**School-wide PBS Buy-in Checklist**

***Questions to guide teams in problem-solving around gaining buy-in.***

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| **Initial Discussion** | **Notes** |
| Why implement SWPBS?   1. Is there a problem? 2. How does PBS solve the problem? |  |
| **Management/Policies** |  |
| Is the administrative leadership active? If so, how?   1. Attend meetings 2. Share in school-wide communications 3. Provide adequate resources and time to the team? |  |
| Do the school polices reflect PBS in:   1. The student and faculty handbook? 2. Disciplinary consequences? |  |
| Are PBS goals part of the school improvement plan? |  |
| **Training** |  |
| Has the staff received explicit training? |  |
| Does the staff receive ongoing training? |  |
| How are new teachers and substitutes trained? |  |
| Is training aligned with other initiatives? |  |
| **Ongoing Communication** |  |
| Is there an effective communication system?   1. Are there regular updates, emails, announcements? 2. Is there a communication coordinator/ work group? 3. Is PBS being marketed? |  |
| Is communication two-way?   1. Staff surveys, Q&A time and voting opportunities at meetings 2. Product feedback from full staff (e.g., expectation matrix, major vs. minor chart, etc.) |  |
| **Data** |  |
| Is data being shared regularly to demonstrate progress towards goals or need to change strategies? |  |
| Is data being used to:   1. Present the extent of “problems”? 2. Pinpoint areas of focus? 3. Show improvements? 4. Validate teacher concerns? 5. Shape expectations, acknowledgements, roll-out and booster activities? |  |
| **Model PBS Way** |  |
| Are existing classroom practices related to PBS reinforced? |  |
| Is the staff provided with explicit expectations for teacher behavior? |  |
| Are staff recognized? |  |
| Do team members serve as models? |  |
| **Student Participation/Voice** |  |
| Are students (representative of the whole school) being included in school-wide planning? |  |
| Do the students have an active role?   1. Student videos, teaching lessons, peer-mentoring, etc. |  |
| Are there opportunities for students to provide feedback? |  |