

Positive Behavior Support (PBS) Framework

Evidence:	COMMITMENT Stage 1	IMPLEMENTATION Stage 2	DURABILITY Stage 3
Positive Behavior Support (PBS) Initiative	<input type="checkbox"/> PBS Team acquires implementation materials from District PBS Coaches. <input type="checkbox"/> PBS initiative is introduced to all staff. <input type="checkbox"/> PBS professional readings are presented to staff based on implementation focus.	<input type="checkbox"/> >80% of staff commits to implementing PBS. <input type="checkbox"/> PBS implementation progress is shared with staff monthly. <input type="checkbox"/> Procedures are established to train new staff on the PBS initiative.	<input type="checkbox"/> PBS Team commits to reviewing the <i>PBS Framework</i> twice/year. <input type="checkbox"/> School develops goals and monitors progress based upon the <i>PBS Framework</i> . <input type="checkbox"/> PBS initiative is able to withstand staff turnover.
PBS Team	<input type="checkbox"/> Administration selects a PBS Team to represent the school community (tracks/grades/classified, etc.). <input type="checkbox"/> PBS Team commits to meeting regularly. <input type="checkbox"/> PBS Team updates staff on implementation progress.	<input type="checkbox"/> Administration actively supports implementation (time, funds, resources). <input type="checkbox"/> PBS Team establishes norms, assigns roles, and keeps minutes. <input type="checkbox"/> PBS Team recruits and trains new members, as necessary.	<input type="checkbox"/> PBS Team uses a problem-solving, progress-monitoring approach. <input type="checkbox"/> PBS Team is able to withstand member turnover. <input type="checkbox"/> Sub-committees are established to implement PBS components.
Data-Based Decision Making	<input type="checkbox"/> Audit and/or survey data is used to inform PBS implementation. <input type="checkbox"/> Staff analyzes referral and suspension data monthly.	<input type="checkbox"/> PBS Team utilizes audits and/or surveys to identify systemic challenges. <input type="checkbox"/> Staff develops interventions in response to data.	<input type="checkbox"/> On-going audits and/or surveys are conducted. <input type="checkbox"/> Discipline data drives problem-solving at the administrative, staff, and team level.
Communication Systems	<input type="checkbox"/> School commits to building open/honest, communication systems. <input type="checkbox"/> PBS Team evaluates current communication systems for effectiveness (inclusive, open/honest, two-way).	<input type="checkbox"/> A communication system is in place to link PBS Team↔staff/Guest Teachers. <input type="checkbox"/> A communication system is in place to link school↔students/parents/community. <input type="checkbox"/> A communication system is in place to link school↔coaches/district.	<input type="checkbox"/> All communication links are routinely evaluated for effectiveness (inclusive, open/honest, two-way). <input type="checkbox"/> PBS-related forms of communication are routinely reviewed and updated (newsletters, brochures, bulletin boards, marquee, Guest Teacher packets, handbooks, etc.).
School-Wide PBS Trainings	<input type="checkbox"/> Administration dedicates staff development time for PBS trainings. <input type="checkbox"/> PBS Team identifies student and parent training needs. <input type="checkbox"/> Administration dedicates time for student and parent PBS trainings.	<input type="checkbox"/> An annual PBS training schedule is established for staff. <input type="checkbox"/> An annual PBS training schedule is established for students and parents (two times per year – minimum). <input type="checkbox"/> A variety of positive discipline trainings are routinely provided by District Coaches, PBS Team, and/or other personnel.	<input type="checkbox"/> Analysis of staff development results in additional trainings. <input type="checkbox"/> New staff/students are routinely trained in PBS components. <input type="checkbox"/> Administration and PBS Team provide differentiated staff development based on identified concerns.

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Referral Procedures	<input type="checkbox"/> Staff is trained to distinguish <i>Minor Offenses</i> from <i>Major Infractions</i> . <input type="checkbox"/> <i>Minor Offenses</i> are documented on district-approved forms (Low Level Referrals). <input type="checkbox"/> <i>Major Infractions</i> are documented on district-approved forms (Office Referrals).	<input type="checkbox"/> >80% of referrals accurately distinguish <i>Minor Offenses</i> from <i>Major Infractions</i> . <input type="checkbox"/> >90% of referrals are completed in a uniform manner. <input type="checkbox"/> Office staff process referrals in a uniform manner.	<input type="checkbox"/> Administration monitors and enforces the referral form process. <input type="checkbox"/> Upon arrival, new staff are trained in the use of district-approved forms. <input type="checkbox"/> Referral processes are reviewed and modified at the end of each school year.
Referral Information System	<input type="checkbox"/> The school adopts a database capable of tracking and reporting referral information. <input type="checkbox"/> Staff is trained to input data and generate reports. <input type="checkbox"/> Admin/PBS Team are trained to analyze referral data/reports.	<input type="checkbox"/> Staff enters referral information into the database weekly (minimum). <input type="checkbox"/> Admin/PBS Team review referral reports and identify the systemic challenges to address with staff. <input type="checkbox"/> Staff development is lead with a focus on the analysis of referral data.	<input type="checkbox"/> Referral data is used to identify school-wide, group, and individual successes and challenges. <input type="checkbox"/> Staff consistently reviews and responds to current referral data.
Universal Expectations & Rules	<input type="checkbox"/> The school adopts 3-5 positively stated expectations. <input type="checkbox"/> Expectations are defined in behaviorally specific terms (rules). <input type="checkbox"/> Rules are generated for all common areas and posted throughout the school.	<input type="checkbox"/> An annual training schedule is created to teach the expectations and rules school-wide. <input type="checkbox"/> Staff routinely acknowledge and correct student behaviors in accordance with the expectations and rules.	<input type="checkbox"/> >80% of students are able to state the rules and provide examples. <input type="checkbox"/> New students are systematically taught expectations and rules. <input type="checkbox"/> New staff is trained to teach, acknowledge, and enforce the expectations and rules.
School-Wide Social Skills Instruction	<input type="checkbox"/> Staff commits to teach developmentally appropriate social skills (daily or weekly). <input type="checkbox"/> School adopts a research-based social skills curriculum to use on a school-wide basis.	<input type="checkbox"/> PBS Team develops a school-wide social skills lesson schedule and provides staff with necessary instructional materials. <input type="checkbox"/> Social skills instruction takes place in >80% of designated classes at the assigned time.	<input type="checkbox"/> Modifications are made to the schedule as needed. <input type="checkbox"/> >80% of students are able to state the social skills lesson/provide examples. <input type="checkbox"/> New staff is provided necessary training and instructional materials.
School-Wide Acknowledgement System	<input type="checkbox"/> >80% of staff commits to acknowledging appropriate student behavior. <input type="checkbox"/> School commits to establishing a staff acknowledgement system.	<input type="checkbox"/> PBS Team establishes procedures to implement acknowledgement systems. <input type="checkbox"/> >80% of staff utilizes the student incentive program. <input type="checkbox"/> A staff acknowledgement system is in place/functional.	<input type="checkbox"/> Staff consistently acknowledges appropriate student behaviors. <input type="checkbox"/> Analysis of student and staff acknowledgement systems results in refinement to guidelines and practices.

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School-Wide Interventions & Consequences	<input type="checkbox"/> Admin/PBS Team review the district's <i>Progressive Discipline Matrix (PDM)</i> . <input type="checkbox"/> Staff members are provided an overview and copy of the district's <i>PDM</i> . <input type="checkbox"/> Staff commit to utilizing a variety of interventions to correct <i>Minor Offenses</i> and <i>Major Infractions</i> .	<input type="checkbox"/> Staff is trained to utilize a variety of interventions and consequences to address <i>Minor Offenses</i> and <i>Major Infractions</i> . <input type="checkbox"/> >80% of staff establishes/utilizes a variety of interventions to correct <i>Minor Offenses</i> . <input type="checkbox"/> The administrative staff establishes/utilizes a variety of interventions to correct <i>Major Infractions</i> .	<input type="checkbox"/> Staff routinely evaluates data to determine the effectiveness of interventions/consequences. <input type="checkbox"/> PBS Team routinely provides staff development, modifies the environment, and refines processes/procedures based identified needs. <input type="checkbox"/> New staff is trained in utilizing a variety interventions and consequences.
Managing Common Areas	<input type="checkbox"/> Common area data is collected and reviewed to determine supervision effectiveness (observations, audits, referrals, suspensions). <input type="checkbox"/> Staff adopts a proactive supervision policy.	<input type="checkbox"/> Staff is trained to utilize proactive supervision practices. <input type="checkbox"/> Procedures are established to evaluate and enforce proactive supervision.	<input type="checkbox"/> On-going analysis of data from the common areas results in additional training and refining of practices and procedures. <input type="checkbox"/> New staff is trained to utilize proactive supervision practices.
Individual Behavior Support Planning	<input type="checkbox"/> A team is trained to assist the school in the development of individual Behavior Support Plans (BSP).	<input type="checkbox"/> BSPs are developed within a team setting (smaller learning community, SST, 504, IEP). <input type="checkbox"/> Staff responsible for BSP implementation is involved in development of the plan.	<input type="checkbox"/> BSPs are monitored and modified as needed. <input type="checkbox"/> The BSP process is evaluated to ensure high quality plans are being written and implemented with integrity.
Behavior Emergency Procedures	<input type="checkbox"/> Staff is trained to use verbal de-escalation strategies and identify students in crisis. <input type="checkbox"/> Administration establishes a team to respond to students deemed a danger to themselves and/or others.	<input type="checkbox"/> Procedures are in place to support staff in the use of verbal de-escalation strategies. <input type="checkbox"/> Response team attends district-approved training. <input type="checkbox"/> Admin and response team develops behavioral emergency procedures and distributes them to staff.	<input type="checkbox"/> Continued analysis of behavior emergency procedures results in necessary improvements, modifications, and trainings for staff. <input type="checkbox"/> Response team meets twice yearly to practice emergency responses and review school plan.
Comprehensive Network of Support	<input type="checkbox"/> Admin and PBS Team ensure Tier One behavior supports are available to all students. <input type="checkbox"/> Procedures are established to identify students who require Tier Two and Tier Three supports. <input type="checkbox"/> Tier Two and Tier Three supports are established based on identified need.	<input type="checkbox"/> School resources are integrated to support at-risk students. <input type="checkbox"/> Targeted skill development is provided to groups of students identified through data. <input type="checkbox"/> Function-based interventions are provided to groups of students identified through data. <input type="checkbox"/> A school-based team monitors the effectiveness of Tier Two and Tier Three supports.	<input type="checkbox"/> A school-based team reviews Tier Two and Tier Three individual student data to determine appropriate levels of support. <input type="checkbox"/> Highly structured school-based alternative classes are available to students identified through data. <input type="checkbox"/> District and community resources are integrated to support high-risk students.