS](https://www.pbis.org/topics/equity)

<https://www.pbis.org/topics/equity>

[Classroom Management: Self-Assessment Revised](https://www.pbis.org/resource/positive-behavior-support-classroom-management-self-assessment)

<https://www.pbis.org/resource/positive-behavior-support-classroom-management-self-assessment>

[MO SW-PBS Educator Self-Assessment of the Effective Classroom Practices](https://pbissmissouri.org/wp-content/uploads/2017/06/8.1-MO-SW-PBS-Teacher-Self-Assessment-of-the-Effective-Classroom-Practices.docx)

<https://pbissmissouri.org/wp-content/uploads/2017/06/8.1-MO-SW-PBS-Teacher-Self-Assessment-of-the-Effective-Classroom-Practices.docx>

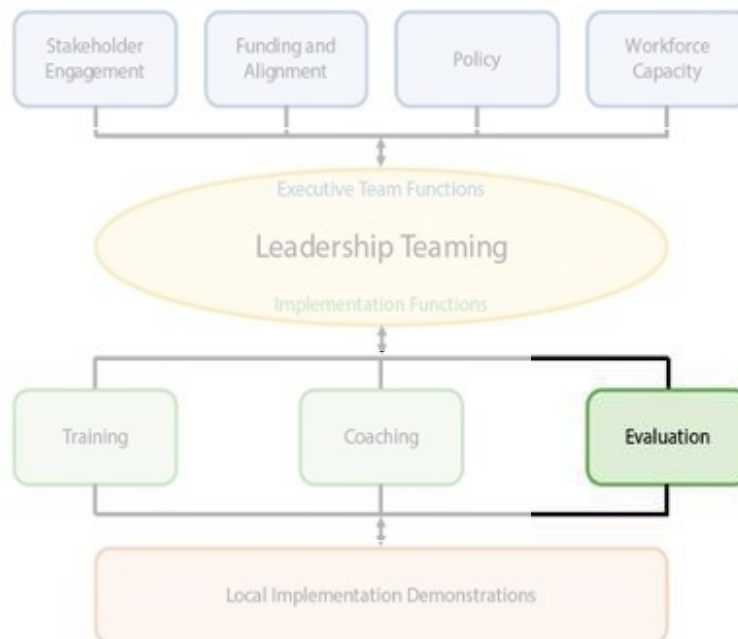
[Midwest PBIS Network Self-Assessment Snapshots for Classroom Practices](https://drive.google.com/open?id=1AST3G8jHR2X_aU22w9ejFPnPmF9AxT2C&authuser=brian.meyer@midwestpbis.org&usp=drive_fs)

https://drive.google.com/open?id=1AST3G8jHR2X_aU22w9ejFPnPmF9AxT2C&authuser=brian.meyer@midwestpbis.org&usp=drive_fs

[Direct Observation data collection applications \(e.g., SCOA\)](https://louisville.edu/education/abri/assessment/scoa-application.pdf)

<https://louisville.edu/education/abri/assessment/scoa-application.pdf>

Chapter 8 Evaluation



Introduction to Evaluation (DSFI Section 8)

A key aspect of PBIS, at any level of implementation, is ongoing data-based decision making. Data tools (e.g., fidelity measures, outcome measures) and data-based decision making protocols have been developed and extensively tested to assist school team implementation. This section of the DSFI highlights the extension of the use of data to drive decisions from the individual school to district wide. The key is to use evaluation data to a) address student needs through differentiated supports and b) ensure staff have the skills and resources to implement a full continuum of support for all students. This chapter provides an overview of the data sources, practices, and systems necessary to sustain implementation of PBIS across all schools in a district by articulating what data to collect, when to collect the data, and how to collect the data.

Data-based decision making is a defining feature of PBIS (Horner et al., 2014; McIntosh et al., 2017). “Good schools happen, in part, because educators work together to collect, analyze, and act on information about student behavior (Irvin et al., 2006, p. 10).” Valid and reliable measures are needed to analyze key questions including the following (Horner et al., 2004; MU Center for Schoolwide Positive Behavior Support, 2019):

- To what extent is PBIS implemented with fidelity in each of our schools (Are we doing it?);
- Does PBIS professional learning, coaching, and technical assistance lead to improved practice (Is it informing our practice?); and
- Does implementation of PBIS result in improvements in social and academic student outcomes (Is it working?)

Research demonstrates, at the state and school level, ready access to data and engagement in ongoing data-based decision making are critical to sustaining and scaling up implementation; therefore, it is logical to conclude engagement in and facilitation of active, ongoing, data-based decision making is a primary responsibility of the District Leadership Team (Horner et al., 2014). The upward extension of data-based decision making from the school to the district level requires the creation of an evaluation plan, including clearly identified assessment tools, evaluation questions, school implementation data, and important district outcomes (MU Center for Schoolwide Positive Behavior Support, 2019).

In order to promote continuous data-based decision making within and across schools, the District Leadership Team is advised to follow effective data-based decision-making practices including (Charlton et al., 2018; Horner et al., 2014; Irvin et al., 2006; MU Center for Schoolwide Positive Behavior Support, 2019):

- Use of common data collection tools and systems across the district;
- capacity to readily adjust level of analysis from district to school to classroom to individual student;
- development of definitions of problem behaviors that are observable, mutually exclusive, and exhaustive;
- clear delineation of who intervenes and what decisions are made for given behaviors;
- using data already routinely collected at the school or district level; and
- establishment of systems for cyclical data-based decision making (e.g., district assessment calendar, standing agenda item for team meetings).

When developing an evaluation plan, consider collecting data to address questions regarding the context of implementation, the input of resources, the fidelity of implementation, the impact of implementation and the possibility for replication, sustainability, and continuous improvement. Figure 8.1 includes potential evaluation questions from the [Evaluation Blueprint](#) published by the Center on Positive Behavioral Interventions and Supports (PBIS; 2020).

Area	Common Questions	Common Measures
Reach. Who is participating in PBIS?	<ul style="list-style-type: none"> ● How many students/schools/districts/community organizations are involved? ● To what extent has PBIS implementation scaled across the district/region/state? ● To what extent has PBIS implementation sustained? 	<ul style="list-style-type: none"> ● Counts of schools ● Counts of students
Process. What is happening with the PBIS initiative?	<ul style="list-style-type: none"> ● What leadership team activities have been completed? ● What PBIS professional development (i.e., training, coaching, evaluation) has been delivered? ● To what extent was the professional development delivered with fidelity? 	<ul style="list-style-type: none"> ● DSFI/TFI Action plan completion ● PD Calendar ● PD activity evaluations

		<ul style="list-style-type: none"> ● SISS: Stakeholder Input and Satisfaction Survey
<p>Capacity. What is the ability of the organization to implement and sustain PBIS?</p>	<ul style="list-style-type: none"> ● What is the organization’s capacity to implement and sustain PBIS? ● What resources are available to support PBIS adoption, installation, and sustained implementation? ● To what extent has PBIS implementation improved capacity for the organization to replicate, sustain, or scale up PBIS? 	<ul style="list-style-type: none"> ● DSFI: District Systems Fidelity Inventory ● DCA/RCA/SCA: District/Regional/State Capacity Assessment ● SSFI: State Systems Fidelity Inventory
<p>Fidelity. Are the core features of PBIS being implemented?</p>	<ul style="list-style-type: none"> ● What percent of implementing schools measured fidelity of implementation? (Tier 1, Tier 2, Tier 3) ● To what extent is PBIS implemented as intended in schools? (Tier 1, Tier 2, Tier 3) ● Are the specific practices within PBIS implemented as intended? ● What schools can serve as model schools for local implementation demonstrations? 	<ul style="list-style-type: none"> ● TFI: Tiered Fidelity Inventory ● Team Meeting Fidelity Checklist ● SEB Lesson Plan calendar ● CICO-FIM Tool ● Wraparound Integrity Tool
<p>Outcomes. Is the initiative achieving valued outcomes and worth sustaining?</p>	<ul style="list-style-type: none"> ● To what extent do schools implementing PBIS with fidelity show desired changes in student outcomes? (e.g., discipline rates, academic achievement, graduation, SEB outcomes, student satisfaction, equity) ● To what extent do schools implementing PBIS with fidelity show desired changes in other areas of schooling? (e.g., adult perception, staffing, policies) 	<ul style="list-style-type: none"> ● Office Discipline Referrals (ODRs) ● Exclusionary Practices Data (isolated time-out, seclusion, detention, suspension, expulsion) ● Restraint Data ● Disproportionality Data ● Academic Achievement ● Attendance ● Tardiness ● SEB Competence Measures

Figure 8.1. Questions to Guide Evaluation Planning.

The remaining sections provide additional definitions and examples of DSFI items and recommended steps to consider if items are not fully in place. For a full listing of DSFI items and scoring criteria related to Evaluation, see [Appendix 8.0](#).

What to Collect (DSFI 8.2, 8.6, 8.7, 8.8)

Data collection systems should support continuous data-based decision making processes at the individual school level and provide summary data for district level decision making (Irvin et al., 2006; MU Center for Schoolwide Positive Behavior Support, 2019). In other words, *consider what questions you want to answer to guide data selection* versus focusing solely on the data to be collected. The District Leadership Team is encouraged to determine critical outcomes and collect data to monitor progress towards those outcomes (Charlton et al., 2018). However, outcome data must be interpreted in the context of fidelity data (Luiselli, Putnam, & Sunderland, 2002), because "[w]Without reliable and valid assessment of fidelity, there is a danger of assuming that implementation is adequate when it is not (McIntosh et al., 2017, p. 10)." Beyond these analyses, the DLT might consider conducting a cost analysis, as discussed in Chapter 3: Resource Alignment, Allocation, & Funding, to determine the feasibility of initiating and maintaining PBIS and a cost-benefit analysis to determine the relative benefits of implementation (Blonigen et al., 2008).

Multiple measures and data sources are available to monitor school-wide implementation fidelity, classroom implementation, and student outcomes. It is not necessary, nor recommended, to administer all of the measures described in the following sections. Select measures from each category to answer the questions identified as the focus of the evaluation plan.

Fidelity – Are We Correctly Implementing Essential Features?

Fidelity instruments measure the extent to which schools implement PBIS as intended (Mercer, McIntosh, & Hoselton, 2017). District Leadership Teams can use data from these instruments to: a) determine need for implementation, b) assess current levels of implementation, and c) inform action planning (e.g., resource allocation, professional development, policy modifications; Childs, Kincaid, George, & Gage, 2016; McIntosh et al., 2017; Mercer et al., 2017). Additionally, decision making and communication based on a continuous review of implementation fidelity lessens the chance of abandoning implementation (McIntosh et al., 2017).

Horner et al. (2014) note, “the message from implementation science has been that focusing on the quality of the core features of any practice (literacy, numeracy, writing, behavioral support) is necessary but insufficient (p. 200).” Therefore, District Leadership Teams may choose to assess schools’ phase of implementation in addition to implementation fidelity (Bradshaw, Debnam, Koth, & Leaf, 2009). Assessment of implementation phase(s), refer to Figure 4 in the Introduction and Overview chapter, provides a way to visualize schools’ movement towards sustainability (Bradshaw et al., 2009). Additionally, triangulating implementation fidelity data with stages of adoption/implementation data allows for action planning to address sustainability (Horner et al., 2014). Finally, data from these instruments can assist in identifying school teams in need of additional training and coaching support (MU Center for Schoolwide Positive Behavior Support, 2019)

Several instruments for assessing implementation fidelity and phases of implementation are presented in Figure 8.2. PBISApps provides additional details regarding many of the instruments in the [Instrument Documentation](#) resource. When planning assessment of implementation fidelity, it is recommended that the District Leadership Team keep in mind (Bradshaw et al., 2009; McIntosh et al., 2017; Mercer et al., 2017; Steed & Webb, 2013):

- Fidelity measures may be used alone or in combination;
- measures need to be cost effective and manageable given the districts' staff and resources for evaluation;
- instruments used by the team in conjunction with an external evaluator are likely to be more accurate;
- if needed, there are also data-based decision making tools that have been developed to evaluate the effectiveness of Program-wide PBIS (PW-PBIS) implementation efforts in early childhood settings.

Measure	Tier(s) Assessed	Purpose
<i>Implementation Fidelity Measures</i>		
School-Wide Evaluation Tool (SET)	Tier 1	Guide initial implementation
School-Wide Benchmarks of Quality (BoQ)	Tier 1	Support ongoing implementation
Early Childhood Program-wide Benchmarks of Quality (ECBoQ)	Tier 1	Support ongoing implementation
Teaching Pyramid Observation Tool (TPOT)	Tier 1	Support ongoing implementation
PreSET	Tier 1	Guide initial implementation
<i>Perception of Implementation Measures</i>		
PBIS Self-Assessment Survey (SAS)	Tier 1	Measure staff perceptions of implementation
Implementation Phases Inventory (IPI)	All	Support maintenance and sustainability
Tiered Fidelity Inventory	TFI	Measure leadership team perceptions of implementation

Figure 8.2. Implementation Fidelity Measures.

Classroom Implementation - Is it Informing Our Practice?

Classroom implementation plays an important role in overall implementation fidelity and student outcomes (Childs et al., 2016). Assessing classroom implementation allows districts to plan for ongoing professional development and coaching to support teachers within and between schools. The PBIS Technical Guide on

Classroom Data: Using Data to Support Implementation of Positive Classroom Behavior Support Practices and Systems identifies a variety of tools for assessing implementation fidelity and student outcomes at the classroom level (Swain-Bradway et al., 2017). Chapters 6: Training and Chapter 7: Coaching provide more information on the data sources, practices, and systems to support classroom implementation.

Student Outcomes – Is it Working?

It is recommended all schools within the district collect common academic, social behavior, and climate data in order to make reasonable comparisons and aggregations within and across schools (Irvin et al., 2006; MU Center for Schoolwide Positive Behavior Support, 2019). Additionally, schools will need a common system to track the proportion of students participating in Tier 2 and Tier 3 interventions, as well as to monitor the progress of those students using a [Tier 2 and 3 Utilization Tracking](#) process/document (Appendix 8.2; MU Center for Schoolwide Positive Behavior Support, 2019). Common measures of student outcomes are further described in the Figure 8.3 below.

Measure	Description	Evaluation Questions
School Safety Survey*	Determines risk and protective factors for school safety and violence	What are the most pressing safety needs in schools? What topics are important for professional development? What are the barriers to school safety?
School Climate Survey*	Measures student perception of school climate	How do students perceive school climate? How do families and other stakeholders perceive school climate?
Academic Achievement	Standardized test scores Grades Readiness and Benchmark tools	Are students meeting local, state, and federal thresholds for academic achievement? What is the level of academic readiness of students in a given grade/subject area?
Truancy	Absences Tardies Drop Out	Are students attending school on a regular basis? Are students graduating from school?
Office Discipline Referrals (ODRs)	Behavior referred to the office for management and assignment of consequence	What percentage of students receive 0-1 ODRs? What percentage of students receive 2-6 ODRs? What percentage of students receive 6+ ODRs?
In-school Suspensions (ISS)	Exclusionary discipline action - students are removed from the classroom environment, but remain on campus	What percentage of students receive exclusionary discipline? Is the use of exclusionary discipline reasonable as a response to the behavior resulting in the referral?

Out of School Suspensions (OSS)	Exclusionary discipline action - students are removed from campus for a brief period of time	Is exclusionary discipline used equitably?
Expulsion	Exclusionary discipline action - students are removed from the school permanently	

Figure 8.3. *Student Outcome Measures*, more information available at [PBISApps](#)

Student Identification and Tracking for Tiers 2 and 3

Even when universals are implemented with fidelity, some students will need additional supports, including those who display internalizing concerns (e.g., anxiety, depression). Central to the logic of PBIS is implementing differentiated supports as early as possible. Local school data decision rules (e.g., X number of Major infractions or Y number of Minor infractions), teacher referral, and universal screening will allow schools to follow a process for supporting all students while simultaneously allowing the district to review social-emotional-behavioral expertise resource allocation within schools that are showing signs of a high risk student population (see [Systematic Screening Tools: Universal Behavior Screeners](#) for more information). Sample tools for monitoring student progress once placed in tiers 2 or 3 are provided [electronically](#) and in Appendix 8.2.

Related to using data to identify and progress monitor students receiving Tier 2 and 3 supports, the District Leadership Team may consider conducting a cost analysis as part of the district audit and resource alignment process. More information regarding a cost-benefit analysis can be found in Chapter 3: Funding and Alignment.

When to Collect (DSFI 8.5)

The District Leadership Team should develop an assessment and evaluation schedule for all levels of implementation (see Appendix 8.3). The assessment and evaluation calendar should specify the data collection windows for all data sources, such as:

- Implementation fidelity (e.g., TFI, SAS);
- staff perceptions on implementation status (e.g., SAS)
- classroom implementation (e.g., walk-through);
- student outcomes (e.g., attendance, office referrals); and
- utilization of Tier 2 and Tier 3 interventions (e.g., number of students supported, progress monitoring).

Fidelity data is typically collected annually to assess implementation status and set action plan goals (McIntosh et al., 2017). Student outcome data collection should be ongoing with minimal monthly reviews at the school and district level. Universal screening is typically conducted in the fall and spring. Tier 2 and Tier 3 system data should be reviewed two to three times across the school year and at least annually at the conclusion of the

school year. While these are minimum recommendations, districts may add data sources or points to address specific action plan items.

How to Collect (DSFI 8.5)

Data Collection/Administration

It is critical to streamline the process of data collection and entry in order to make it feasible and cost efficient (Charlton et al., 2018). Many of the implementation fidelity tools are available electronically at [PBISApps](#). Figure 8.4 provides details on the data collection protocols for common instruments and outcomes, a suggested timeline, and average amount of time to allocate for collection.

	Who	When	Format	Time
<i>Fidelity Measures</i>				
TFI	External Coach School Team	Spring	Paper form PBISApps	15 minutes per scale
SET	External Coach	Spring	Paper form PBISApps	2-4 hours
IPI	External Coach	October April	Paper form	15 minutes
<i>Outcome Measures</i>				
ODR	Teacher Administrator Data Entry Clerk	When reported	NCR form Paper form Electronic form	variable
Exclusionary Discipline	Administrator Data Entry Clerk	When assigned	Paper form Electronic form	variable
School Climate	Respondent Data Entry Clerk	Spring	Paper form Electronic form	variable
Attendance	Teacher Attendance Clerk	Daily	Paper form Electronic form	1-5 minutes
Graduation Rate	Attendance Clerk	Spring	District data system	variable
<i>Other Measures</i>				
Tier 2 Utilization	Tier 2 Coach	Monthly	Paper form Electronic form	variable

	Tier 2 Data Person			
Tier 2 Outcomes	Tier 2 Coach Tier 2 Data Person	Monthly	Paper form Electronic form	variable
Tier 3 Utilization	Tier 2 Coach Tier 2 Data Person	Monthly	Paper form Electronic form	variable
Tier 3 Outcomes	Tier 2 Coach Tier 2 Data Person	Monthly	Paper form Electronic form	variable

Figure 8.4. Data Collection Protocols, Sample Timelines and Time to Complete

Alignment between the Student Code of Conduct and the District-wide Office Discipline Referral (ODR) forms ensures that board policy can be followed consistently when working with students regarding discipline (see Chapter 4: Policy for more information). Terms for infractions stated in the Code of Conduct should be the exact same terms utilized on the ODR form. Lack of alignment may open the district up to potential lawsuits. For example, the term “other” is often on ODR forms; however, the same term is not listed in the Student Code of Conduct. If a student received discipline for “other” then the student is receiving a negative consequence for something that is not in the Student Code of Conduct. Following the Student Code of Conduct terminology is critical as it has been approved by the Board of Education and legal representation to ensure compliance with state and federal mandates. Additionally, it is important for a district-wide ODR form to be utilized so that data collection is “equal” across the district. If schools are collecting data on different infractions, then the district has no way of being able to identify how best they can support schools and staff members with professional development and coaching in regard to how to respond to behaviors. Lastly, collecting the same discipline data allows for work to be done regarding resource alignment and allocation of said resources (Chapter 3: Funding and Alignment).

In order to efficiently and effectively identify students in need of Tier 2 or Tier 3 supports, it is recommended the District Leadership Team develop written guidelines detailing the use of multiple sources of data to inform school level identification processes. Typical methods for identifying students in need of Tier 2 supports include teacher nominations, review of existing school data, and the use of universal screening tools. A sample [Teacher Nomination Form](#) is included in Appendix 8.4. The [Existing Data Inventory](#) template, used to review and identify existing data sources, is included in Appendix 8.5. While the use of common data sources across all schools is recommended, the District Leadership Team may choose to allow each school to establish specific data decision rules.

Additionally, the District Leadership Team is encouraged to develop a system to track the proportion of students participating in Tier 2 and Tier 3 interventions within schools and across the district, see Appendix 8.1

for an example [Tier 2 and 3 Utilization Tracking](#) template. Finally, the District Leadership Team should provide a protocol for progress monitoring students participating in Tier 2 and Tier 3 interventions and tracking the proportion of students experiencing success with those supports.

Data Entry

District level data analysis relies on school level data entry. When data is not entered and shared with faculty, it is likely data entry will be increasingly viewed as a meaningless job rather than an essential element of the evaluation of school-wide systems (Scott & Martinek, 2006). Typically, classified staff input data, however administrators or teachers may also be responsible for some data entry tasks (Irvin et al., 2006). For ODRs, data entry should take place at least weekly and the time required for data entry may range from 10-60 minutes in elementary schools, and up to 120 minutes per week in secondary schools (Irvin et al., 2006). However, it is recommended data entry for ODRs take place as those referrals are received.

For fidelity measures administered electronically, the data entry will be completed by the individual completing the instrument. If paper forms are used, the school coach or external coach will need to enter the data. Time required will vary depending on the instrument and the number of staff members completing the instrument.

Data Analyses

At the school level, a designated member of the PBIS team pulls and summarizes the data for monthly team meetings. School teams typically review ODR data once a month using some variation of the “Big 5” review (i.e., frequency of who, what, when, where, and why; Irvin et al., 2006). Similarly, at the district level, the data coordinator (see Chapter 1: Leadership Teaming for more details) will need to pull relevant data and conduct any analyses necessary for the District Leadership Team to use the data for decision making and action planning (e.g., implementation fidelity data, classroom implementation data, student outcome data).

For fidelity measures, it is recommended that the data coordinator pull school scores for each school in the district. In order to compare and contrast the perceptions of school teams with district staff, the data coordinator is encouraged to triangulate the findings from various fidelity measures for the District Leadership Team. A template for triangulating TFI and SAS data is available [electronically](#). The District Leadership Team may also choose to triangulate phase of implementation data with implementation fidelity.

Data-based Decision Making and Action Planning (DSFI 8.1, 8.4)

Based on annual completion of the DSFI, the District Leadership Team will develop a 3 to 5 year action plan using a standard [template](#). Effective District Leadership Teams engage in data-based decision making and action planning at every meeting. The data used to guide decision making and action planning may include any of the sources discussed in this chapter. For any given data source, the District Leadership Team engages in an examination of the data, similar to the school level Big 5. This Big 5 style data review includes identifying who, what, when, and where specific fidelity issues or outcomes are occurring. The District Leadership Team can drill down into the data, using the [Triangulation worksheet](#), to identify specific characteristics of barriers to implementation fidelity or undesired student outcomes. These activities inform professional development and

technical assistance at the district level and allow for differentiation in supports provided to individual schools. The District Leadership Team can address equity with resources from the Center on PBIS such as:

- [Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams](#)
- [Integrated Tiered Fidelity Inventory Companion Guide](#)

Data Reporting and Performance Feedback (DSFI 8.3, 8.9, 8.10, 8.11)

In order to reach all stakeholders, district-level data reporting will take many forms. The District Leadership Team is advised to share positive outcomes and accomplishments with all stakeholders at least quarterly (MU Center for Schoolwide Positive Behavior Support, 2019). The District Leadership Team is encouraged to share findings with executive level leadership, external coaches, internal coaches, and school PBIS teams as part of the ongoing implementation process. In addition to data sharing to mark success and action plan to address areas of need, data should guide all professional learning and technical assistance (for more information, see Chapter 7: Coaching). In essence, districts provide differentiated support along a continuum for schools (and further for groups of staff within a school) similar to supports provided for students. For example, school teams attend professional development based on their current level of implementation, structures are developed within schools to provide peer coaching for teachers not meeting benchmarks, and technical assistance provided to school teams targets current needs based on achievement and action plans.

It is recommended that the District Leadership Team provide an annual report to internal stakeholders addressing the extent to which a) teams are implementing PBIS, b) PBIS implementation is improving student outcomes, and c) the District Leadership Team's action plan is implemented (MU Center for Schoolwide Positive Behavior Support, 2019). Additionally, the District Leadership Team is advised to provide an annual report tailored to external stakeholders outlining the activities and outcomes related to PBIS fidelity of implementation and student behavior goals across all tiers of implementation (MU Center for Schoolwide Positive Behavior Support, 2019). A sample [Annual Report](#) is available in Appendix 8.6 with the template available [electronically](#).

Appendix 8.0
DSFI Section 8: Evaluation

Feature	Possible Data Sources	Scoring Criteria
<p>8.1 Evaluation Plan: District Leadership Team completes a 3 to 5 year evaluation plan guided by district assessment schedule and school implementation data, social validity survey results, and important district outcomes.</p>	<ul style="list-style-type: none"> ● Evaluation Plan ● Action Plan 	<p>0 = District Leadership Team has no 3 to 5 year evaluation plan.</p> <p>1 = District Leadership Team has an evaluation plan that is less than 3 to 5 years in length or does not include use of an evaluation process.</p> <p>2 = District Leadership Team completes a comprehensive 3 to 5 year evaluation plan using an evaluation process. The plan includes: clearly identified assessments, evaluation questions, school implementation data, social validity survey results, and important district outcomes.</p>
<p>8.2 Data Collection Systems: District and school level data systems (e.g., data collection tools and applications) are in place to a) promote consistent collection and entry of common data (e.g., team accomplishments, schools involved, fidelity, outcomes disaggregated by subgroup), b) reflect a range of settings and stakeholders (e.g., community data, student and family perceptions), c) identify schools or classrooms needing additional training and coaching support, and d) enable continuous decision making and feedback at all levels (i.e., district, school, classroom).</p>	<ul style="list-style-type: none"> ● Data System Reports ● PBIS Fidelity Data (e.g., TFI, BoQ, SAS) ● Student Outcome Data (e.g., discipline, school climate) ● District Reports ● School/Community Demographic Data ● Evaluations 	<p>0 = No data collection systems are in place or existing data systems do not allow easy access to information needed for evaluation of efforts and impact.</p> <p>1 = Data systems are in place to collect common data that allow for continuous decision making, but data are not disaggregated by student group or aggregated into a district-level report for systems-wide decision making at all levels (i.e., district, school, classroom).</p> <p>2 = Data systems are in place to collect common data that allow for continuous decision making, and data are both disaggregated by student group and aggregated for system-wide decision making at all levels (i.e., district, school, classroom).</p>

<p>8.3 Evaluation Feedback Loop: Data systems are used to provide feedback, according to a district determined schedule, that internal coaches share with school teams to use for problem solving and action planning.</p>	<ul style="list-style-type: none"> ● Data Decision Rules ● Staff Professional Development Calendar ● Staff Handbook ● Team Meeting Minutes 	<p>0 = Data systems are not available to provide performance feedback.</p> <p>1 = Data systems are used to provide regular performance feedback to school teams and coaches, but data is not used for problem solving and action planning.</p> <p>2 = Data systems follow a written process to provide regular performance feedback to school teams and coaches for problem solving and action planning.</p>
<p>8.4 Differentiated Supports: Data system is in place for identifying school teams in need of additional training and coaching support.</p>	<ul style="list-style-type: none"> ● Data System Reports ● Fidelity Data (SAS, TFI, BoQ) ● District Reports 	<p>0 = No data system exists to identify schools in need of additional training and coaching support.</p> <p>1 = A data system exists to identify schools in need of additional training and coaching support, but it is not utilized to make decisions.</p> <p>2 = A data system exists to identify schools in need of additional training and coaching support and it is utilized to determine necessary supports.</p>
<p>8.5 Assessment and Evaluation Process: Assessment and evaluation schedule and process is used at all implementation levels (e.g., student, classroom, district) for examining the extent to which: (a) teams are implementing PBIS, (b) PBIS implementation is improving student outcomes, and (c) the District Leadership Team’s action plan is implemented.</p>	<ul style="list-style-type: none"> ● PBIS Self-Assessment Survey ● Student Outcome Data ● Walkthrough Data ● Informal Surveys 	<p>0 = District does not have an assessment and evaluation schedule and process.</p> <p>1 = District has an assessment and evaluation schedule and process that is used at all implementation levels and examines 1 or 2 of the items listed in (a) – (c).</p> <p>2 = District has an assessment and evaluation schedule and process that is used at all implementation levels and examines all three of the items listed in (a) – (c).</p>

<p>8.6 Student Identification Data: District provides schools with written guidelines to develop the creation of school-specific data decision rules to identify students who may need Tier 2 or Tier 3 supports. Guidelines include using multiple sources of data (e.g., discipline events, screening scores, attendance, teacher request for assistance).</p>	<ul style="list-style-type: none"> ● Multiple Data Sources Used ● District Decision Rubric ● Meeting Minutes ● School Policy 	<p>0 = No written guidelines exist that include multiple sources of data are provided to inform school level identification of students who may need Tier 2 or Tier 3 supports.</p> <p>1 = Written guidelines exist that include multiple sources of data are to inform school level identification of students who may need Tier 2 or Tier 3 supports, but it is not consistently followed or is used with only one data source.</p> <p>2 = Written guidelines that include multiple sources of data are provided to inform school level identification of students who may need Tier 2 or Tier 3 supports (e.g., discipline events, screening scores, attendance, or nomination).</p>
<p>8.7 Level of Use: A documented system is utilized to track proportion of students participating in Tier 2 and Tier 3 supports across the district and enrollment is proportionate.</p>	<ul style="list-style-type: none"> ● Tier 2 Enrollment Data ● Tier 3 Enrollment Data 	<p>0 = District does not track number of students enrolled in Tier 2 and Tier 3 supports.</p> <p>1 = A documented system is utilized to track proportion of students participating in Tier 2 and Tier 3 supports across the district, but fewer than 5% of students are enrolled at Tier 2 and/or fewer than 1% are enrolled at Tier 3.</p> <p>2 = A documented system is utilized to track proportion of students participating in Tier 2 and Tier 3 supports across the district, with at least 5% of students enrolled at Tier 2 and 1% of students enrolled at Tier 3.</p>
<p>8.8 Student Performance Data: District Leadership Team tracks proportion of students experiencing success and uses Tier 2 and Tier 3 outcome data and decision rules for system-wide progress monitoring and modification.</p>	<ul style="list-style-type: none"> ● Progress Monitoring Data ● Student Outcome Data 	<p>0 = Student data is not monitored.</p> <p>1 = Student data is monitored but no decision rules are established to alter (e.g., intensify or fade) support.</p> <p>2 = Student data (% of students being successful) is monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) district-level support, and shared with stakeholders.</p>

<p>8.9 Annual Evaluation: Annual progress reports tailored to external stakeholders are created and distributed at least annually on the activities and outcomes related to PBIS fidelity of implementation and student behavior goals across all tiers of implementation.</p>	<ul style="list-style-type: none"> ● Staff, Student, Family surveys ● PBIS Handbooks ● Fidelity Tools ● School Policy ● Student Outcomes ● District Reports ● School Newsletters 	<p>0 = Annual progress reports tailored to external stakeholders are not created.</p> <p>1 = Annual progress reports are created and distributed on the activities and outcomes related to PBIS fidelity of implementation and student behavior goals across all tiers of implementation, but are not tailored to stakeholders OR are distributed less than annually.</p> <p>2 = Annual progress reports tailored to external stakeholders are created and distributed at least annually on the activities and outcomes related to PBIS fidelity of implementation and student behavior goals across all tiers of implementation.</p>
<p>8.10 Acknowledgement of progress: Outcomes and accomplishments are disseminated and acknowledged among stakeholder groups, at least quarterly.</p>	<ul style="list-style-type: none"> ● Fidelity Tools ● Student Outcomes ● District Reports ● School Newsletters ● District Newsletter/Website/Social Media ● District Key Stakeholders List ● Stakeholder Engagement Plan 	<p>0 = Outcomes and accomplishments are not disseminated or acknowledged among district-identified stakeholder groups.</p> <p>1 = Outcomes and accomplishments are disseminated and acknowledged among district-identified stakeholder groups, at least once per year.</p> <p>2 = Outcomes and accomplishments are disseminated and acknowledged among district-identified stakeholder groups, at least quarterly.</p>
<p>8.11 Internal Evaluation Capacity: District has transitioned from external to internal evaluation and performance feedback capacity (e.g., the District Leadership Team has developed an assessment schedule and performance feedback activities and in district coaches support schools in administering assessments and analyzing results).</p>	<ul style="list-style-type: none"> ● Assessment Calendar ● Performance Feedback Activities Calendar ● School fidelity scores (e.g., TFI, BoQ, SAS) 	<p>0 = There is no assessment or feedback about implementation and/or data about implementation is only provided through an external agent (e.g., consultant).</p> <p>1 = Some assessment of implementation occurs but is partially or completely dependent on an external agent rather than administered by in-district personnel.</p> <p>2 = District has internal resources available to facilitate evaluation and performance feedback regarding implementation and does so according to a district devised plan/schedule/calendar.</p>

(Center on Positive Behavioral Interventions and Supports, 2020, pp. 15-18)

Appendix 8.1
URL Addresses for Chapter 8
organized as presented within the chapter

[Evaluation Blueprint](#)

<https://www.pbis.org/resource/evaluation-blueprint-for-pbis>

[Instrument Documentation](#)

[https://www.pbisapps.org/Resources/SWIS Publications/PBIS Assessment Technical Documentation.pdf#search=instrument% 20documentation](https://www.pbisapps.org/Resources/SWIS%20Publications/PBIS%20Assessment%20Technical%20Documentation.pdf#search=instrument%20documentation)

[PBISApps](#)

<https://www.pbisapps.org/Pages/Default.aspx>

[Tier 2 and 3 Utilization Tracking](#)

<https://docs.google.com/document/d/1n-ZZ4HMhPR3kdWiFJb3GN8y795KVp2TOPm6RAugioAg/copy>

[Systematic Screening Tools: Universal Behavior Screeners](#)

[https://assets-global.website-files.com/5d3725188825e071f1670246/5d8393cfa70460bf54f37f21_Screener Tools Table.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5d8393cfa70460bf54f37f21_Screener%20Tools%20Table.pdf)

[Teacher Nomination Form](#)

https://docs.google.com/document/d/1mXtqIDzicnLbFjmmdFBIMn6kNwn-leax_k3ZFz8yoW8/copy

[Existing Data Inventory](#)

<https://docs.google.com/document/d/1uCPWj89AVuoHkcddBm01jVE-MMG1GQytPgIE7AW1WBk/copy>

[TFI and SAS Triangulation Template](#)

<https://drive.google.com/file/d/1SDsIBWT68dyIfQDG3mZ75teWYyACi6M3D/view?usp=sharing>

[Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams](#)

<https://www.pbis.org/resource/using-discipline-data-within-swpbis-to-identify-and-address-disproportionality-a-guide-for-school-teams>

[Integrated Tiered Fidelity Inventory Companion Guide](#)

<https://www.pbis.org/resource/integrated-tiered-fidelity-inventory-companion-guide>

[District Leadership Team Action Plan](#)

<https://docs.google.com/spreadsheets/d/1iG8X5qUNdk8g6uxcTaTNtlyB7WOF3qtcCuMAnp5EzR0/copy>

[Big 5 Style Data Review](#)

<https://drive.google.com/open?id=1g8kNsKQJIdnhRe2ERHEhCbPRTcOkzOh2>

[Annual Report Example](#)

<https://docs.google.com/document/d/1Tnga4J6Sev4vfMOppPSLG5e5e6Y3xaO2/copy>

[Annual Report Template](#)

https://docs.google.com/document/d/1cTIT_14ficBph2q8vnl0_4x05hisdQzO/copy

Appendix 8.2

Tier 2 Utilization Tracking

Name of Intervention	Number of Students who Participated (Total for the year to date)	Number of Students Demonstrating a Positive Response (Actively Participating Now)	Number of Students who Graduated	Number of students who participated in the intervention(s) but required more intensive support
District Totals:				

Tier 3 Utilization Tracking

Name of Intervention	Number of Students who Participated (Total for the year to date)	Number of Students Demonstrating a Positive Response (Actively Participating Now)	Number of Students who Graduated	Number of students who participated in the intervention(s) but required more intensive support
District Totals:				

Tier 2/3 Level of Use

% of Students Served in Tier 2	% of Students Served in Tier 3
= District Total for Tier 2 Interventions	= District Total for Tier 3 Interventions
Total Student Population for the District	Total Student Population for the District

Appendix 8.3

Example District Assessment and Evaluation Calendar

Fulton District PBIS Assessment Calendar							August '19																					
							Su	M	Tu	W	Th	F	Sa															
Fulton Testing Windows <div style="display: flex; justify-content: space-between; font-size: small;"> <div style="background-color: #FFDAB9; padding: 2px;">School Safety Survey (SSS) Aug 26 - Sep 6</div> <div style="background-color: #FFFFE0; padding: 2px;">Self-Assessment Survey (SAS) Jan 21 - Jan 31</div> <div style="background-color: #D9F7D9; padding: 2px;">Tiered Fidelity Inventory (TFI) Feb 24 - Mar 6</div> </div> <div style="background-color: #D3D3D3; padding: 2px; margin-top: 5px;"> SABERS - Universal Screening October 7-25 April 27-May 15 </div>							4	5	6	7	8	9	10															
							11	12	13	14	15	16	17															
							18	19	20	21	22	23	24															
							25	26	27	28	29	30	31															
							September '19							October '19														
							Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa								
							1	2	3	4	5	6	7	6	7	8	9	10	11	12								
							8	9	10	11	12	13	14	13	14	15	16	17	18	19								
							15	16	17	18	19	20	21	20	21	22	23	24	25	26								
							22	23	24	25	26	27	28	27	28	29	30	31										
							29	30																				
							November '19							December '19														
							Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa								
												1	2	1	2	3	4	5	6	7								
							3	4	5	6	7	8	9	8	9	10	11	12	13	14								
							10	11	12	13	14	15	16	15	16	17	18	19	20	21								
							17	18	19	20	21	22	23	22	23	24	25	26	27	28								
							24	25	26	27	28	29	30	29	30	31												
							January '20							February '20														
							Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa								
										1	2	3	4								1							
							5	6	7	8	9	10	11	2	3	4	5	6	7	8								
							12	13	14	15	16	17	18	9	10	11	12	13	14	15								
							19	20	21	22	23	24	25	16	17	18	19	20	21	22								
							26	27	28	29	30	31		23	24	25	26	27	28	29								
							March '20							April '20														
							Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa								
							1	2	3	4	5	6	7				1	2	3	4								
							8	9	10	11	12	13	14	5	6	7	8	9	10	11								
							15	16	17	18	19	20	21	12	13	14	15	16	17	18								
							22	23	24	25	26	27	28	19	20	21	22	23	24	25								
							29	30	31					26	27	28	29	30										
							May '20																					
							Su	M	Tu	W	Th	F	Sa															
												1	2															
							3	4	5	6	7	8	9															
							10	11	12	13	14	15	16															
							17	18	19	20	21	22	23															
							24	25	26	27	28	29	30															
							31																					

Appendix 8.4

Example Tier 2/3 Teacher Nomination Form

Student Name _____ Age ____ Grade _____ IEP Yes No

Teacher Completing _____ Date _____

ACADEMIC INFORMATION

Overall G.P.A. _____
 Reading Grade _____
 Written Language Grade _____
 Math Grade _____

Do you believe that academic skills, including task completion, are impacting the problem behavior?

- Yes
 No
 Unsure

WHAT IS THE PROBLEM BEHAVIOR?

Internalizing Behaviors:

- Exhibits sadness or depression
- Sleeps a lot
- Is teased or bullied by peers
- Does not participate in games
- Very shy or timid
- Acts fearful
- Does not stand up for self
- Self-injury (cutting, head banging)
- Withdrawn
- Other

Externalizing Behaviors:

- Out of seat/assigned area
- Inappropriate Language
- Fighting/physical aggression
- Talking out of turn
- Verbal defiance
- Not following instructions
- Technology violation
- Tardy
- Other

STRATEGIES TRIED TO ADDRESS PROBLEM BEHAVIOR AND RESULTS

	Successful	Somewhat Successful	Not Successful
<input type="checkbox"/> Tangible recognition for expected behavior			

<input type="checkbox"/> 4:1 positive verbal feedback			
<input type="checkbox"/> Retaught expected behavior			
<input type="checkbox"/> Multiple opportunities to practice expected behavior			
<input type="checkbox"/> Self-monitoring			
<input type="checkbox"/> Modified assignments			
<input type="checkbox"/> Change of schedule for activities			
<input type="checkbox"/> Extra assistance			
<input type="checkbox"/> Parent/Guardian contact			
<input type="checkbox"/> Other (Specify):			

Appendix 8.5

Existing Data Inventory Template

Measure	Proficient	At-Risk	High Risk	Person Responsible	Date(s) to Review

Appendix 8.6

Annual Report Example

Model School District

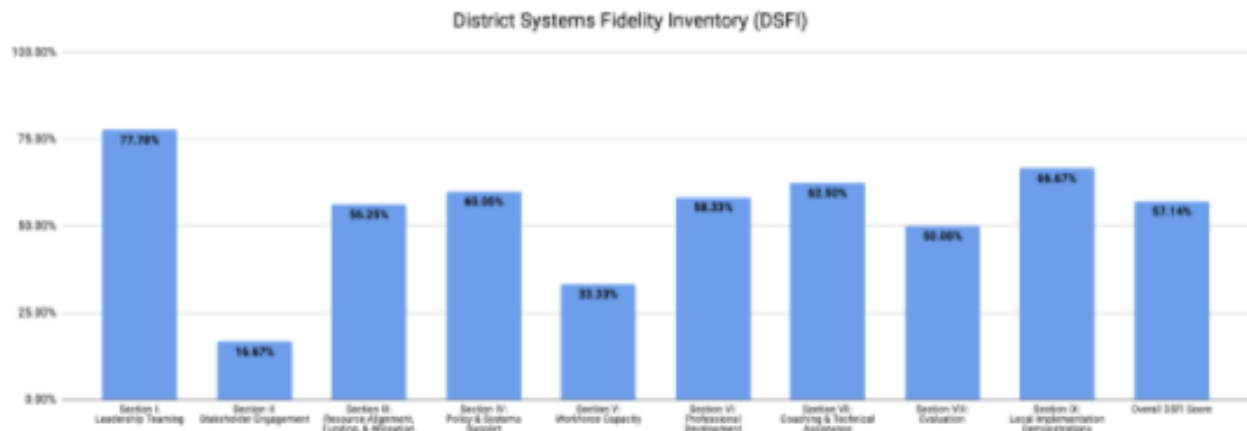
Positive Behavioral Interventions & Supports (PBIS) Annual Summary 2019-2020

District Purpose: Our quest to change student behavior is driven by our philosophy. Discipline should be a learning tool, not an “I got you”. We are committed to being student-centered and data-informed while leading with grace.

District Leadership Team

What is our level of implementation of district-wide PBIS?

The District Leadership Team, also known as the District-wide PBIS Team, completed the DSFI in April of 2020. We saw an overall growth of 5% as our overall implementation percentage was 52% in the 2018-2019 school year; as a team, we scored 57% in the 2019-2020 school year. The team saw the largest growth in the areas of Leadership Teaming, Coaching & Technical Assistance, and Local Implementation Demonstration. A slight decrease was seen in the area of Resource Alignment, Funding, & Allocation.



What are our goals for the 2019-2020 school year and beyond?

All goals listed within the District PBIS Action Plan, both long-term and one year, are directly linked and aligned to the DSFI. During the 19-20 school year our team focused on Leadership Teaming, Coaching & Technical Assistance, & Evaluation. Specific DSFI items that focused around these areas include:

1. Leadership Teaming: 1.1, 1.5, 1.7,
2. Coaching: 7.2, 7.3, 7.8
3. Evaluation: 8.1, 8.3, 8.5, 8.6, 8.7, 8.8, 8.9

[Link to District Action Plan, long-term and one-year, can be inserted here.](#)

Tier 1

What is our level of implementation of PBIS across the district at Tier 1?

- District Average on the TFI at Tier 1 is 97.8%; this is an increase of 6% from the 18-19 school year.
- District Average on the SAS was a 1.89; this is an increase by .43 from the 18-19 school year.
- Classroom Walk-through Data collected showed our positive:corrective ratio for 1.83:1. At the beginning of the school year the ratio was 1.2:1.



What resources supported our implementation of PBIS?

- Professional Development
- Technical Assistance
- Coaching

How many students are successful with our Tier 1 supports?

Based upon Office Referral Data, 92% of students responded positively to Tier 1 supports.

What is our Suspension and Office Referral Form rate across levels?

- Elementary: 1.7% of our elementary population were suspended from school. 10% of our elementary population received an Office Referral Form. Of that 10%, 6% had only one referral, 3% had 2-5 referrals, and 1% had 6+ referrals.
- Middle: 6.3% of our middle school population was suspended from school. 15% of our middle-level population received an Office Referral Form. Of that 15%, 6% had only one referral, 5% had 2-5 referrals, and 4% had 6+ referrals.
- High: 4.7% of our high school population was suspended from school. 9% of our high school population received an Office Referral Form. Of that 9%, 5% had only one referral, 2% had 2-5 referrals, and 2% had 6+ referrals.

What are our attendance rates across levels?

- Elementary: 97.3%
- Middle 95.6%
- High: 94.7%

How do our teachers, families and students perceive school climate across all levels?

Model School District asks staff members, students (grades 3-12), and families to complete the School Climate Survey offered through PBIS APPS. Questions are asked using a rating scale of 0 (Never) to 4 (Always). All but two buildings received an average rating of 3.4 or above; the other two buildings received an average rating of 3.0.

Do schools who implement PBS with integrity show improved outcomes and equity in suspension rates? What is the reduction in exclusionary practices?

Data shows when schools in Model School District implement PBIS with fidelity that Out of School Suspension and In School Suspension decrease. We have seen a slight reduction this year in suspensions among our Black and Hispanic populations. We have not seen a decrease in those students with IEP's.

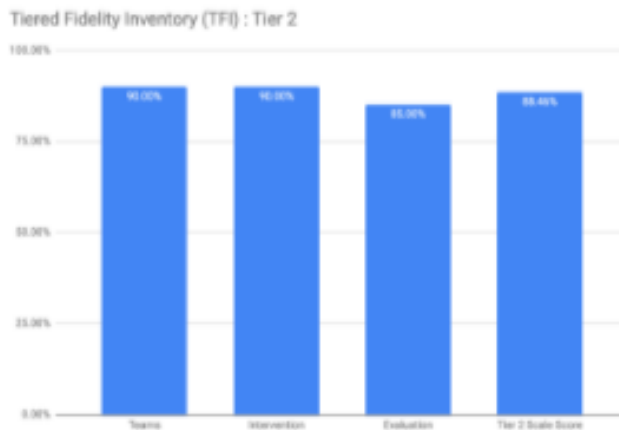
What is our Action Plan for the next school year?

While the team is still completing the Action Plan for next year, the team is making plans to focus on Alignment & Funding in addition to Training and Evaluation. Additionally, we plan to look more closely at classroom level implementation by completing classroom walkthroughs and offering coaching support through that process.

Tier 2

What is our level of implementation across the district at Tier 2 for social-emotional-behavioral?

Our overall Tier 2 Scale Score on the TFI was 88%; this data is from the three schools that are currently implementing Tier 2. School A has been implementing Tier 2 for two year and schools B and C have been implementing Tier 2 for one year. Three schools will begin Tier 2 in the upcoming school year. Schools must be implementing Tier 1 with fidelity and meet the readiness criteria outlined in the Tier 2 District Handout prior to beginning Tier 2 training.



How effective are our Tier 2 interventions and supports?

This is our second year in implementing Tier 2 at School A and our first year in implementing Tier 2 at School B and C. We continue to use a universal screener to help identify students that may need additional support. This year we added a classwide intervention called CW-FIT into School A. Should a classroom in that building have 40% or more of the students

be identified as At Risk, then the classroom teacher implemented CW-FIT. Once CW-FIT was implemented with fidelity 13 students no longer met the Data Decision Rules to qualify for a Tier 2 intervention as Tier 1 supports and CW-FIT met their needs.

Name of Intervention	Students Participating	Students Responding Positively	Percent Successful	Students Needing More Support
District				
• CICO	34	27	79%	7
• Social Groups	71	58	82%	12
• Self Monitoring	1	1	100%	
School A				
• CICO	7	7	100%	0
• Social Groups	32	29	91%	3
• Self Monitoring	1	1	100%	0
School B				
• CICO	7	7	100%	0
• Social Skills	25	24	96%	1
School C				
• CICO	19	12	63%	7
• Social Groups	14	5	36%	9

What is our Action Plan for the next school year?

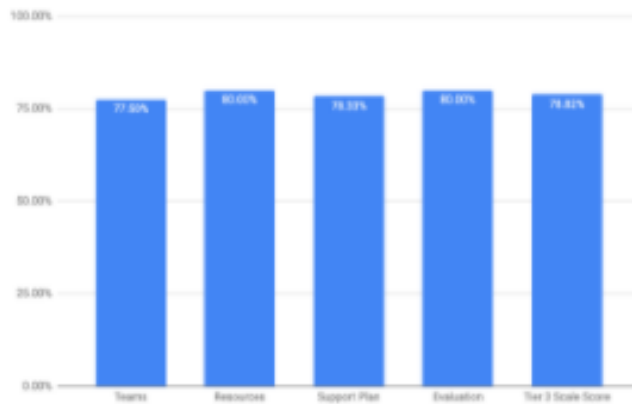
The District-wide Tier 2 Handbook will continue to be utilized as three more schools will begin Tier 2 in the upcoming school year. Schools B and C will add Self Monitoring to their interventions. The District Leadership Team will enhance the process in which teams identify the function of behavior and the steps necessary to match the student with the appropriate intervention. The District Team has also identified a Tier 2 coach to support the Tier 2 school building teams. Also, as the team has received feedback from the Tier 2 teams at schools A, B, and C, it has been determined that schools will begin with CICO and Self-Monitoring in year one of Tier 2 and then Social Skills will be introduced in the second year of Tier 2.

Tier 3

What is our level of implementation of PBIS across the district at Tier 3?

The Tier 3 Scale Score on the TFI was 79%; it is important to note that only one school is currently implementing Tier 3 and this is their first year in doing so. A District Tier 3 Handbook was developed and utilized. As with Tier 2, schools must meet Readiness Criteria prior to starting Tier 3. At this point the District Leadership Team does not foresee any additional schools being added to Tier 3 in the upcoming school year.

Tiered Fidelity Inventory (TFI) : Tier 3



How effective are our Tier 3 interventions and supports?

50% of those students that received Tier 3 support responded positively with 50% needing additional support. Three students receiving Tier 3 support needed additional support as Tier 2 was not successful for them. The other three students did not receive Tier 2 [supports](#) prior to the Tier 3 intervention due to Data Decision Rules.

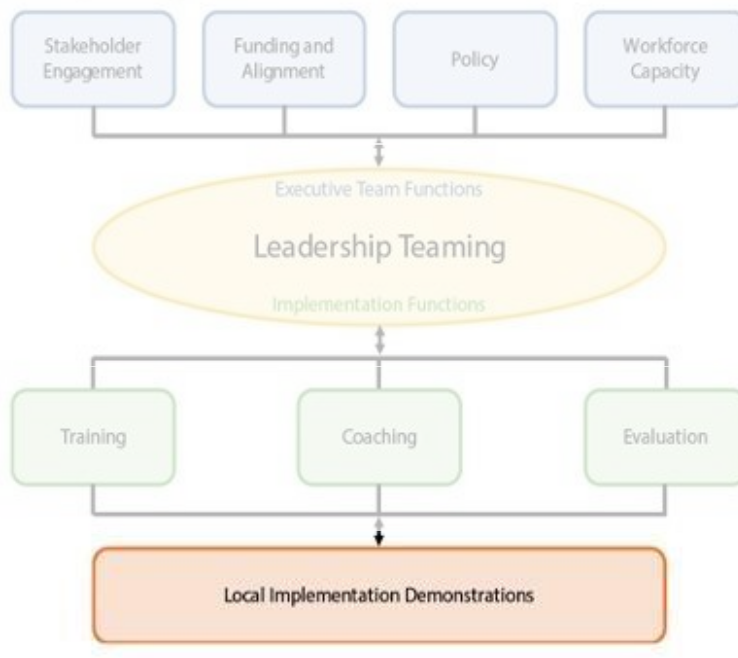
Name of Intervention	Students Participating	Students Responding Positively	Percent Successful	Students Needing More Support
FBA/BIP	6	3	50%	3

What is our Action Plan for the next school year?

School A has provided valuable feedback regarding the District Tier 3 Handbook and updates are being made based upon this feedback. One of the District Tier 2 Coaches will also serve as a Tier 3 Coach. Technical Assistance and Coaching will be provided to the Tier 3 school level team; information gathered from this support will be utilized to enhance the Tier 3 Handbook and the trainings provided for future Tier 3 teams.

Chapter 9

Local Implementation Demonstrations



Introduction to Local Implementation Demonstrations (DSFI Section 9.0)

As the District Leadership Team guides school teams in their implementation of PBIS, equal attention should be on how to sustain implementation over time. Each chapter within this Practice Guide has placed a focus on building district capacity while also stating the importance of documenting decisions, practices, and protocols. These items provide the framework for identifying when schools will begin implementation, which schools will be utilized as exemplars and/or model demonstration sites, and how to ensure efforts in scaling occur. Demonstration sites allow the district to target a range of schools (e.g., elementary, secondary, title one) as initial implementation sites encourage the district initiative to adapt/adopt their work to differ instructional, cultural, linguistic, and contexts to other schools. The remaining sections provide additional definitions and examples of DSFI items and recommended steps to consider if items are not fully in place. For a full listing of DSFI items and scoring criteria related to Local Implementation Demonstration, see [Appendix 9.0](#).

Site Selection (DSFI 9.1)

While schools and districts vary in size, all District Leadership Teams have the same responsibility in determining the process of how implementation of PBIS across the district will unfold. While some opt to have all schools begin PBIS implementation at the same time, other districts choose to onboard schools through a cohort process over a set number of years. When making the decision regarding how best to move forward in starting and/or expanding PBIS implementation across the district, it is recommended that certain criteria be considered. “Without careful planning, such district-wide implementation efforts will likely fail, as district

personnel will be unfamiliar with the available resources and with the supports necessary to implement and sustain such district-wide systems change efforts” (George & Kincaid, 2018, p. 20).

As a district moves forward in building a system to support the implementation of PBIS, it is important to develop a process that identifies readiness criteria at each of the three tiers. Some items that districts may want to consider when determining the selection of schools for Tier 1 implementation:

- The school improvement plan includes a goal related to social-emotional-behavioral support and/or school climate;
- PBIS school team has been formed;
- the school administrator commits to being an active member of the PBIS team and agrees to attend all social-emotional-behavioral trainings and meetings;
- the school administrator and at least 80% of staff agree to implement PBIS;
- the PBIS Tier 1 team agrees to meet at least monthly;
- the school has allocated/secured funding to support the implementation of PBIS;
- the District Leadership Team has identified a contact for the school regarding implementation support;
- the school administrator agrees to adopt the district discipline data system and to utilize data-based decision making; and
- the school administrator agrees to designate a certain amount of time each month to provide updates and or professional learning to the staff regarding implementation of PBIS (Missouri Schoolwide Positive Behavior Supports, 2018).

While many schools are eager to start the development of Tier 2 and Tier 3 systems, it is imperative that Tier 1 be implemented with fidelity school-wide, including classroom-focused supports. As Freeman et al. (2016) state:

Implementation of Tier 2 is likely to be more effective and efficient if foundational Tier 1 systems are implemented with high fidelity to improve the accuracy with which teams identify and deliver appropriate levels of support to the most appropriate students (p. 1).

A number of data points should be looked at when identifying which schools are ready to begin Tier 2. The Center on PBIS has developed a [Tier 2 Systems Readiness Guide](#) to assist with this process; additionally, many states have developed specific resources for readiness and advanced tiers. Links to some of these state resources can be found in Appendix 9.1. It is recommended that the District Leadership Team review these documents and create their own readiness criteria based upon the resources provided. District Leadership Teams are encouraged to also create their own Tier 3 readiness requirements based upon the [Tier 1 and Tier 2 Analysis for Tier 3 Readiness](#). Once readiness criteria have been determined, the District Leadership Team will need to formalize the process regarding the list of requirements that must be. When a school team completes the Tier 2 or Tier 3 District Readiness Checklist, it is recommended that a member of the District Leadership Team or a District PBIS Coach attend that specific meeting to help answer questions and/or coach the team in next steps based upon the results.

Model Demonstration (DSFI 9.2)

As districts begin to expand in their implementation of PBIS, they are encouraged to identify an initial cohort of schools to serve as demonstration sites. Once the schools achieve implementation fidelity they can serve as resources for the remaining schools. Some sites will thrive early on in their implementation across Tiers 1, 2, and/or 3, will have data showing implementation with fidelity, and therefore can serve as a model demonstration site. Other sites, while working on implementation fidelity across one or more tiers, might serve as an exemplar for a certain area/feature within PBIS.

Both model demonstration sites and exemplars showcase the systems and processes developed to serve students, staff, family, and community members in addition to the outcomes that have been reached. These sites build awareness and visibility within the district and provide rationale to maintain or increase the supports needed to sustain their efforts.

As model demonstration and exemplar sites are selected for the multiple tiers, the next step in this process is for the District Leadership Team to create a system and/or resource in which school teams and or coaches looking for an exemplar to learn from can easily access these sites. As a means to ensure this process is beneficial, it is recommended that the District Leadership Team develop and implement a communication plan, routines and procedures for learning, and that evaluation and assessment loops be established. Processes for developing this system can be found in Chapter 2: Stakeholder Engagement, Chapter 6: Professional Development, and Chapter 8: Evaluation.

Model Demonstration Sites

As a means to identify schools to be selected as a model demonstration site, it is recommended that the District Leadership Team develop a process and identify baseline scoring criteria to aid in the decision-making process. It is recommended that annual implementation data (e.g., Self-Assessment Survey, Tiered Fidelity Inventory, intervention implementation data, walk-through data) and student outcome data (e.g., school climate, discipline data, academic achievement data) be utilized to identify those schools implementing Tiers 1, 2, and/or 3 with fidelity.

The baseline scoring criteria utilized to identify model demonstration sites should be utilized annually to identify new model demonstration sites while also ensuring current sites are continuing to implement with fidelity. Should a site have data indicating implementation concerns, it is recommended that the District Leadership Team have a conversation with the school administrator and school team to action plan.

Exemplars

Schools having data which indicates a large amount of growth in one particular area/feature or in a short period of time might be those considered for serving as an exemplar. As the District Leadership Team reviews implementation and student outcome data, consideration should be given to identify those that are exceeding expectation (i.e., exemplars).

It is recommended that a meeting be held with the school administrator and school team to congratulate them on the exemplar status. It should be clarified that the purpose of the exemplar sites is to provide an opportunity to showcase the areas in which they are implementing well to sites that might be struggling and/or needing assistance with that particular area/feature. Additionally, data should be reviewed on an annual basis to determine if the school site continues to qualify for exemplar status.

Scaling Up (DSFI 9.3)

As the district moves towards implementation across multiple sites, it is imperative that focus remains not only on the foundational pieces of PBIS but in building capacity and sustainability. As a means to do this, districts should move towards scaling up the number of schools that achieve implementation fidelity (at each tier and across all tiers) and student outcomes. As a result of scaling up, the district would have multiple sites, including alternative education settings, across all tiers and at all levels (pre-school through secondary) achieving district goals.

It is recommended that the District Leadership Team engage in ongoing communication with school teams to identify the support necessary to sustain implementation and model demonstration site status. Additionally, model demonstration sites might also develop a checklist of items that were key in maintaining implementation fidelity over time. The District Leadership Team should then use this information to develop a process to provide additional support to ensure all meet key implementation markers and student outcomes.

Another step in scaling up as a district includes providing the opportunity for members of the District Leadership Team, in addition to PBIS team members at the school level that are currently implementing, to provide training and coaching to those upcoming school team cohorts. Creating this opportunity allows for school teams to hear/see what is occurring within other schools in the district while providing an opportunity for select team members to grow as trainers and coaches.

Lastly, as the district moves in expanding and building capacity in implementation across school sites, it is imperative that the District Leadership Team continue to focus on their own sustainability. It is recommended that the team develop a PBIS District Leadership Team Handbook which outlines and explains the systems and processes that have been developed. A checklist of items to consider being included can be accessed [electronically](#) and found in Appendix 9.2.

Appendix 9.0
DSFI Section 9: Local Implementation Demonstrations

Feature	Possible Data Sources	Scoring Criteria
<p>9.1 Site Selection: Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed, adopted, and consistently used to select: (a) select initial pilot schools and (b) expand to new schools within the district.</p>	<ul style="list-style-type: none"> ● Readiness Requirements ● Commitment Procedures 	<p>0 = No formal site selection process exists for school participation in PBIS.</p> <p>1 = Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed/adopted but not used to select: (a) initial (pilot) and (b) new (expansion, scaling) participating schools within the district.</p> <p>2 = Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed/adopted and used to select: (a) select initial pilot schools and (b) expand to new schools at Tiers 1, 2, and 3.</p>
<p>9.2 Model Demonstrations: District has identified model demonstration schools to serve as local examples of process and outcomes across tiers (1, 2, 3) and levels (preschool, elementary, middle, high). Demonstration schools have annual data indicating sustained high levels of fidelity of implementation and visible activities, data, and products.</p>	<ul style="list-style-type: none"> ● Case Studies ● Site Descriptions ● District Reports ● SWPBIS Tiered Fidelity Inventory 	<p>0 = No demonstration schools are identified or demonstration schools do not report annual data.</p> <p>1 = Demonstration schools have annual data, but it does not indicate sustained high levels of fidelity of implementation.</p> <p>2 = Demonstration schools have annual data indicating sustained high levels of fidelity of implementation and visible activities, data, and products to serve as local examples of process and outcomes across tiers (1, 2, 3) and levels (preschool, elementary, middle, high).</p>

<p>9.3 Scaling Up: Plan for additional demonstrations, including replication and scaling of PBIS across tiers and levels (preschool, elementary, middle, high) in the organizational unit, is developed and followed.</p>	<ul style="list-style-type: none"> ● 3 to 5 Year Action Plan ● Strategic Plan 	<p>0 = No formal plan exists for replicating and scaling PBIS within the district.</p> <p>1 = Plan for further demonstrations, including replication and scaling of PBIS across tiers and levels in the organizational unit, is developed.</p> <p>2 = Plan for additional model demonstrations, including replication and scaling of PBIS across tiers and levels in the organizational unit, is developed and followed.</p>
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(Center on Positive Behavioral Interventions and Supports, 2020, pp. 19-20)

Appendix 9.1

URL Addresses for Chapter 9 *organized as presented within the chapter*

[Tier 2 Systems Readiness Guide](https://www.pbis.org/resource/tier-2-systems-readiness-guide)

<https://www.pbis.org/resource/tier-2-systems-readiness-guide>

[Tier 2 Commitment Survey \(Missouri SW-PBS\)](https://pbismissouri.org/wp-content/uploads/2018/08/T2-Ch.-1_Tier-2-Commitment-Survey.docx)

https://pbismissouri.org/wp-content/uploads/2018/08/T2-Ch.-1_Tier-2-Commitment-Survey.docx

[Tier 2 Readiness Checklist \(Missouri SW-PBS\)](https://pbismissouri.org/wp-content/uploads/2018/08/T3-Ch.-2_Tier-3-Readiness-Checklist.docx)

https://pbismissouri.org/wp-content/uploads/2018/08/T3-Ch.-2_Tier-3-Readiness-Checklist.docx

[Tier 1 and Tier 2 Analysis for Tier 3 Readiness](https://pbismissouri.org/wp-content/uploads/2018/08/T3-Ch.-2_Tier-3-Readiness-Checklist.docx)

https://pbismissouri.org/wp-content/uploads/2018/08/T3-Ch.-2_Tier-3-Readiness-Checklist.docx

[PBIS District Leadership Team Handbook Checklist](https://docs.google.com/document/d/1xW_1oytt0MCxYbkM_OXb4qdf0eeLwIMgsjPWHLrBPRI/copy)

https://docs.google.com/document/d/1xW_1oytt0MCxYbkM_OXb4qdf0eeLwIMgsjPWHLrBPRI/copy

Appendix 9.2

PBIS District Leadership Team Handbook Checklist

Document/Process	Completed
Ch 1 - Leadership Teaming	
District Organizational Chart	
Team Roles and Responsibilities	
Meeting Agenda Template	
Meeting Expectations	
Problem Solving Process	
District Action Plan (3-5 Year)	
District Action Plan (1 Year)	
Ch 2 -Stakeholder Engagement	
Stakeholder Engagement Plan	
Ch 3 - Funding and Alignment	
Audit Review	
Staffing Allocation	
District Budget	
Alignment of Initiatives	
Initiative Adoption Procedures	
Tier 2 and Tier 3 Initiative Adoption Procedures	
Annual Alignment Review	
Ch 4 - Policy	
Vision/Mission Statement	
Transition Systems	
Discipline Guides	
Ch 5 - Workforce Capacity	

Job Descriptions	
Interview Questions and Hiring Practices	
Performance Evaluation	
District Reinforcement Plan	
Ch 6 - Training	
District Professional Development Plan	
Ch 7 - Coaching	
Coaching Scope and Sequence	
Classroom Implementation: Documentation and Process	
Ch 8 - Evaluation	
Tier 2 and 3 Utilization Tracking	
District Assessment and Evaluation Calendar	
Tier 2 and 3 Teacher Nomination Form	
Existing Data Inventory	
Big 5 Data Style Review	
Annual Report	
Ch 9 - Local Implementation Demonstration	
Site Selection Plan	
Model Demonstration site selection	
Exemplar site selection	
Implementation/Utilization process of Model Demonstration and Exemplar sites	
Scaling Up Plan/Process	
District Leadership Team Handbook	

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