

# PBIS Tier 1 Leadership Academy 2018

SWPBIS

## Tiered Fidelity Inventory CROSSWALK

Academics  
Bully Prevention  
Cultural Responsiveness  
Early Childhood  
*Early Elementary*  
*Preschool*  
High School  
Restorative Practices

# Tiered Fidelity Inventories (TFI)

<b>Behavior (SWPBIS-TFI)</b>	<p><i>School-wide PBIS Tiered Fidelity Inventory.</i>            OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., &amp; Sugai, G (2014)  <a href="https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx#tfi">https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx#tfi</a></p>
<b>+ ELABORATIONS</b>	
<b>Academics (R-TFI)</b>	<p>Reading Tiered Fidelity Inventory Elementary Level &amp; Secondary Level, Version 1.3, January 2018            St. Martin, K., Nantais, M., Harms, A.  <a href="https://miblsi.org/sites/default/files/Documents/Evaluation/Fidelity/RTFI">https://miblsi.org/sites/default/files/Documents/Evaluation/Fidelity/RTFI</a></p>
<b>Bully Prevention</b>	<p>Bully Prevention in Positive Behavior Support: Stop, Walk, Talk            Brianna C. Stiller, Robert H. Horner, Scott W. Ross  <a href="http://www.pbis.org/common/cms/files/pbisresources/bullyprevention_ES.pdf">http://www.pbis.org/common/cms/files/pbisresources/bullyprevention_ES.pdf</a></p> <p><i>Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect</i>            Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross  <a href="http://www.pbis.org/common/cms/files/pbisresources/2013_02_18_FINAL_COVR_MANUAL_123x.pdf">http://www.pbis.org/common/cms/files/pbisresources/2013_02_18_FINAL_COVR_MANUAL_123x.pdf</a></p>
<b>Cultural Responsiveness</b>	<p><i>PBIS Cultural Responsive Field Guide: Resources for Trainer and Coaches</i>, November 2016            Levenson, M., Smith, K., McIntosh, K., Rose, J., Pickelman, S. (2016).  <a href="http://www.pbis.org/school/equity-pbis">www.pbis.org/school/equity-pbis</a></p>
<b>Early Childhood</b>	<p><i>Early Childhood for Early Elementary Years TFI Companion Guide</i>,            DRAFT July 2017  <a href="http://www.pbiscaltac/resources-earlychildhood.html">www.pbiscaltac/resources-earlychildhood.html</a></p> <p><i>Early Childhood Program-Wide PBS Benchmarks of Quality</i>            version 2.0 Lise Fox, Mary Louise Hemmeter, Susan Jack, and Denise Perez Binder (2017)  <a href="https://www.pbisapps.org/Resources/SWIS%20Publications/Early%20Childhood%20Program-Wide%20PBIS%20Benchmarks%20of%20Quality%20v2%20%28EC-BoQ%29.pdf">https://www.pbisapps.org/Resources/SWIS%20Publications/Early%20Childhood%20Program-Wide%20PBIS%20Benchmarks%20of%20Quality%20v2%20%28EC-BoQ%29.pdf</a></p>
<b>High School</b>	<p><i>Tiered Fidelity Inventory +Elaboration for High School</i>            DRAFT May 2018  <a href="http://www.pbiscaltac/resources-highschool.html">www.pbiscaltac/resources-highschool.html</a></p>
<b>Mental Health Integration</b>	<p><i>ISF Action Planning Companion Guide to SWPBIS-Tiered Fidelity Inventory</i>, v.2.0, February 2016,  <a href="http://www.midwestpbis.org">www.midwestpbis.org</a></p>
<b>Restorative Practices</b>	<p><i>Tiered Fidelity Inventory--Restorative Practices (TFI-RP): A Tool for Using Restorative Practices (RP) with Positive Behavioral Interventions and Supports (PBIS)</i>, DRAFT: February 2017            Jeffrey Sprague &amp; Tary Tobin  <a href="http://tinyurl.com/tfipr">http://tinyurl.com/tfipr</a></p>

# 1.1 Team Composition

<b>Behavior</b> (SWPBIS-TFI)	Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority. Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.
<b>+ ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<p><b>Elementary:</b> A school-wide leadership team is established to support implementation of a Tier 1 Reading System. Team includes the school principal and both of the following: school representation (i.e. lower elementary, upper elementary, general education, special education, reading specialist, coach).</p> <p><b>Secondary:</b> A school-wide leadership team is established to support implementation of a School-wide Content Area Reading Model. Team includes principal and school representation of functional size to effectively accomplish the work. School representation examples include cross-content areas, special education, reading specialist, Title I support coach).</p>
<b>Bully Prevention</b>	Designated staff with Bully Prevention PBIS (BP-PBIS) expertise reports to the Tier 1 team regarding training, implementation and evaluation of BP-PBIS features. BP-PBIS advisors work with the student forum/advisory team and provide progress reports to Tier 1 team.
<b>Cultural Responsiveness</b>	SWPBIS leadership teams not only include stakeholders as team members but also actively elicit ownership, voice, and broad representation of their families and communities, especially underserved families and cultures. Although teams should be small enough to be efficient, family voice is critical. If team size is a concern, consider the use of a subcommittee structure and have families represented on the subcommittees.
<b>Early Childhood</b>	<p><b>Early Elementary:</b> The SW-PBIS multi-tiered leadership team membership includes an EC-PBIS coach with knowledge of developmentally appropriate practices supporting the social emotional competency for young learners. The role of an EC-PBIS coach is to act as a SW-PBIS liaison to early learning years' grade level teams, supporting implementation fidelity of developmentally appropriate schoolwide behavioral systems and practices.</p> <p><b>Preschool:</b> Team has broad representation including at a minimum a teacher, an administrator, a member who provides coaching to teachers, a member with expertise in behavior support and a family member. Other team members might include a teaching assistant, related service specialists, a community member, and other program personnel. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative and is visibly supportive of the adoption of the model.</p>
<b>High School</b>	Tier 1 team membership is a cross representation of staff and students that includes but not limited to: multiple content area teams, department representatives, student council/clubs/organizations representatives, parent/community representatives. Consider inviting the voice of those youth typically who are not engaged. A Freshman Leadership Team may be a separate of sub-team from the Schoolwide Tier 1 team. Distributive leadership puts more adults to work and thus familiarize them with the initiative thereby improving buy-in.
<b>Mental Health Integration</b>	Community partners, including family representatives, can provide an expanded view/context of how the students' lives outside of school are to be considered and can enhance the Tier 1 Team's ability to promote healthy social emotional functioning for ALL students. <i>Integrated Systems Leadership</i> (ISF) teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders.
<b>Restorative Practices</b>	Someone with Restorative Practices (RP) expertise is on the school's SWPBIS Tier I team.

## 1.2 Team Operating Procedures

<b>Behavior</b> (SWPBIS-TFI)	Teams with defined roles, consistent procedures, and ongoing action plans making effective and efficient decisions. A Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.
<b>+ ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<p><b>Elementary:</b> A School-wide Leadership Team uses an effective team meeting process, coordinates work with other school teams and uses systems-level coaching. Teams meet in person monthly, have assigned meeting roles (e.g. facilitator, recorder, data analyst, time keeper) and complete items outlined in action plans within a designated timeline. Academic School-wide Leadership Teams coordinate with all other teams within the school (PBIS, PLC, Grade) to discuss alignment of school priorities, successes and challenges. Grade level teams are established to support the implementation of reading instruction. Grade-level teams are established for ALL grades and the following are consistently present at the meeting: principal, staff who provide core/supplementary reading instruction.</p> <p><b>Secondary:</b> The School Leadership Team uses an effective team meeting process and coordinates work with other school teams. Teams meet in person monthly and have assigned meeting roles (e.g. facilitator, recorder, data analyst, time keeper). Department Teams are established to support the implementation of Tier 1 content area reading instruction. Cross-Department Teams coordinate reading and behavior supports for students who are not making adequate progress. Department Teams and Cross Department Teams use an effective team meeting process. The school has identified an individual to assist in data coordination for the Early Warning System and has developed a schedule for the school year.</p>
<b>Bully Prevention</b>	A BP-PBIS planning guide is used by teams implementing bully prevention as part of their existing school-wide positive behavior support framework. The guide defines steps that will increase the likelihood the bully prevention effort will be implemented well, sustained, and a benefit to students, families and faculty. Team evaluates BP-PBIS outcomes and guide interventions for promoting a positive and proactive school climate/culture.
<b>Cultural Responsiveness</b>	Team procedures include structures and practices that prompt the use of data for decision making and communication to ensure transparency of the system and to enable all stakeholders to have a voice in the process and outcomes. During data analysis, team members examine the system and policies for potential changes, rather than placing the responsibility for change on families and students. Having a defined set of procedures holds the team responsible for ensuring equitable SWPBIS implementation and assessing student data for equitable impact.
<b>Early Childhood</b>	<p><b>Early Elementary:</b> Teams with EC-PBIS coaches support the schoolwide PBIS team with: 1) implementation fidelity of developmentally appropriate schoolwide behavioral systems and practices; 2) design of a developmentally appropriate discipline process for young learners; 3) family and staff support with social emotional developmentally appropriate strategies for challenging behavior in young children; 4) implementation of the classroom Pyramid Model through practice-based coaching; and 5) reporting to SW-PBIS problem solving team using behavior incident reports, coaching action plans and Teaching Pyramid Observation Tool data.</p> <p><b>Preschool:</b> Team has regular scheduled meetings at least 1x per month for a minimum of 1 hour with consistent member attendance. Team has an established and written clear purpose or mission statement which is clearly communicated. Team develops a written implementation plan that includes all critical elements, goals and action steps guiding the work of the team. The team reviews the plan and updates progress at each team meeting.</p>

<b>High School</b>	Leadership teams are facilitated by multiple administrators, deans, and student/teacher leaders who establish policies supporting social behavior. Teams use an effective meeting format focusing on implementation fidelity and data-based decision making for prevention, critical warning indicators (academics, behavior, coursework) and tiered interventions. Teams communicate meeting minutes across and within departments and all stakeholders.
<b>Mental Health Integration</b>	Community partners, including family/student representatives, with clearly defined roles can improve ongoing action plans for efficient and effective improvement of social/emotional health of all students. Team review relevant community data, along with school data as they establish measurable goals that include mental health outcomes (climate data/family and student surveys). Teams address potential barriers (funding, policy, roles of personnel) and engage in problem solving such as reviewing role and utilization of school and community employed clinicians (e.g. time studies to determine how school and community staff time is funded, prioritized and assigned).
<b>Restorative Practices</b>	Team members are leading and influencing whole staff with the use of restorative practices. At least 80% of the staff have indicated willingness to use RP.

## 1.3 Behavioral Expectations

<b>Behavior</b> (SWPBIS-TFI)	School-wide expectations are a brief, memorable set of positively-stated expectations creating a school culture that is clear, positive, and consistent. School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.
<b>+ ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<b>Elementary/Secondary:</b> Class-wide expectations are: clearly defined, using student appropriate language (e.g. Be Safe, Be Responsible, Be Respectful/Integrity, Honesty, Social Responsibility), stated positively, aligned with the school-wide expectations, visibly posted in all classroom settings, taught at least annually and as needed when identified by behavioral data, and embedded within feedback to students.
<b>Bully Prevention</b>	Established schoolwide expectations are used to redefine the bullying construct by operationalizing respectful, appropriate behaviors for both adults and students. BP-PBIS focuses on the improvement of behaviors that are specific, observable, and measurable.
<b>Cultural Responsiveness</b>	Teams adopt or revise expectations that are reflective of the cultural values of the surrounding community. Expectations and specific rules are identified based on a legitimate purpose within the setting, as opposed to simply school tradition or maintaining the status quo. Within a culturally responsive framework, behavior expectations should focus on high standards for all students, be able to be taught and learned, and be respectful of the students' cultures.
<b>Early Childhood</b>	<b>Early Elementary:</b> Considerations for establishing and teaching positive behavior expectations may include 2-5 positively stated expectations that are developmentally appropriate, related to the SWPBIS expectations and focus on the social and emotional competencies for young children. <b>Preschool:</b> 2-5 positively stated program-wide expectations are developed and written in a way that applies to both children and staff. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities or settings. Program staff and families are involved in the identification of the program-wide expectations addressing needs, cultural norms and values of the program and community. Expectations are shared with families and staff assists families in the translation of the expectations to rules in the home.
<b>High School</b>	Establish SW expectations to support a positive predictable environment. Selection requires active student/staff involvement. Social expectations are linked to academic competencies which support academic self-managers. Expectations should be culturally relevant and inclusive of all student 'groups'. Expectations are a means for incorporating social emotional wellness.
<b>Mental Health Integration</b>	School-wide expectations foster skill building, positive relationships, and focus on teaching social and emotional competencies. Families, students and community participate in development of the expectations. All elements of the social emotional curriculum including community enhancements are linked the behavioral expectations.
<b>Restorative Practices</b>	Behavioral expectations are not just rules, but "agreements" developed with input from students and staff for school and for classroom. Behavioral expectations include relationship topics.



# 1.4 Teaching Expectations

<b>Behavior</b> (SWPBIS-TFI)	Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. Active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school.
<b>+ ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<b>Elementary/Secondary:</b> Class-wide expectations are: clearly defined, using student appropriate language (e.g. Be Safe, Be Responsible, Be Respectful/Integrity, Honesty, Social Responsibility), stated positively, aligned with the SW expectations, visibly posited in all classroom settings, and taught across classroom academic routines/settings at least annually and/or as needed when identified by academic/behavioral data, and embedded within positive feedback to students.
<b>Bully Prevention</b>	BP-PBIS teaches a common strategy for preventing and responding to disrespectful (bullying) behavior across ALL settings giving students and adults the following tools: (1) avoid situations where bullying behavior is likely to occur; (2) empowering with response strategies to remove the social rewards of the disrespectful behavior and prevent the behavior from escalating; (3) removing what triggers/maintains the disrespectful behavior and; (4) reporting disrespectful behavior.
<b>Cultural Responsiveness</b>	Teams ensure that school staff understand all students need explicit teaching about expected behavior at school. Teams have a process and procedures for staff to teach students the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff explicitly teach the differences (i.e., code-switching), the purpose of having the expectation at school, and provide additional practice until students demonstrate the behavior fluently.
<b>Early Childhood</b>	<b>Early Elementary:</b> Instruction on expectations is intentionally embedded within curriculum and designed to match the child's level of cognitive and communicative abilities. <b>Preschool:</b> Expectations are developmentally appropriate and linked to concrete rules for behavior within activities or settings. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families.
<b>High School</b>	Teaching of SW behavioral expectations starts small and simple (i.e. target one location, one behavior, Freshman class). Student involvement is crucial in both the development and implementation of the SW behavioral teaching matrix. Plans are created for teaching expectations which include: <i>What will be done? How will it be done? When will it be done?</i> Consider students teaching the lessons (e.g. students enroll in a leadership course and that is one of the expectations (assignments) of the course). Use of technology is critical (e.g. develop videos for instruction, use movie clips to engage and then elaborate; provide blasts on social media)
<b>Mental Health Integration</b>	Team uses community data and student and family perception data and/or focus groups to inform development of student expectations as well as staff expectations for the teaching matrix. Staff expectations should explicitly state how staff support ALL students in developing social emotional skills. Social emotional instruction has an evidence base and is implemented with fidelity for all students.
<b>Restorative Practices</b>	Students have been taught (a) how to have informal RP conversations with affective statements and questions, (b) the RP circle process, and (c) what to expect if they are ever involved as a stakeholder in any role in a formal RP conference. In the classrooms, RP circles and/or Stop Everything and Dialogue (SEAD) activities (Anderson, n.d.; Riestenberg, 2012) are among the methods used to teach expectations.

## 1.5 Problem Behavior Definitions

<b>Behavior (SWPBIS-TFI)</b>	School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.
<b>+ ELABORATIONS</b>	
<b>Bully Prevention</b>	By redefining the bullying construct, BP-PBIS focuses on operationalizing disrespectful behaviors that are specific, observable, and measurable. The definitions of these behaviors will not speculate on the intent of the behavior, the power of the individuals involved, or the frequency of its occurrence.
<b>Cultural Responsiveness</b>	Teams and school staff understand the difference between universally unacceptable and situationally inappropriate behaviors and take responsibility for teaching what is wanted at school without devaluing what may be acceptable at home or in the community. Behaviors determined to be unacceptable in the school setting must be grounded in actual purpose (e.g., to keep students safe). Differences between school and home/community definitions of unacceptable or undesirable behaviors are discussed and mitigated with families and community so schools truly reflect the communities they serve.
<b>Early Childhood</b>	<p><b>Early Elementary:</b> The social-emotional development of young children is not as advanced as older elementary students. Misbehaviors must be distinguished between behaviors being developmentally normative and those needing further examination and support. Agreement and understanding for developmentally appropriate challenging behaviors in younger children is crucial.</p> <p><b>Preschool:</b> Definition agreement for behavioral challenges and factors are created. Challenging behaviors are defined as not developmentally normative or a cause of concern to the teacher.</p>
<b>High School</b>	<p>School has clear definitions for behaviors that interfere with contextual academic and social success for addressing office-managed versus staff-managed problems. Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.</p> <ul style="list-style-type: none"> <li>△ What % of the staff would you estimate agree upon the definition of a tardy?</li> <li>△ What % of the staff know the consequences (acknowledgement and discipline)?</li> <li>△ What % of the staff follow through when students do/do not exhibit the behavior?</li> </ul>
<b>Mental Health Integration</b>	The school team develops a clearly documented and predictable system for managing disruptive behavior representing community, family/student values and culture. Referral procedures also include ways to track students leaving their instructional environment (e.g., visits to the nurse or school counselor) so the needs of youth with internalizing as well as externalizing challenges inform the behavior definition process.
<b>Restorative Practices</b>	Problem behavior definitions are related to information for teachers indicating distinctions among types of behaviors considered (a) "serious" enough to warrant a formal RP conference that includes an administrator, (b) best handled in informal RP conversations with teachers, (c) likely to be resolved by a classroom RP circle, or (d) not appropriate for RP management. A RP Flowchart could illustrate when to use RP and which type of RP (circle, conversation, conference) is appropriate. Note participation in a formal RP conference should be voluntary although a preliminary individual talk with a teacher or principal may lead to the student deciding to participate.



## 1.6 Discipline Policies

<b>Behavior</b> (SWPBIS-TFI)	School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. Preventative and positive approaches to discipline are the most effective. Proactive or instructive responses to problem behavior are more likely to lead to improved student outcomes than exclusionary practices; such as, office referrals or suspensions.
<b>+ ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<b>Elementary:</b> Written guidelines are available for teaching the core reading program including identification of lesson components to teach, pacing suggestions, whole-group/small group instruction and grade-level agreements. <b>Secondary:</b> The school has a School-wide Content Area Reading Plan supporting students' mastery of adolescent literacy and state standards. The plan includes data sources for development and specific activities to achieve SMART goals are embedded into the school improvement plan.
<b>Bully Prevention</b>	The school is committed to having a clear, consistent, and positive discipline policy encouraging a perception of a safe school environment by addressing issues of disrespect and harassment through a BP-PBIS campaign.
<b>Cultural Responsiveness</b>	District/School policies and procedures describe and emphasize preventive, instructive, and restorative (both proactive and reactive) approaches to student behavior. The school's Office Discipline Referral (ODR) form includes an RP option for a consequence / administrative decision. Discipline policies provide clear guidance (written protocols) in use of discipline procedures (e.g., office vs. classroom managed, out of school or alternative) and use of RP in connection with (or instead of) ODRs or out of school alternatives. The school administrator plans for and facilitates restorative conferences, such as; interacting with students, teachers, and parents; and asking questions like: What happened? Who was involved? What needs to happen to set things right?
<b>Early Childhood</b>	<b>Early Elementary:</b> Evidence-based practices for responding to challenging behaviors in the early elementary classroom is identified on the school's active discipline flowchart. Behavior Incident Reports (BIRs) track developmentally inappropriate challenging behaviors and is part of a process for ensuring the delivery of appropriate intervention support. <b>Preschool:</b> Program has a child discipline policy statement including the promotion of social and emotional skills, use of positive guidance, prevention approaches and eliminates the use of suspension and expulsion. A process for responding to crisis situations related to problem behavior is developed. Teachers can identify how to request assistance when needed. Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have systems for initiating parent contact and partnering with the family to develop strategies for promoting appropriate behavior.
<b>High School</b>	Discipline practices are consistent and predictable. Consequences are function-based; they are instructional, prevent escalation, allow instruction to continue and avoid inadvertent reward of the problem behavior. Documented guidelines for responding to problem behaviors include restorative conversations.
<b>Mental Health Integration</b>	The school is committed to a clear, consistent and positive discipline policy encouraging a safe environment where students' overall wellness, including social/emotional health, is a priority. Policies and procedures are reviewed by the District/Community Leadership Team, where members with the authority to change policies or procedures review community/school data, and act accordingly.
<b>Restorative Practices</b>	District/School policies and procedures describe and emphasize preventive, instructive, and restorative (both proactive and reactive) approaches to student behavior. The school's Office Discipline Referral (ODR) form includes an RP option for a consequence/administrative decision. Discipline policies provide clear guidance (written protocols) in use of discipline procedures (e.g., office vs. classroom managed, out of school or alternative) and use of RP in connection with (or instead of) ODRs or out of school or alternative consequences. The school administrator plans for and facilitates restorative conferences such as; interacting with students, teachers, and parents by asking questions like - What happened? Who was involved? What needs to happen to set things right?

## 1.7 Professional Development

<b>Behavior</b> (SWPBIS-TFI)	A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations; (b) acknowledging appropriate behavior; (c) correcting errors; and (d) requesting assistance. Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices.
<b>+ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<p><b>Elementary:</b> Selected professional learning aligns with the school-wide reading plan and grade-level instructional plan. Professional learning is secured for all identified staff impacted by the activities outlined in the plans.</p> <p><b>Secondary:</b> Professional learning is aligned with school-wide content area reading plan and department instructional plans. Professional learning is secured for all identified staff impacted by the activities outlined in the plans.</p>
<b>Bully Prevention</b>	All staff receive training to use a school-wide “Adult Providing Support” strategy and refine their reflective listening and conflict mediation skills. Staff practice procedures for consistently reporting “bullying” incidents. Additional training includes classroom lessons plans and active supervision.
<b>Cultural Responsiveness</b>	PD processes and procedures focus on: (1) implementation of the SWPBIS framework; (2) the five cultural responsiveness core components described in the field guide (identity, voice, supportive environment, situational appropriateness, data for equity; (3) historic context and present-day issues specific to the school’s underserved populations.
<b>Early Childhood</b>	<p><b>Early Elementary:</b> A needs assessment and/or observation tool is used to determine training needs on Pyramid Model practices. A professional development plan is developed for: (1) Pyramid Model training for all ECPBIS coaches to include the Teaching Pyramid Observation Tool and practice-based coaching); (2) on-going Pyramid Model workshops for primary classroom teachers; (3) training ALL primary staff on responding to challenging behaviors in young children; and (4) training new staff in Pyramid Model and culturally responsive practices. Teachers are trained to utilize behavior incident reports (BIRs) as a data collection tracking tool for challenging behaviors and to utilize this data as an efficient system to ensure the delivery of appropriate intervention support.</p> <p><b>Preschool:</b> A needs assessment and/or observation tool is used to determine training needs on Pyramid Model practices. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model including culturally responsive practices and implicit bias is developed and implemented. Practice-based coaching is used to assist classroom staff with implementing the Pyramid Model practices to fidelity. Staff responsible for facilitating behavior support processes are identified and trained. All teachers have an individualized professional development or action plan related to implementing Pyramid Model and culturally responsive practices with fidelity. A process for training new staff in Pyramid Model and culturally responsive practices is developed. Incentives and strategies for acknowledging staff effort in the implementation of Pyramid Model practices are implemented.</p>
<b>High School</b>	Professional development is ongoing and not a one-time event. Professional development provides opportunities to boost staff buy-in through building relationships and planting seeds of trust. Processes which allow for staff to express belief systems and establish individual “WHYS” will support the implementation process. PD is delivered by department to ensure all know the role they play in SW implementation.
<b>Mental Health Integration</b>	Cross training of school and community employed staff can ensure consistent implementation of the Tier I curriculum with staff feeling confident and competent to support the social/emotional health of all students. Staff with mental health expertise assist SWPBIS team in determining implementation needs of staff and faculty and how PBIS supports MH conditions (e.g., trauma). School and community employed staff receive PD on SWPBIS practices, effective mental health integration into their SWPBIS, mental health awareness and the basics of behavioral health and wellness.
<b>Restorative Practices</b>	A written process is used for orienting all faculty/staff members on core School Wide Positive and Restorative Discipline (SWRP) practices. All teachers, support staff, and administrators receive ongoing RP orientation information. RP procedures are available for all volunteers, substitute teachers, and guest who will be interacting with students, and any questions are clarified.

## 1.8 Classroom Practices

### Behavior (SWPBIS-TFI)

Tier I features' (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults. The single best way to address challenging behaviors in your classroom is to take steps to make sure they never occur. While there is no universal panacea for preventing challenging behaviors, there are several research-validated strategies identified in the *Supporting and Responding to Behavior*\* document which when implemented with fidelity, prevent challenging behaviors:

**Foundations:** Setting, Expectations, Routines

**Prevention Practices:** Supervision, Opportunity, Acknowledgement, Prompting & Precorrections

**Response Practices:** Error Correction, F.A.S.T (Function, Accurate, Specific, Timely)

\* Supporting and Responding to Behavior: Evidence-based Classroom Strategies for Teachers. PBIS Technical Brief on Classroom PBIS Strategies written by: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George and Bob Putman, 2015.

### +ELABORATIONS

### Academics (R-TFI)

**Elementary:** All teachers (including para-educators) define and teach procedures for common classroom activities (e.g. transitions, signaling for student responses, small group instruction, learning centers) and procedures are posted using student-friendly language and/or pictures.

**Secondary:** An instructional routine is available for each content area reading strategy adopted for use school-wide. Instructional routines for all content area reading strategies include: clear and concise language, teacher modeling, guided practice, frequent checking for understanding, error correction, scaffolding, independent practice and opportunities for cumulative and distributed review.

### Bully Prevention

The primary focus of classroom lessons is understanding the function-based concept of peer attention maintaining the "disrespectful" behavior.

Curriculum for **STOP WALK TALK** (Preschool – Elementary) includes:

- Δ 7 Lessons with the first lesson including most of the curriculum components including Stop/Walk/Talk responses (RESPECT Routines), teaching socially responsible skills.
- Δ Content for the remaining lessons include: practice for RESPECT Routines; Gossip; Inappropriate Remarks; Cyber Bullying; Supervising Behavior; and Faculty Follow-up.

**EXPECT RESPECT** curriculum lessons are divided into Year One and Year Two.

- Δ Year One lessons include student practice and coaching for RESPECT Routines through simulations and role playing for targeted settings.
- Δ Year Two lessons include interrupting disrespectful behavior in the classroom and practice seeking adult support.
- Δ Supplemental Lessons are available which include student projects.
- Δ Repeat and Repairs are used to reteach RESPECT Routines

### Cultural Responsiveness

Teams support classroom teachers in the implementation of SWPBIS in classrooms. Classroom routines and expectations are taught explicitly and are connected to school-wide systems and students' prior knowledge and home lives. Classroom teachers ensure all students in the class can see their lives, histories, cultures, and home languages incorporated into the classroom environment, curricula, and instructional practices on a daily basis.

## Early Childhood

### Early Elementary and Preschool:

The classroom **Pyramid Model** (multi-tiered framework comprised of a continuum of evidence-based practices organized in a continuum of prevention, promotion and intervention) is implemented and integrated into content curriculum in a blended approach and supported with practice-based coaching. Practice-based coaching is used to assist classroom staff with implementing the Pyramid Model practices to fidelity.

#### Nurturing and Responsive Relationships

- ▲ Positive meaningful relationships
- ▲ Examining personal, family and cultural views
- ▲ Reframing of attitudes towards challenging behaviors

#### High Quality Supportive Environments

- ▲ Predictable and visual schedules
- ▲ Smooth Transitions
- ▲ Engaging Activities
- ▲ Giving directions

#### Prevention Practices

- ▲ Show positive attention with a 5:1 ratio
- ▲ Use predictable routines within routines
- ▲ Teach behavioral expectations for each routine
- ▲ Directly teach peer-related social skills

#### Targeted Social Emotional Supports

- ▲ Friendship skills
- ▲ Emotional literacy
- ▲ Self-regulation
- ▲ Problem solving

#### Intensive Interventions

- ▲ Staff respond to children's problem behavior appropriately using evidence-based positive approaches sensitive to family values, culture and home language, and provide the child with guidance about the desired appropriate behavior and school-wide expectations.
- ▲ Teachers have opportunities to problem solve with colleagues and family members around problem behavior. Teachers are encouraged to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session).



Fox, L., Dunlap, G., Hemmeter, M.L., Joseph, G.E., & Strain, P.S. (2003).

## High School

Classrooms have a climate supporting active participation, student self-advocacy, academic risk taking and cooperative group work. Students are actively involved in the development of classroom routine matrices aligned with schoolwide expectations and include routines supporting academic self-managers (i.e. agenda, entering the classroom, turning in assignments, tracking assignments). There is an emphasis on increasing positive student-teacher interactions with:

- Δ 4:1 positive to negative teacher statements
- Δ Praise statements to acknowledge appropriate behaviors
- Δ Error correction procedures to address misbehavior
- Δ Active supervision (e.g., circulating, scanning, encouraging)
- Δ Providing choice
- Δ Opportunities to Respond

<b>Mental Health Integration</b>	<p>Classrooms promote wellness and mental health through integrated behavior management and social/emotional instruction (i.e. classroom management, trauma, function-based thinking, etc.), and provide preventative/proactive measures to improve student outcomes. Through professional development (offered by school-based clinicians, community partner agencies, etc.) teachers are more confident and competent to promote wellness and mental health, as well as, have an understanding on how to identify if a student may need additional support or intervention and how to get him/her connected to those supports (e.g. teachers trained in effects of trauma and proactive responses for the classroom.)</p>
<b>Restorative Practices</b>	<p>Classroom behavior expectations help teach school wide expectations, are positively stated, publicly posted in all classrooms, are co-developed with students using "group agreements," and are regularly reviewed and taught using a variety of formats (at least once per month), such as class meetings and SEAD activities. At least once a week a 15-minute RP circle or class meeting occurs school-wide according to an agreed upon schedule. Quality and fidelity of RP circles in the classroom is assessed and documented using a Checklist for RP Circles. At least once per week, a talking piece is used to share or teach in a RP circle. Classrooms reflect a "culture of care" (Cavanagh, n.d.; 2014; Sugai, O'Keeffe, &amp; Fallon, 2012) as indicated by the qualitative and quantitative features listed below.</p> <p><b><u>Qualitative Features</u></b></p> <ul style="list-style-type: none"> <li>Focus is on relationships and interactions.</li> <li>o Students treated as co-creators.</li> <li>o Power and responsibility are shared.</li> <li>o Wrongdoing and conflict are learning opportunities.</li> <li>o Capacity of students and teachers is built to solve problems nonviolently.</li> <li>o Healing harm to relationships is a focus.</li> </ul> <p><b><u>Quantitative Features</u></b></p> <ul style="list-style-type: none"> <li>o Students are asked a question pertaining to empathy; empathy is the "ability to identify with and feel another person's concerns" (Riestedenberg, 2012, p. 34).</li> <li>o Teachers use I statements to express feelings or model the process of adult thinking.</li> <li>o Teachers model active listening when seeking input from students (Costello et al., 2009).</li> <li>o Teachers use affective language when talking to students and responding to minor problem behavior (reframing, offering support, giving choices; expressing feelings).</li> </ul>

## 1.9 Feedback & Acknowledgement

<b>Behavior</b> (SWPBIS-TFI)	A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. Students will sustain positive behavior only if there are regular strategies for continuous re-teaching and rewarding of appropriate behavior. Formal systems are easier for teachers/staff to implement. Attending to and acknowledging students' desired behaviors increases the likelihood of these behaviors recurring and promotes a positive school culture.
<b>+ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<b>Elementary/Secondary:</b> Class-wide expectations are: clearly defined; using student appropriate language (e.g. Be Safe, Be Responsible, Be Respectful/Integrity, Honesty, Social Responsibility); stated positively; aligned with the school-wide expectations; visibly posted in all classroom settings; taught at least annually and as needed as identified by behavioral data; and embedded within feedback to students.
<b>Bully Prevention</b>	Students are acknowledged for doing the expected thing – therefore the student with bullying behavior tendencies always has a chance to receive a positive affirmation. For BP-PBIS, we must also analyze the causal variables maintaining the problem behavior. All Staff understand a high percentage of socially aggressive behavior is maintained or reinforced by attention from peers. Students are acknowledged for responding appropriately to problem behavior, intervening to help other students in need, stopping own behavior when asked and/or seeking adult support.
<b>Cultural Responsiveness</b>	Teams involve students, families, and communities in the development and use of meaningful and authentic acknowledgement systems. School teams consider the culture of the students they serve when designing recognition systems (e.g., opportunity to share success with friends). In addition, teams and school staff understand learning new skills requires additional reinforcement, particularly when habits are already formed (e.g., when teaching code-switching).
<b>Early Childhood</b>	<b>Early Elementary:</b> Schools sometimes set up system's so students can be rewarded tangibly (token economy) and efficiently for engaging in appropriate behavior. Young children have a difficult time understanding a token represents a future reinforcer; thus, the token is less effective in motivating or teaching appropriate behavior. For young children, positive descriptive feedback delivered immediately and enthusiastically is often sufficient for helping children understand and follow expectations. <b>Preschool:</b> Strategies for acknowledging children's use of the expectations are developmentally appropriate and used by all program staff including administrative and support staff (e.g., clerical, bus drivers, kitchen staff). Incentives and strategies for acknowledging staff effort in the implementation of Pyramid Model practices are implemented.
<b>High School</b>	Acknowledgements are age appropriate and developed by both student/staff. Adolescents may need acknowledgements that are more <i>frequent</i> (daily as well as layered: daily, weekly, monthly, quarterly). <i>varied</i> (tangible, privilege, social with a greater emphasis on social) and <i>meaningful</i> (valued by both student/staff). Acknowledgements are designed to be opportunities to build internal regulation, teach self-determination skills and meet the developmental needs of the adolescent brain which requires more intense structure, reinforcement, and relationship building.
<b>Mental Health Integration</b>	Having a basic understanding of mental health and the needs of the school population allows the Tier I team to ensure contextual fit of the entire acknowledgement system. The integrated Tier I team considers population and specific mental health needs when developing acknowledgement systems. For example, students who tend to exhibit internalizing characteristics in nature (i.e., withdrawal, isolation, difficulty advocating for needs, etc.) may not feel a large assembly or celebration is rewarding to them, rather it could make their symptoms worse. Instead, these students may prefer to play a board game with a friend or go to the art room, etc.
<b>Restorative Practices</b>	Students and staff receive feedback on their participation in RP and acknowledgement for following agreements and cooperating in creating a culture of care using RP.



## 1.10 Faculty Involvement

<b>Behavior</b> (SWPBIS-TFI)	Faculty voice is essential in establishing and maintaining staff commitment and consistency in implementation. Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. Schools need active engagement of faculty to be successful with PBIS implementation and sustain the work over time.
<b>+ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<p><b>Elementary:</b> Instructional coaching support is available for all staff and includes: prompting/reminding; direct observation; and feedback.</p> <p><b>Secondary:</b> Department Teams develop instructional plans to improve students understanding of the content area. Instructional coaching support is available for all staff and includes: prompting/reminding; direct observation; and feedback,</p>
<b>Bully Prevention</b>	Staff is involved with the development and consistent use of the "Adult Providing Support Strategy"; the steps of the Respect Routine used when a student approaches with a problem involving disrespectful behavior.
<b>Cultural Responsiveness</b>	School staff are actively engaged in all SWPBIS Tier I practices, ownership of the system, and accept responsibilities of sustaining effective culturally responsive practices for ALL students.
<b>Early Childhood</b>	<p><b>Early Elementary:</b> Teachers are provided with data on a regular basis for purposes of practice-based coaching and reflective conversations regarding Pyramid Model implementation.</p> <p><b>Preschool:</b> A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need for a program wide effort for (a) addressing children's social emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias. Staff input and feedback are obtained throughout the process (i.e., coffee break with the director, focus group, suggestion box.) The leadership team provides updates on the process and data on the outcomes to program staff on a regular basis.</p>
<b>High School</b>	All faculty are involved in the exploration and implementation process through input, dialogue and clarifying opportunities. Common agreements are created for teacher practices which are predictable for all students and consistent across classrooms, especially for teachers of Freshman.
<b>Mental Health Integration</b>	Student, family, and community voice is essential in establishing and maintaining commitment and consistency in implementation. School and community employed staff receive professional development to understand and interpret data from one another's systems. Community data (e.g., food pantry visits, calls to crisis centers, juvenile arrests) are included in the review of data provided to all faculty. Family and students also have an opportunity to review data and give feedback.
<b>Restorative Practices</b>	All school staff participate cooperatively in RP activities as needed. The school leadership team reports the exclusionary discipline outcomes and related RP data to key stakeholder groups, including faculty, monthly.

## 1.11 Student, Faculty, Community Involvement

<b>Behavior (SWPBIS-TFI)</b>	Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.
<b>+ELABORATIONS</b>	
<b>Bully Prevention</b>	Initially, a student focus board is developed which transitions into a student advisory board or student forum for decision-making. Students are provided an opportunity to: contribute to and share their experiences for identifying examples of respectful and disrespectful behavior; identify motivations or functions of disrespectful behavior; and provide input for and development of a delivery model for "Respect Routines". Student, faculty and community involvement contribute to school climate surveys and needs assessments.
<b>Cultural Responsiveness</b>	School teams and staff see student, family and community partnerships as vital to improving student outcomes. These partnerships provide opportunities for student, family and community voices to be heard and have their histories and experiences represented in the school setting. Connections to the school are authentic and collaborative when teams actively seek student, family and community voice. It is critical teams engage families, students and community members representative of the schools' demographics and any underserved populations.
<b>Early Childhood</b>	<p><b>Early Elementary:</b> Family engagement is encouraged through (1) planning and decision-making opportunities; (2) family newsletter and workshops supporting development of social emotional competency at home; (3) strategies for partnering with families about problem behavior concerns; and (4) a process including strategies for initiating parent contact and partnering with the family to develop strategies promoting appropriate behavior.</p> <p><b>Preschool:</b> Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative (e.g., suggestion box, focus group). Information is shared through a variety of formats (e.g., meetings, home visit discussions, newsletters in multiple languages, open house, websites, family friendly handouts, workshops, rollout events, access to staff with bilingual capacity). Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have systems for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior.</p>
<b>High School</b>	Stakeholder involvement insures ALL voices have dialogued around the issues and have created a perception of "doing it together". Student involvement through forums and/or opportunities (i.e. youth empowerment summit) allow students to connect and increase consistency across school and other settings. Parent involvement through focus groups/surveys provide a bridge to cultural competence. Data from focus groups and surveys can also help initiate or support local and statewide commitment to SWPBIS.
<b>Mental Health Integration</b>	Family and community members as full and active team members, expands the opportunities for cultural relevance and improved implementation. Family and community members actively participate on the District and Community Leadership Team, as well as the building level Tier I systems team. Family and community member perspectives on the components of ISF Implementation are solicited at least annually through a variety of methods.
<b>Restorative Practices</b>	RP has been explained to students/family/community and they participate in RP circles/chats/conferences as needed.

## 1.12 Discipline Data

<b>Behavior</b> (SWPBIS-TFI)	Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Teams need the right information in the right form at the right time to make effective decisions. Teams with access to current and reliable data are better able to make more accurate and relevant decisions regarding staff and student instruction and support.
<b>+ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<p><b>Elementary:</b> Data systems include: 1) visual displays of school-wide, sub-group, grade-level, classroom and individual student data; 2) reports showing the percent of students at or above, below and well below benchmark for critical skills; 3) progress of individual students across school years; and 4) progress of groups of students across school years.</p> <p><b>Secondary:</b> School uses a data system having access to Early Warning Indicators (EWI) and has an EWI assessment schedule available for the current school year. The school has a mechanism to summarize EWI data and is easily accessible to teaching staff and school teams.</p>
<b>Bully Prevention</b>	Primary problem behaviors for disrespect and harassment identified from office discipline referral data is mined down to form precise problem statements.
<b>Cultural Responsiveness</b>	Teams regularly disaggregate their discipline data as an effective and objective way to assess and monitor equity in student outcomes. Teams are purposeful in examining inequitable outcome data first from a systems perspective, before viewing it as an issue with an individual student or family.
<b>Early Childhood</b>	<p><b>Early Elementary:</b> ECPBIS coach utilizes data unique to context of early elementary classrooms which might include action plans, Teaching Pyramid Observation Tool and/or Behavior Incident Reports.</p> <p><b>Preschool:</b> Data are collected, summarized with visual displays, and reviewed by the leadership team on a regular basis. The program collects data on behavior incidents and program actions in response to behavior and uses those data to address child and teacher support needs.</p>
<b>High School</b>	Data is collected for achievement (i.e. failed classes, homework completion, GPA, core classes), engagement (i.e. attendance/skip/tardy, school climate/engagement surveys, on track/drop out) and behavior (i.e. office discipline referrals, suspensions/expulsions, behavioral health surveys).
<b>Mental Health Integration</b>	Reviewing community data provides a broader range of information to make more informed decisions regarding the interventions and supports that need to be put into place for all students in schools. School and community employed staff receive professional development to understand and interpret data from one another's systems. Community data, from a variety of settings, are shared/reviewed, and analyzed at Tier I team meetings.
<b>Restorative Practices</b>	The school staff, including teachers and administrator(s), have agreed on a process for documenting RP, including teachers' and administrators' activities, responsibilities, ways of following up on how well restorative plans are carried out, and if harmful incidents are occurring repeatedly, even after restorative efforts. In addition to the discipline data collected and graphed, as described in the TFI, the school is collecting data on RP, analyzing that data, and relating the RP data to discipline data. The school has a system for consistently documenting use of RP in connection with (or instead of) an office discipline referral (ODR), in-school suspension (ISS), or out-of-school suspension (OSS).

## 1.13 Data-based Decision Making

<b>Behavior</b> (SWPBIS-TFI)	Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. Teams use data on a regular basis to problem solve and identify solutions that are efficient, effective, relevant, and durable.
<b>+ELABORATIONS</b>	
<b>Academics</b> (R- TFI)	<p><b>Elementary:</b> The School Leadership Team and Grade-Level Teams use a process for data-based decision making for the health of the school-wide reading system to include: % of students at risk; % of students responding to interventions; % of students remaining at-risk; and % of students with reduced risk. At least 3 times a year all new reading data is analyzed; resulting in a summary of celebrations, precise problem statements and generation of a hypothesis as to the contributing factors. Analysis of data validates hypothesis and refines the implementation plan.</p> <p><b>Secondary:</b> Department Teams and the School Leadership Team use a data-based problem solving model. Teams use a process for data-based decision making for the health of the school-wide reading system: % of students at risk; % of students responding to interventions; % of students at remaining at-risk; and % of students with reduced risk. At least 3 times a year data all new reading data is analyzed, resulting in a summary of celebrations, precise problem statements and generation of a hypothesis as to the contributing factors. Analysis of data validates hypothesis and refines the implementation plan.</p>
<b>Bully Prevention</b>	Tier I teams use school climate surveys and implementation fidelity data on a regular basis to problem solve and identify solutions that are efficient, effective, relevant, and durable.
<b>Cultural Responsiveness</b>	Teams engage in active data-based decision making with a specific focus on equity. Teams and school staff take responsibility for the outcomes of each student, regardless of her or his circumstances. Inequitable outcomes are first examined from a system perspective before considering individual behavior support.
<b>Early Childhood</b>	<p><b>Early Elementary:</b> ECPBIS coach provides behavior incident reports to Tier 1 teams on a regular basis to problem solve and identify solutions that are efficient, effective, relevant and durable.</p> <p><b>Preschool:</b> Program-level data are summarized and shared with program staff and families on a regular basis. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement. A simple three step protocol for analyzing data consists of: 1) Look - Examine data for trends, meaningful associations; 2) Think – Ask questions related to the data that might help with interpretation; 3) and Act – Make a decision as a team and identify the action plan needed to put the decision in place.</p>
<b>High School</b>	Data-based problem solving focuses on defining precision statements around achievement, engagement and behavioral data. Disproportionality and equity issues are examined at a systems level first before considering individual behavior interventions.
<b>Mental Health Integration</b>	Community data as part of ongoing data review can expand and enhance relevant instruction and intervention. School and community employed staff receive professional development to understand and interpret data from one another's systems. Community data, from a variety of settings, inform action planning at the Tier 1 level.
<b>Restorative Practices</b>	The school leadership team reviews the exclusionary discipline outcomes and related RP data monthly. At least one goal in the data-based action plan of the School Climate Leadership [Tier 1] team is focused on RP.

## 1.14 Fidelity Data

<b>Behavior</b> (SWPBIS-TFI)	Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. Teams assess fidelity of implementation to understand the extent to which they are implementing the core components of SWPBIS and identify next steps for implementation.
<b>+ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<p><b>Elementary:</b> The School Leadership Team monitors implementation of the School-Wide Reading Plan. The Grade-Level Teams monitor implementation of the grade-level instructional plans.</p> <p><b>Secondary:</b> The School Leadership Team collects Tier 1 system fidelity data and monitors implementation of School-wide Content Area Reading Plan. Department Teams monitor implementation of instructional plans.</p>
<b>Bully Prevention</b>	Fidelity Checklist for Trainers tracks the implementation of the different components of the BP-PBIS campaign throughout the school year. Fidelity Checklist for Staff Members serves as a reminder of the different steps staff members should take when bullying incidents occur. The Lesson Preparation Evaluation gives teacher feedback by a peer coach on presenting lessons and can also be used by teachers for self-evaluations.
<b>Cultural Responsiveness</b>	Team, staff and stakeholders are committed to enhancing SWPBIS implementation with culturally responsive components. Teams use additional measures, beyond the nationally recognized SWPBIS assessments, to examine the fidelity of their school-wide system specifically regarding the equity of outcomes for all students.
<b>Early Childhood</b>	<p><b>Early Elementary:</b> Pyramid Model implementation fidelity data (i.e. Teaching Pyramid Observation Tool, classroom action plans) is used to make decisions about professional development and coaching support for early elementary classrooms.</p> <p><b>Preschool:</b> The program leadership team monitors implementation fidelity of the components of program-wide implementation (i.e. Early Childhood Benchmarks of Quality, Preschool-wide Evaluation Tool). The program measures implementation fidelity of the use of Pyramid Model practices (i.e. Teaching Pyramid Observation Tool) by classroom teachers and uses data on implementation fidelity to make decisions about professional development and coaching support.</p>
<b>High School</b>	Tier I team reviews and uses SWPBIS fidelity data at least annually. Teams assess fidelity of implementation to understand the extent to which they are implementing the core components of SWPBIS and identify next steps for implementation.
<b>Mental Health Integration</b>	Community/mental health, family and student team members can provide an expanded perspective of how to assess and improve fidelity. The team conducts fidelity assessment of the a) integration of mental health/community with the PBIS framework in the school; and b) the integrity of implementation of selected interventions at the school-wide/classroom level. As fidelity assessment is conducted by coaches and teams, the input of students/families and community team members is directly solicited.
<b>Restorative Practices</b>	The Tier 1 team reviews and uses data on the fidelity of implementation of RP practices, using tools such as this document, at least annually.

## 1.15 Annual Evaluation

<b>Behavior</b> (SWPBIS-TFI)	Tier I team documents fidelity and effectiveness (including academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) and shares this data with stakeholders (staff, families, community, district) in a usable format. Schools are accountable to their communities and stakeholders and have an obligation to report the fidelity and effectiveness of their implementation.
<b>+ELABORATIONS</b>	
<b>Academics</b> (R-TFI)	<p><b>Elementary:</b> The TFI-R is designed to be used as a data-based decision-making process in coordination with student outcome data. The School Leadership Team provides a status report or presentation on student reading performance to stakeholders twice a year.</p> <p><b>Secondary:</b> The TFI-R is designed to be used as a data-based decision-making process in coordination with student outcome data. The School Leadership Team provides a status report or presentation on student reading performance to stakeholders.</p>
<b>Bully Prevention</b>	School climate and student surveys assess adults' and students' perceptions of their school environment and their responses to bullying and harassment behaviors.
<b>Cultural Responsiveness</b>	Teams and school staff understand that schools play a critical role in and are accountable to the communities they serve. Annual evaluation procedures are used to engage a wide and representative range of stakeholders in two-way communication regarding goals and progress.
<b>Early Childhood</b>	<p><b>Early Elementary:</b> ECBPIS reports fidelity and outcome data to the Tier 1 School-wide PBIS team.</p> <p><b>Preschool:</b> Team reviews and revises the implementation plan, goals and action steps at least annually.</p>
<b>High School</b>	Tier I team documents fidelity and effectiveness of Tier I practices including assessment results for school climate, student engagement, and the school environment. Annual reports are provided to all stakeholders (staff, families, community, district) in a usable format.
<b>Mental Health Integration</b>	As part of an integrated Tier 1 team, community partners and families/youth are active participants in problem solving challenges with fidelity of implementation, progress monitoring, and outcomes impacting long-term sustainability. Families and community employed stakeholders actively participate in the evaluation, review of data, and action planning. Community/family members provide annual community data summary of related community data to school staff.
<b>Restorative Practices</b>	Tier I team documents fidelity of implementation of RP and evidence related to its effect on student outcomes and school climate, at least annually (including year-by-year comparisons). shares the evaluation with stakeholders (staff, families, community, district), and makes decisions regarding future processes related to RP based on the evaluation.