

Tier I Core Features of PBIS (annotated for High Schools)

Leadership team

___ Team has people with multiple perspectives and skills to implement SWPBIS

- *Representation: Targeted Recruitment, "Go to Pool"; multiple subcommittees*
- *Facilitators: add'l planning period, common planning for co-facilitators, Supported by stipends, FTE, etc.*

___ Clear role for students and families

- *Active student involvement and input*
- *Re-engage families*

___ Clear line of communication and decision making between team and administration

- *This is what we are thinking; This is what we are struggling with; Can we . . . ?*

___ Meetings are scheduled at predictable times and at least monthly

- *Use common planning time*
- *Two 45 or one 90 minute meeting*
- *Additional Planning time : Mid year and summer planning days*

___ Meetings are effective for action planning and tracking progress

- *Use agenda and distribute minutes within 3 days*
- *If admin does not attend responds to items in the minutes within 2 days*

Schoolwide Behavioral Expectations

___ 3-5 behavioral expectations selected

- *Ensure that there is only ONE set of behavioral expectations*
- *Ensure addresses academic and social behavior*

___ Develop routines and rules, especially in the classroom

___ Teach the expectations and routines

- *Teaching matrix developed (across locations- assemblies, athletics, open lunch)*
- *Plans built by all faculty & students for each major location, including classroom*
- *Schedule defined for how to deliver the teaching plans (student role; across locations)*

___ Follow-up activities (e.g., 4-weeks before Winter and Spring breaks, prom, testing)

___ Orientation plan for new students, substitutes and new faculty

___ Strategy for informing families

Data-Based Decision Making

___ Team has "instantaneous" access to summarized reports

- *Graphed data*
- *Problem behavior includes frequency by behavior, location, time of day and student.*

___ Data is reviewed by Team monthly for decision making

- *Behavior & Academic Engagement*
- *Use of an efficient problem solving process*

___ Faculty are shown school-wide data regularly?

- *at least every 12 months*
- *provides input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences)*

___ Team uses fidelity data to gauge implementation of practices at least annually

___ Team conducts an evaluation of fidelity and effectiveness

- *Annually*
- *Year by Year comparisons*

- Shared with key stakeholders

Discipline System

___ Formal discipline policy and logic

___ Clear definitions for problem behaviors

___ Guidelines for responding to problem behaviors

- Incident referral form with relevant information
- One-page flowchart outlining staff-managed vs. office-managed behaviors
- Matrix to clarify warning, minor... expected behaviors
- Clarification of subjective or major/minor items (e.g., disruptive, disrespect, tardy)

___ Professional development plan for orienting all staff and students to the discipline system

___ Data-based decision making practices using discipline data

- Consistency of implementation by staff (Tally by teacher names, Teacher distribution quota)
- Rate of problem behavior (Tally by grade, ethnicity, subject, etc.)

___ School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches

Acknowledgement System

___ Guidelines for organizing and communicating about acknowledgement system for staff and students

- Linked to SW expectations
- Includes all students across all settings (consider off campus; differentiate across grades)
- Determine the criteria and frequency ...layered: daily, weekly, monthly, quarterly, etc.
- Group, individual, competition... drawings, large events
- Age appropriate acknowledgements – social, tangible, things need,...
- Consider BOTH students and staff

___ Professional development plan for orienting all staff and students to the acknowledgement system

- Document systems and practices

___ Data-based decision making practices using acknowledgement data

- Rate receive acknowledgements (Tally by grade, ethnicity, subject, etc.)
- Selection of acknowledgements (what selected; what left over)
- Consistency of implementation by staff (Tally by teacher names, Teacher distribution quota)
- Examine fidelity of implementation

Classroom System

___ Establish Tier I features in all classrooms consistent with SW expectations

- School-wide expectations
- Routines
- Acknowledgements
- In-class continuum of discipline consequences

___ Support implementation of classroom PBIS practices that may

- Decrease disruption/increase instructional time
- effectively implemented with all students in a classroom
- intensified to support small groups or a few individual students

___ Professional development plan for orienting all staff to expectations re: classrooms and classroom practices