BEHAVIOR SUPPORT SYSTEMS

PBIS Implementation Guide

Jefferson County Public Schools
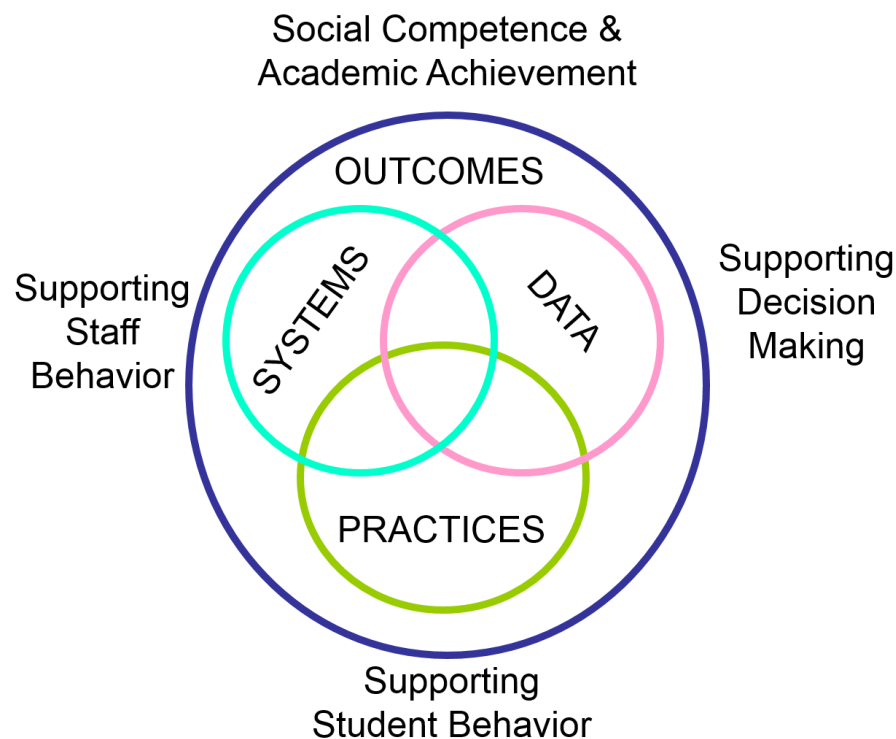
Contents

0. Overview of PBIS

School-wide Positive Behavior Interventions and Supports (PBIS) is a framework with the aim of improving student academic and social outcomes by implementing behavior systems with fidelity.

The diagram below represents the essentials in the PBIS framework. In the framework, systems, data, and practices work together to create the desired outcomes in students. These desired **outcomes** are the skills and qualities they should possess when they move from grade to grade or graduate - social competence and academic achievement outcomes. The **practices** in PBIS are directly related to the outcomes desired and are selected and used at a high level of fidelity. These practices are designed to support student behavior. The **systems** in PBIS support staff behavior by enabling adults to use the practices with high levels of fluency through resources, professional development, planning time, PLCs, etc. Finally, the use of various sources of **DATA** helps schools understand how they are doing and if they are achieving their desired outcomes.

Social Competence &
Academic Achievement

OUTCOMES

Supporting
Staff
Behavior

SYSTEMS

DATA

Supporting
Decision
Making

PRACTICES

Supporting
Student Behavior

PBIS addresses behavior from a Tiered perspective, also sometimes referred to as Multi-Tiered Systems of Support (MTSS).

- Tier 1 – These are the interventions that all students in the building receive. These include the proactive classroom strategies of explicit instruction, praise, correction, and re-teaching. 80% of the students in the building are able to meet the school-wide expectations though Tier 1 interventions.
- Tier 2 – Some students may need additional supports beyond Tier 1 to meet expectations. These students may need additional group interventions or specialized classroom strategies. 15% of the students in the building will likely need Tier 2 interventions.
- Tier 3 - Tier 3 students, generally only 5%, need even more support. This may come from a behavior plan, interventions, and specific classroom supports.

The tiered approach is modeled in a pyramid, and schools often find it useful to actually identify their specific interventions for each of the tiers on the pyramid.

TERTIARY SUPPORTS **(1-5% Student Population)**:

Specialized individualized supports for students with HIGH-RISK BEHAVIOR

SECONDARY SUPPORTS **(5-15% Student Population)**:

Supports for students (groups) with AT-RISK BEHAVIOR

UNIVERSAL SUPPORTS **(80% Student Population)**:

School-wide systems for ALL students
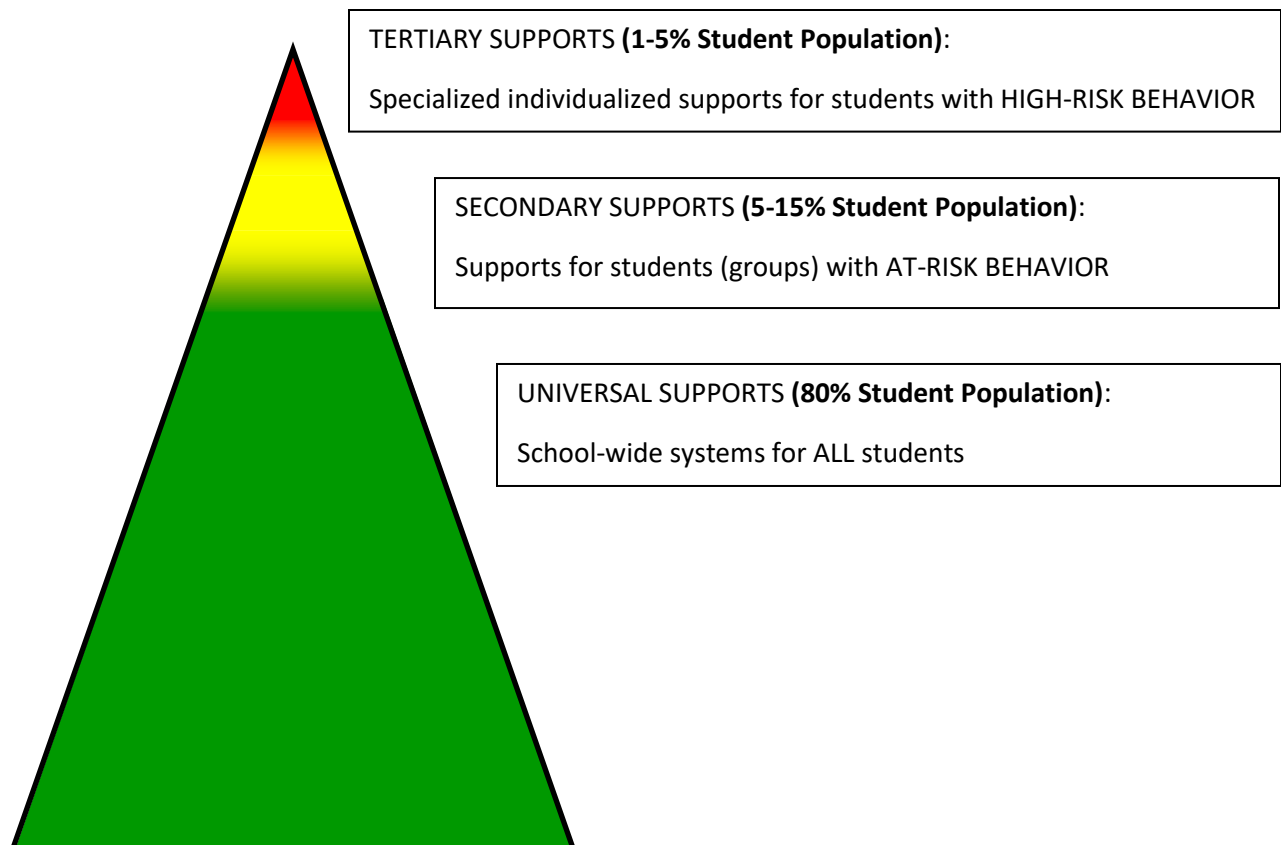
A foundational element of implementing PBIS is getting administrator buy-in. This is one reason why it is required to have an administrator on the PBIS team. The framework will only be successful if the messages are consistent and coming from the principal on down. Those administrators doing discipline need to commit to using the language of PBIS and the school-wide expectations while having conversations with students, and those doing announcements should be using that as an opportunity to remind students of and reinforce the school-wide expectations.

1. Team Composition (TFI 1.1)

Consider what groups already exist in the school. Is there a climate committee? A behavior team? It's possible that a team like that can morph into the PBIS team with just a few changes in members and focus. *See Appendix A for Team Composition and Meeting Schedule exemplar and template.*

    a. Determining Team Members
The key idea for developing the team is to get as broad a school representation as possible. Try to get team members representing:
- All grade levels/departments
- ECE
- Classified
- Security
- Administration (one required)
- Providers (if appropriate)
- Families
- Students

    b. Roles of Team Members
While the administrator on the team can fill any of the following roles, having the administrator on the team is crucial. Administrators link the PBIS team to the school leadership team, provide recognition of the team to faculty, serve as spokesperson to the school-at-large, and ensure decisions are within the vision of the school.

PBIS Team Lead

- Attends all district PBIS trainings for school teams
- Attends all district PBIS trainings for team leads
- Sets dates, times, and locations for all meetings
- Ensures all key team roles are filled and function to capacity
- Coordinates the distribution of all meeting notices, agendas, and minutes
- Facilitates the creation, implementation, and monitoring of the School Action Plan
- Ensure the use of the school-specific OneDrive folder
- Ensures completion of required district PBIS Assessments on an annual basis
- Coordinates professional development trainings for school team, school staff, students, and parents based on district PBIS initiatives
- Develops and monitors process to train new team members, faculty and staff, students, parents, as needed
- Clarifies the purpose of the team for team members
- Encourages all team members to participate
- Remains objective and impartial
- Ensures that members have equal opportunity to participate

Facilitator

- Time keeper and monitor during meetings
- Moves the agenda and keeps the group on task
- Assists in the development and monitoring of ground rules during meetings
- Fully supports the team lead in the development, implementation, and monitoring of the PBIS Leadership Team Agenda, School Action Plan, and school-wide trainings
- Provides support for:
    - Team start-up
    - Team sustainability
    - Public relations/communications
    - Positive reinforcement of students and staff
    - Technical assistance (training)
    - Data-based decision-making
    - Problem-solving
    - Local training/leadership

Data Specialist

- Leads discussion about data during every meeting
- Brings necessary data to meeting for review and analysis
- Upload documentation to school-specific OneDrive folder
- Collects data from multiple sources
- Analyzes data and creates appropriate reports that document progress towards goals
- Shares data analysis with PBIS Leadership team and school staff to maximize its use

Secretary

- Records notes for each item on the agenda
- Asks for clarification and summarizes speakers' statements
- Ensures the team discusses old Action Plan items
- Tracks new Action Plan items
- Distributes Action Plan summary to PBIS Lead for approval and distributes to all team members in a timely manner following each meeting
- Transcribes discussions and decisions on Team Minutes form
- Distributes Team minutes and Action Plan updates to PBIS Lead for approval and distributes to all staff in a timely manner
- Sends meeting minutes and Action Plan updates to District PBIS team

Public Relations Specialist (Communicator)
(Consider personnel from different role groups to communicate with each stakeholder group)
- Communicates the decisions or requests from the team to all stakeholders:
    - Classified staff
    - Certified staff
    - Parents
    - SBDM

- □ School board
- □ Community

Record Keeper

- Keeps official copies of all handouts and documents on the school-specific OneDrive folder
- Keeps official copies of team meeting agendas and minutes
- Upload documentation to school-specific OneDrive folder
- Keeps a written record of how and what the team accomplished in the process of developing school-wide PBS
- Uses documentation to create a procedures manual for the school
- Keeps a running list of tasks or materials needed for the next meeting
- Works with Secretary to ensure all documentation is up-to-date

Team Member

- Attends and actively participates in all regularly scheduled meetings
- Participates in the analysis and review of discipline data for decision-making purposes on a regular basis (monthly, weekly, etc.)
- Participates in the creation, implementation, and monitoring of the PBIS School Action Plan to be reviewed and updated monthly
- Review documents that are uploaded to the school-specific OneDrive folder
- Assists with the completion of all required district PBIS assessments on an annual basis
- Assists PBIS School Lead with school-wide trainings
- Contributes to group discussion
- Encourages all members to participate

    c. Team Subcommittees
       If the team is large enough to form subcommittees, they can be utilized for specific tasks. Examples of subcommittees might include Data, Lesson Planning, Student/Staff Acknowledgement, and Communication

See Appendix A for template and exemplar.

2. Operating Procedures (TFI 1.2)

Teams are expected to meet at least once a month. Content can vary, but generally include an analysis of school discipline data, review of the Action Plan, making plans for student/staff acknowledgement, and review of TFI and SAS results (time specific).

a. Prior to Team Meeting
  - Create/distribute agenda
  - Collect data
  - Determine any new business to be discussed

b. During the Team Meeting
  - Respect the team's time (start and end at stated times, limit tangents)
  - Ensure active participation by all
  - Document conversation and decisions
  - Determine next steps

c. After the Team Meeting
  - Distribute minutes within 24 hours
  - Follow-up on any required actions

See Appendix B for template and exemplar.

3. Behavioral Expectations (TFI 1.3)

a. Overview
   Rather than telling students what NOT to do, PBIS schools tell students what they want
   them TO do. This clarifies the expectations for students and staff, reduces "loopholes," and
   is more likely to positively impact student behavior. Clear behavior expectations:

   Behavioral expectations should be:
   - 3-5 positively stated behaviors
   - Broadly stated and easy to remember
   - Consistent with school's vision/mission statement
   - Expected of all staff/students

b. Behavioral Expectation Matrix
   A behavior matrix explains what it looks like to follow the expectations in different areas of
   the school. It is a document that lists the school-wide expectations, then breaks down those
   expectations into what they look like in various common areas of the building. For example,
   if an expectation is "Be Safe," the matrix tells students what that looks like in the hallway,
   bathroom, cafeteria, playground, office, bus, etc. Again, these should be positively stated.

   Some schools choose to leave a blank column for the classroom, so teachers can determine
   what the school-wide expectations look like in their specific context. Other schools have
   grade, team, or department level classroom expectations structured around the school-wide
   expectations.

   See Appendix C for exemplar.

4. Teaching Expectations (TFI 1.4)

a. Lesson Plans
    The team is responsible for creating age appropriate lesson plans to teach students the school-wide expectations as well as the specifics of the common area expectations addressed in the matrix. The team also determines how these will be taught. They might be covered by going over one expectation a day, one area a day, or one expectation a class period – this varies due to the needs/structure of the school, and the age of the students. The expectations should be taught the first week of school.

b. Re-Teaching Calendar
    Create a calendar for re-teaching the expectations. At a minimum, re-teaching should occur after any breaks in the school calendar longer than a weekend.

c. Embedded Reminders
    Teachers, administrators, and staff should make a regular habit of referring to the expectation when speaking with students and addressing behavior concerns.

    See Appendix D for exemplar.

5. Problem Behavior Definitions (TFI 1.5)

a. Define Problem Behavior

Schools should define behaviors that create barriers to academic and social success and align the definitions to the JCPS Student Support and Behavior Intervention Handbook. Definitions should be measurable, observable, and clear.

Definitions should identify major, minor, and emergency/crisis situations. A clear distinction must exist between problem behaviors that are staff-managed (minor), versus problem behaviors that are office-managed or crisis (major). Major behaviors are discipline incidents that must be handled by the administration. Minor behaviors are discipline incidents that can be handled by staff members and usually do not warrant a discipline referral to the office. Emergency situations are discipline incidents that require immediate response from administration and/or crisis response team.

Once problem behaviors are operationally defined, it is essential that the team distinguish the major incidents from the minor to determine the appropriate consequence. It is also important to determine the appropriate consequence and where the consequence should be delivered. Problem behavior definitions allow school staff to maintain safety and order during emergency situations. For minor behaviors, the incident is recorded but student remains in instructional setting. For major behaviors, the incident is recorded and student is removed from instructional setting. Emergency situations may require multiple staff members to handle a situation.

b. Behavior T-Chart

Once the behaviors have been defined in terms of being minor, major, or crisis/severe, a T-chart or behavior matrix is created that lists the behavior based on who will respond to it (see below). When a problem behavior arises, the lists on the T-chart identifies if it is a classroom-managed response or an office-managed response. All minor behavioral incidents would fall under the category of teacher-managed behaviors, such as throwing paper, or talking over the teacher. Major behavioral incidents are those where removing the student from the classroom isn't an urgent need, but the teacher needs help from the administrator or behavior specialist to handle the misbehavior. These are office-managed behaviors. A crisis/severe behavior incident would also be office-managed, but it is one where immediate help is needed; this could be a fight in the classroom, or students harming themselves or others.

Teacher-Managed Behaviors	Office-Managed Behaviors
•	•
•	•
•	•

See Appendix E for template and exemplar.

6. Discipline Policies (TFI 1.6)

a. Behavior Flow Chart
   A flow chart documents the procedures for how school personnel should respond to the problem behavior. This promotes consistency in responding to the problem behavior and aids in building a unified behavior support system. Flow charts can integrate the T-chart of problem behaviors and the continuum of strategies.

b. Continuum of Strategies for Inappropriate Behaviors
   The continuum of strategies is a tool used to know how to respond to a specific problem behavior. The continuum includes the definitions of the strategies and aligns them to the JCPS *Student Support and Behavior Intervention Handbook* (formerly *Student Code of Conduct*).

   See Appendix F for template and exemplar.

7. Professional Development (TFI 1.7)

School teams and coaches create professional development (PD) to familiarize or orient school staff on the elements of PBIS.

a. Orienting New Staff and Substitutes to PBIS
It is important to give new staff and substitutes information on the school-wide expectations, acknowledgements, and the discipline policies.

b. Training Staff in PBIS should include:
- School-wide expectations and what they do for us
- Behavior definitions, flow charts, behavior matrix, etc.
- Acknowledgements and what they do for us
- Timeline and how often we should teach and re-teach the expectations
- Data: Behavior, Attendance, Surveys, Climate

c. On-going Training
Once staff has been trained in PBIS, many schools choose to continue to work to improve implementation of PBIS through on-going training. This can take place during after school faculty meetings or embedded PD throughout the day.

See Appendix G for template and exemplar

8. Classroom Procedures (TFI 1.8)

a. There are seven Classroom Management Practices that utilize elements of PBIS and offer preventive and appropriate ways to respond to problem behaviors.

1. Arrange the physical environment in an orderly manner
   - Is there a good flow between desks?
   - Is the garbage can easily accessible?
   - Are transitions able to happen quickly?
2. Define and teach the rules and expectations
   - What is the school's plan for teaching expectations?
   - How will teachers keep the expectations in the students' minds on a regular basis?
3. Define and teach the classroom routines
   - Where do students turn in work?
   - What do they do when they want to sharpen a pencil?
   - What do they do when they walk in the room?
4. Utilize active supervision
   - Keep eye contact with students
   - When working with students individually, scan the room every 10 seconds
   - Walk around the room frequently, varying the circuit
5. Give praise when appropriate
   - Use a 4:1 positive to negative ratio (see below)
   - Be as specific as possible
   - Praise when students are doing what they should be doing
6. Refer to and apply the Continuum of Response Strategies for Inappropriate Behaviors
   - Have this posted in each classroom
   - Ensure administrators are familiar with it
7. Give the students opportunities to respond (OTR)
   - Use both group and individual OTRs.
     - "point to the second chapter in the text"
     - "Show the green card if you agree, and the red card if you disagree"
     - "Janel, how do you think gravity helps you every day?"

9. Feedback and Acknowledgement (TFI 1.9)

a. 4:1 Feedback Recommendation
    Positive acknowledgement of student behavior is associated with positive relationships and increased student achievement. Higher rates of negative feedback is predictive of school suspension rates. Therefore, the more positive feedback students receive regarding their behavior, the higher the probability they will continue the desired behavior, and change negative behavior *(adapted from Dr. Terry Scott, Superintendent Summit presentation, April 2017)*. PBIS recommends a 4:1 ratio of positive to corrective (negative) feedback. This can be as simple as "Great job starting your reading right away," or "I see Jose is on the correct page." These kind of comments lets students know they are doing what they are supposed to be doing, and encourages other students to mimic the behavior. There is a place for corrective feedback, but it should immediately be followed up with positive feedback when the student corrects the behavior.

    Whenever possible, it's good to tie the behavior and feedback to the school-wide expectations. For example, if the school has "Be Responsible" as an expectation, the teacher might say, "I see you completed your homework. That's really showing responsibility!"

b. Ideas for Student Recognition
    Student recognition can vary – the important thing is to have a plan and a system. Recognition can be classroom based, grade-level, or school-wide. Recognition can come in both tangible and intangible forms. For example, a tangible reward might be points that can be redeemed in a school reward store, or a coupon for a soft drink at a sporting event. An intangible reward might be lunch with the principal, or extra computer time. It's important to remember that positive feedback is also considered student recognition. The following are some examples of possible student recognition:
    - Homework pass
    - Ticket to school event
    - Plaque, trophy, ribbon, certificate
    - Gift certificate
    - Pass to local museum or zoo
    - School logo item (shirt, pencil, sticker)
    - Extra credit
    - Lunch outside
    - Movie time

c. Ideas for Staff Recognition
    Teachers and staff should also be recognized for the hard work they do every day! Some schools do this monthly, some may do it quarterly, but again, the key is to have a plan and put it on the calendar. As with student recognitions, these may be individual or group rewards. For a group reward, there might be an ice cream sundae bar at lunch for all staff with perfect attendance the previous month. Students and staff may nominate a teacher of the month and staff member of the month, and those recipients get a premium parking spot and a lunch with the principal. The following are some ideas for staff recognition.

- Video of students identifying various teacher/staff member and explaining why they are grateful for them
- Class coverage for 1 hour
- Dessert bar
- Recognition during announcements
- Gift cards
- Certificates/door signs made by students

See Appendix H for exemplar

10. Faculty Involvement (TFI 1.10)

Straightforward and trustworthy communication is important to ensure faculty involvement and a willingness to change. At least 80% of the faculty should be involved for the school to have faculty buy-in. The faculty will determine a focus, a monitoring system, goals, ways to evaluate outcomes, and a way to involve all the staff.

a. Sharing Data with Faculty
   - Decide what data will be shared
     o Self-Assessment Surveys
     o TFI Survey
     o Walkthrough
     o Behavior data
     o Other data
   - Determine how will the data be shared
     o PowerPoint presentations
     o Visuals
   - Chose when will the data be shared
     o Weekly
     o Monthly
     o At the every team meeting

b. Input and Feedback
   Develop a communication system by: updating, sharing, and presenting the latest information; ask for feedback from all parties involved; and by continually referencing the school goals and action plan.

c. Hot Spots Activity
   A great way to get buy-in from faculty and staff, as well as get important data, is to do a yearly Hot Spots Activity. In this activity, staff is asked to identify problem behaviors and dig deeper into them; they identify specifically where behavior problems are occurring, when, and who tends to be involved. Using this information, they can then begin to do more intentional targeting of the behaviors, either as a staff group or utilizing the PBIS team. This data is helpful in creating precision statements and data-based decision-making.

   See Appendix I for data exemplar and Hot Spots Activity

11. Student/Family/Community Involvement (TFI 1.11)

Research supports the belief that all students regardless of demographics are more likely to realize a higher degree of success academically and socially in the school when families and schools work together.

a. Opportunities to involve families in PBIS:
- Ask families to share information about their families
- Attend community events and inform community members about the school policies and events
- Host events to educate students, families, and community members about PBIS
- Ask for feedback from families and community members
- Use the feedback for data-informed decisions
- Create opportunities for students to represent the school in the community
- Host events or start groups for students to become involved with PBIS. (For example, start a PBIS student group)

See Appendix J template and exemplar

12. Discipline Data (TFI 1.12)

a. Data Collection

Data comes in many forms and from many sources. PBIS teams can look at data on office referrals, attendance, surveys (SAS, TELL, Comprehensive School Survey), observations, and fidelity measures (TFI). The data is used to drive the decisions a team makes and is key in ensuring resources are used most effectively (see Section 12 & 13).   Sources of data include:
- Infinite Campus - grades, attendance, referrals
- PBIS Apps – TFI and SAS reports
- Data Management Center – accessed via employee logins, attendance, behavior
- Dashboard – accessed through Cascade, attendance, behavior

b. Data Analysis

After the data has been collected, the team needs to analyze it. This involves asking questions such as
- Is there a problem?
- What areas/systems are involved?
- Are there many students or a few involved?
- What kinds of problem behaviors are occurring?
- When are these problems likely to occur?
- What is the most effective use of our resources to address this problem?

The "Big Five" of discipline data is an excellent tool for determining if all relevant data has been collected and analyzed. Once the team has analyzed the data, they are ready to begin the process of data-based decision making (Section 13).

See Appendix K for data exemplar and Big Five of Discipline Data

13. Data-Based Decision-Making (TFI 1.13)

The school team can analyze the behavior and academic data and use this information to make decisions based on the data. Reviewing the data permits the user to view problems more objectively and increase the probability of making decisions that are more effective. Without data, decisions transpire based upon subjective and emotional feelings. Data is utilized for several reasons:

- Identify, define, and address problem behaviors
- Adjust the response
- Understand the problem from a contextual view
- Celebrate successes
- Accountability

Decision-Making Without Data	Decision-Making With Data
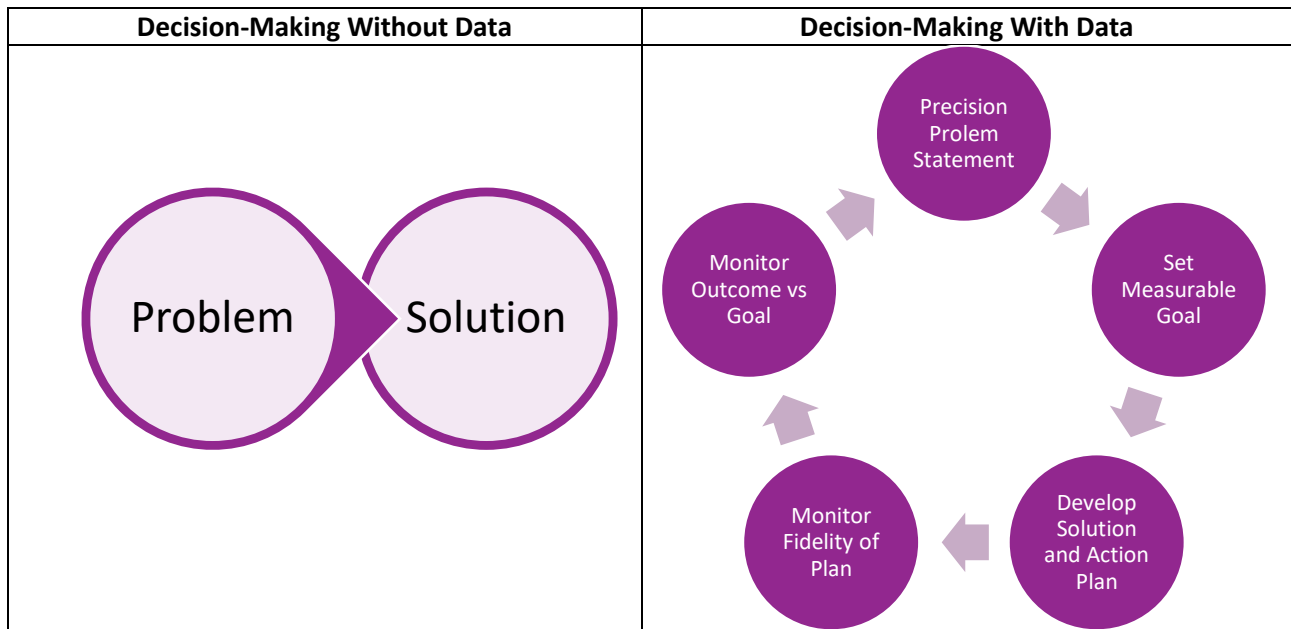
Adapted from Midwest PBIS, 2017, retrieved from www.midwestpbis.org

Follow the five-step process for data-based decision-making.

1. Precision Statements
   Precision statements ask the following questions:
   - What
   - How
   - Where
   - Who
   - When
   - Why

Primary Statement	Precision Statement
• There are too many referrals lunchroom referrals • We need to do something about all the referrals • If we add a third monitor in the cafeteria referrals will decrease	There is a 15% increase in lunchroom referrals this month during first lunch compared to last month. Referrals are coming primarily from the second grade classrooms. It appears the students are trying to communicate to students in adjoining tables.

2. Set Measurable Goals
   SMART goals are measurable goals and contains the following information:
   • **S**pecific
   • **M**easurable
   • **A**chievable
   • **R**elevant
   • **T**imely

3. Develop a Solution and Action Plan
   Questions can be formed using the solution and action plan components are:
   • Prevention (e.g., how can we address the first lunch activity to lessen the activity and referrals?)
   • Teaching
   • Recognition
   • Extinction
   • Consequence
   • Data

4. Monitoring the Plan
   Decide how you will monitor the plan.

5. Monitor outcomes versus the goal
   Use data to monitor the outcomes

The "3-Circles" problem-solving process below ties all these steps into the PBIS key elements of data, systems, and practices. Many schools find it useful to follow the steps in this process when dealing with behavior concerns.

"3-Circles" Problem-Solving Worksheet: What will students and teachers say and do as a result of this:
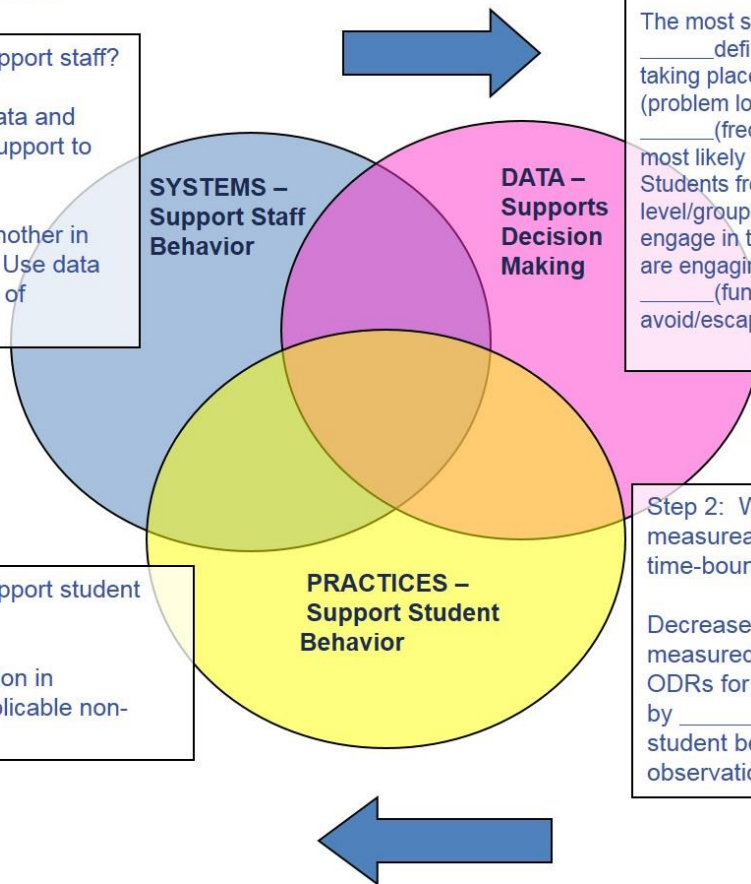
Step 4: What will we do to support staff?

The Lead/Team will use the data and training materials to provide support to staff to implement practices.

Lead/Team will support one another in the development of practices. Use data to self-assess implementation of practices.

SYSTEMS – Support Staff Behavior

DATA – Supports Decision Making

PRACTICES – Support Student Behavior

Step 1: What does the data say?

The most significant concern is _____ _____ defined as _____ that is taking place most often in classrooms (problem location). This behavior occurs _____ (frequency/quantify behavior), and is most likely to happen _____. Students from _____ grade level(s) ((grade level/group of students) are most likely to engage in this behavior. We think students are engaging in this behavior to _____ _____ (function of behavior- get/obtain or avoid/escape).

Step 3: What will we do to support student behavior?

Ensure use of active supervision in classrooms and any other applicable non-classroom settings.

Step 2: What is the SMART (specific, measureable, attainable, realistic, time-bound) goal?

Decrease incidents of _____ as measured by a decrease of _____ ODRs for _____ behavior by _____. Increase on-task student behavior measured by teacher observation.

14. Fidelity Data (TFI 1.14)

Teams review, analyze, and use fidelity data. Two tools measure the fidelity of PBIS implementation:

a. Tiered Fidelity Inventory
- Measures the opinions of PBIS team members and coach
- Assists school teams identify their fidelity of implementation

b. Tiered Fidelity Walkthrough
- Measures the perceptions of staff and students
- Assists school teams identify their fidelity of implementation

The TFI Walkthrough is completed by the district resource teacher prior to the team completing the TFI. The TFI is then completed ideally by the team, working with the resource teacher. This is done once a year in the spring.

See Appendix L for template and exemplar

15. Evaluations (TFI 1.15)

Evaluating a behavior system tells us if our implementation of PBIS is successful. It also aids in determining how to continue the plan. The tool for evaluating the PBIS system is the Self-Assessment Survey

    a. Self-Assessment Survey (SAS)
- Measures the opinions of the staff regarding the implementation of PBIS
- Annually
- On-line survey

See Appendix M for template and exemplar

Twice a year (December and May), the District Behavior Support Systems Resource Teachers will, in conjunction with the school lead, create an Implementation Report. The Implementation Report is a summary of the work and progress the school has made. It lists significant data, as well as an assessment of the strengths and growth areas of PBIS at the school. A copy of the Implementation Report is sent to the team lead, school principal (associate principal for state schools), and area assistant superintendent.

See Appendix N Implementation Report template.

16. Action Plan (TFI All)

The PBIS action plan is a living document, created by the school team, which drives the work of the PBIS team throughout the year. The action plan includes goals, activities to reach the goals, who is responsible for the various activities, resources, deadline, status, and outcomes. The action plan is reviewed at the start of the year, mid-year, and end of the year at a minimum. As it is a living document, teams can change and adapt the plan as needed throughout the year.

See Appendix O for template and exemplar.

Appendix A – Team Composition and Meeting Schedule Template and Exemplar

Team Composition and Meeting Schedule Template

First Name	Last Name	Job Title	Email Address	PBIS Team Role
				PBIS Team Lead
				PBIS Team Co-Lead
				Facilitator
				Data Specialist
				Secretary
				Public Relations Specialist
				Record Keeper
				Team Member
				Team Member
				Team Member
				Team Member
				Team Member
				Team Member

Purpose Statement:

Meeting Dates	Time	Location Within Building

Team Composition and Meeting Schedule Exemplar

	PBIS Cohort			
School Name:				
Team Name:				
First Name	**Last Name**	**Job Title**	**Email Address**	**PBIS Team Role**
Jacki		Teacher		PBIS Team Lead
Angie		Teacher		PBIS Team Co-Lead
Kara		Assistant Principal		Facilitator
Carrie		ECE Consulting Teacher		Data Specialist
Kirk		Security		Secretary
Krista		Teacher		Public Relations Specialist
Emily		Clerk		Record Keeper
Vicki		Teacher		Team Member
Peggy		Teacher		Team Member
Bob		Teacher		Team Member
Cara		Teacher		Team Member
				Team Member
				Team Member
Purpose Statement:				

Meeting Dates	Time	Location
August 16th, 2016	2:35 PM	Room 208
September 6th, 2016	2:35 PM	Room 208
October 18th, 2016	2:35 PM	Room 208
November 22nd, 2016	2:35 PM	Room 208
January to May Meeting Schedule to come		

Appendix B – Team Meetings

PBIS Meeting Minutes Template

PBIS School Based Team Meeting: Agenda and Minutes

Designed for a 30- to 40-minute meeting (p. 1 of 2)

Meeting Date and Time:

_____

Members in Attendance:

_____   _____   _____   _____

_____   _____   _____   _____

Agenda and Reminder about this meeting was sent out a week before. Date reminder was sent:

Start the meeting ON TIME. Time Started: _____

Review tasks from last meeting. Report status of current tasks and discuss tasks that still need to be done. (5–10 min.)

_____

_____

_____

_____

_____

Review potential next tasks and decisions to address. (5 min.)

_____

_____

_____

_____

Team discusses what needs to occur to make the next tasks and decisions happen. (15–20 m i n .)

_____

_____

_____

_____

_____

_____

_____

_____

Write down who is going to do what and when he or she will do it.

Who	Does What	When
1)		
2)		
3)		
4)		
5)		
6)		
7)		

Review who is going to do what and when he or she will do it. (5 min.)

Ask if any other items need to be addressed or need to be on the agenda for the next meeting. (2–3 min.)

Document how the information discussed will be **shared with the entire faculty.** (5 min.)

_____

_____

_____

Debrief how the team did with regards to following its ground rules. (2–3 min.)

Remind people when the next meeting is.

Next meeting is_____at_____in _____
                                  (date)   (time)   (location)

Meeting adjourned at **scheduled time.** Meeting adjourned: _____

Appendix C – Expectations Exemplar

BEAR P.R.I.D.E. STUDENT EXPECTATIONS

	Hallway Team Transitions and Traveling to Elective	Restroom	Afternoon Dismissal	Cafeteria
Positive Attitude	• Strive for positive interactions with all students and adults. • Listen to and follow adult directions.	• Use, flush, wash, and leave.	• Listen to and follow adult directions.	• Strive for positive interactions with all students and adults. • Listen to and follow adult directions.
Respect for All	• Use appropriate language. • Apologize if you bump into someone. • Respect personal space.	• Use appropriate language • Respect privacy and personal space.	• Use appropriate language. • Respect personal space.	• Use appropriate language. • Wait patiently in line.
Improve Self-Discipline	• Conversation voices. • Walking on right side of hallway. • Move promptly to locker, restroom, and water fountain • Keep hands, feet, and objects to self.	• Conversation voices. • Keep hands, feet, and objects to self.	• Conversation voices. • Walking on right side of hallway. • Keep hands, feet, and objects to self.	• Conversation voices. • Keep hands, feet, and objects to self. • Standing in line or seated.
Do the Right Thing	• Consider the other lockers around you and only use your personal space. • Keep your belongings out of the way of others. • Help others in need. • Help keep hallways clean.	• Make sure trash makes it into the trash can.	• Go straight home. • Help keep school grounds clean along the way.	• Help keep the cafeteria clean. • Use appropriate table manners.
Excellence Through Effort	• Arrive at next class on time. • Have all needed materials.	• Move in and out quickly.	• Stay with teacher until released to dismissal area. • Have all needed belongings.	• Say, "please" and "thank you". • Be prepared with number or lunch.

30

	Hallway Transitions	Restroom	Afternoon Dismissal	Cafeteria
Positive Attitude	• Actively engage with students. • Strive for positive interactions with all students and adults. • Strive to meet 4:1.	• Actively engage with students. • Strive for positive interactions with all students and adults. • Strive to meet 4:1.	• Actively engage with students. • Strive for positive interactions with all students and adults. • Strive to meet 4:1.	• Actively engage with students. • Strive for positive interactions with all students and adults. • Strive to meet 4:1.
Respect for All	• Specific praise for students who meet expectations. • correct students in a calm, respectful and instructional manner.	• Specific praise for students who meet expectations. • Staff behavior when correcting students is calm, respectful and instructional.	• Specific praise for students who meet expectations. • Staff behavior when correcting students is calm, respectful and instructional.	• Specific praise for students who meet expectations. • Staff behavior when correcting students is calm, respectful and instructional.
Improve Self-Discipline	• Avoid prolonged conversations with adults. • Report to supervision area on time.	• Allow students to leave classroom for emergency purposes only. • Ensure all students have a hall pass.	• Leave at designated time. • Escort students through entire dismissal process. • Avoid prolonged conversations with adults. • Report to supervision area on time.	• Escort students all the way to the cafeteria. • Be on time for delivery and pick up of students.
Do the Right Thing	• Refer to PRIDE expectations when one is not being met. • Remind and reteach as needed. •	• Refer to PRIDE expectations when one is not being met. • Remind and reteach as needed. • Lock restroom door.	• Refer to PRIDE expectations when one is not being met. • Remind and reteach as needed.	• Refer to PRIDE expectations when one is not being met. • Remind and reteach as needed.
Excellence Through Effort	• Circulate throughout area during transitions. • Move intentionally. • Be aware of problem areas. • Visually scan.	• Allow 3 – 5 students in restroom at a time. • Check restroom during break to ensure PRIDE expectations being met.	• Move intentionally. • Be aware of problem areas. • Visually scan.	• Ensure students have cleaned their area before leaving the cafeteria. • Reinforce established PRIDE cafeteria expectations.

Behavior Matrix Exemplar

	BE SAFE	BE MOTIVATED	BE RESPECTFUL	BE A LEADER
CLASSROOM	• Keep hands and feet to yourself • Wait your turn • Use walking feet	• Be ready to work • Stay on task • Do your best • Complete work	• Listen/follow directions • Take care of all property • Use appropriate voice level	• Follow directions the first time • Do the right thing • Use self- control • Be responsible • Cougar Pride
LUNCHROOM	• Use walking feet • Take turns • Stay seated • Hands to yourself • Raise hands if you need something	• Eat your food • Stay in your seat • Throw your trash away	• Listen/follow directions • Take care of your trash • Use appropriate voice level	• Follow directions the first time • Do the right thing • Use self- control • Be responsible • Cougar Pride
OFFICE	• Walk • Wait quietly for an adult to assist you • Quietly return to class • Use hall pass	• Positive attitude • Follow directions	• Listen/follow directions • Use appropriate voice level	• Follow directions the first time • Do the right thing • Use self- control • Be responsible • Cougar Pride
PLAYGROUND	• Wait in a single file line until you get to the play area • Follow directions of adults • Use good sportsmanship • Keep body parts and objects to yourself • Keep an eye on your teacher	• Play Fair • Be a friend	• Listen/follow directions • Wait your turn • Share equipment • Use equipment appropriately	• Follow directions the first time • Do the right thing • Use self- control • Be responsible • Cougar Pride

HALLWAYS	• Walk on the Paws • Stop at corners • Stay with your class • Maintain proper spacing	• Cougar Pride • Facing forward • Voice level 0 • Positive attitude	• Listen/follow directions • Take care of all property • Use appropriate voice level	• Follow directions the first time • Do the right thing • Use self- control • Be responsible • Cougar Pride
STAIRS	• No pushing and shoving • Walk in a single file line • One hand on the rail, one step at a time • Walking feet • Silent greeting	• Stay on the right side • Positive attitude	• No pushing and shoving • Walk in a single file line • One hand on the rail, one step at a time • Walking feet • Silent greeting	• Follow directions the first time • Do the right thing • Use self- control • Be responsible • Cougar Pride
BATHROOM	• Stand in single file line • There are only 5 students at a time in the restrooms • No pushing or shoving	• Use the restroom • Stay quiet in the hallway • Throw your trash away • Wash hands	• Flush toilet • Wash hands • Use one paper towel and throw it in the trash	• Follow directions the first time • Do the right thing • Use self- control • Be responsible • Cougar Pride
BUS	• Stay seated in assigned area • Walk in a single file line to your bus • Keep hands feet and objects to yourself • Look at the bus driver to make sure you are on the right bus	• Stay in your seat • Quiet conversation • Work on homework • Read a book	• Listen to the bus driver • Use appropriate language • Use talking voice	• Follow directions the first time • Do the right thing • Use self- control • Be responsible • Cougar Pride

Bear P.R.I.D.E.
Expectations

Locker lesson & challenge
{Complete at later date)

Objective/learning target: Students will understand locker break procedures and the need to utilize time responsibly.

Explore: Why is it important to have procedures for the hallway and locker breaks? Why is it important to utilize your time between classes wisely? **Emphasize Do the Right Thing!**

Activity: Timed locker relay challenge (class vs. class)-1. Lockers & combinations assigned prior to activity 2. Each student will be given a folded slip of paper to slide into locker (to ensure each student opens locker during activity) 3. Students return to classroom in their seats. 4. Teacher provides expectations for activity (walking/hands, feet, objects to self/conversation level voices). 5. Teacher gives signal for activity to begin and starts timer. 6. Students go to their own locker, opens it, retrieves slip of paper (completing any additional activities noted), and returns to seat. 7. Once all students have returned to their seats with slips of paper on desk, the timer stops. 8. Feel free to repeat activity as many times as you like. Winning homeroom will receive a reward to be determined by team teachers (ex. Homework pass, stickers, tattoos, etc.)

*Note: a 5 second penalty will be assessed if activity expectations are not met!

Positive Attitude:	Strive for positive interactions with all students and adults. Listen to and follow adult directions.
Respect for All:	Use appropriate language. Apologize if you bump into someone. Respect personal space.
Improve Self-Discipline:	Conversation voices. Walking on right side of hallway. Move promptly to locker, restroom, and water fountain.

Do the Right Thing: Consider the other lockers around you and only use your personal space.

Excellence Through Effort: Arrive at next class on time.

Have all needed materials.

Appendix E – Behavior Definitions, T-Chart, Strategies Template and Exemplar

Definition of Problem Behavior Template

Problem Behavior	Definition

Definition of Problem Behavior Exemplar

Problem Behavior	Definition
Talking-out	Talking without permission in class
Out-of-seat	Student getting out of their seat without permission
Fighting/Striking student	The use of physical violence between two student or the use of violence by a student on another person when there is no major injury as determined by the school administrator
Robbery	Theft involving the use of physical force, deadly weapons, or dangerous instrument
Inappropriate sexual behavior	Included possession of pornography, sexual contact, and indecent exposure
Weapons/dangerous instruments	Possession, transfer, storage, or use of a deadly weapon or use of a dangerous instrument as defined by law
Forgery/Counterfeiting	The creation or alteration of a written instrument.
Profanity/Vulgarity	Swearing, cursing, using hate speech, or making obscene gestures
Gambling	Games of chance or skill money or profit
Use/Possession of tobacco products and electronic cigarettes	Any form of tobacco
Theft	Taking or exercising control over movable property of another with intent to deprive him or her thereof or obtaining immovable property of another or any interest therein with intent to benefit
Vandalism	Damaging or defacing school property or the property of school personnel/students

Behavior T-Chart for Schools Template

Teacher-Managed Behaviors	Office-Managed Behaviors
●	●

Behavior T-Chart for Schools Exemplar

Teacher-Managed Behaviors	Office-Managed Behaviors
• Failing to take turns • Cursing at peers • Chewing gum • Delay getting started on assignments • Complaining • Teasing • Talking during instruction • Tattling on peers • Pencil tapping • Out-of-seat • Off task • Cheating • Throwing objects • Out-of-line	• Cursing at staff • Vandalism and destruction of property • Stealing • Striking staff • Threats • Sustained disruption of classroom setting • Running/AWOL • Terroristic threatening • Bullying/Harassment • Extortion • Inappropriate sexual behavior • Drugs/alcohol possession • Throwing objects

Definition of Strategies Template

Strategy	Definition

Definition of Strategies

Strategy	Definition
Affective Statements	A statement expressing your feelings
Affective Questions	Specific questions created by the International Institute for Restorative Practices that are used after an incident occurs
Planned Ignoring	An intervention that identifies attention-seeking behaviors and withholds the attention from the teacher the student is craving.
Proximity	When a teacher uses the physical space near problem areas
Non-verbal Cues	Communication between the teacher and student sent and received through wordless cues
Redirect	Directing the student's attention toward or away from a specific task or conversation.
Student Conference	Meeting and talking with a student
Buddy Classroom	Sending a student to a different classroom for a specific amount of time

Appendix F – Flow Chart Template and Exemplar

Observe Problem Behavior

Problem-Solve with Student

Is Behavior Teacher or Office Managed?

NO

YES

Teacher

Office

First Teacher Intervention

Alert school staff of consequences

STAFF Managed Behavior

Office Managed Behavior

-
-

YES

Second Teacher Intervention

NO

Alert office staff, time-out

Observe Problem Behavior

Problem-Solve with Student

NO

YES

School Staff

Office Staff

Is Behavior Office-Managed?

STAFF

OFFICE

2 Teacher-directed time-outs

Alert school staff of consequences

YES

Continue teacher-management

NO

Write office referral

STAFF-Managed Behavior

- **Interpersonal Conflict**
- **In another's space**
- **Ignoring initial request**
- **Cursing at peers**
- **Failing to take turns**
- **Chewing gum**
- **Delay getting started on assignments**
- **Threats**
- **Complaining**
- **Teasing**
- **Talking during instruction**
- **Rocking in chair**
- **Tattling on peers**
- **Pencil tapping**
- **Out-of-seat**
- **Off task**
- **Cheating**
- **Throwing objects**

OFFICE-Managed Behavior

- **Cursing at Staff**
- **Vandalism and destruction of property**
- **Dress code violations**
- **Stealing**
- **Striking staff**
- **Threats**
- **Sustained disruption of classroom setting**
- **Taking things from others**
- **Running/AWOL**
- **Terroristic threatening**
- **Bullying/Harassment**
- **Out-of-line**
- **Extortion**
- **Inappropriate sexual behavior**
- **Drugs/alcohol possession**
- **Tattling to staff**
- **Throwing objects**

Appendix G – Professional Development

PBIS Professional Development for Staff

MONTH	THEME
August	Creating a Calendar of PBIS Events
September	Revisiting School-Wide Expectations
October	Action Plans: The Focus of Our Work
November	Behavior Data: How to Collect, Analyze, and Share
December	Re-teaching Expectations After Break
January	PBIS Team: How to Work More Efficiently in a Team
February	Understanding Flow Charts
March	Guest Speaker: Julia Young Presenting on Classroom Management
April	Classroom Expectations Versus School-Wide Expectations
May	Be Prepared for Next Year: Writing PBIS School-Wide Lesson Plans

The Weinberg Store

The Weinberg Store is a PBIS token economy program designed to incentivize school-wide behavior expectations. Students earn points through the school day that they may spend on items in the store or tickets for special rights or activities.

How do students earn points? Students can earn up to 10 points per class, for a daily total of 50. These points are tracked on the daily point sheet kept by the classroom instructional assistant. Points are earned when students comply with the following behavior expectations:

> Positive Attitude – Be positive
>
> Respect – Be respectful of self and others
>
> Integrity – Observe personal boundaries
>
> Dress Code – In uniform, shoes on feet, and incompliance with materials policy

Effort – Demonstrates academic effort

> Students may also earn **one bonus point** each day by bringing back their point sheet from the previous day, signed by a HOTI staff. The first period instructional assistant collects the returned point sheets from her students and circles/initials the +1 bonus point on the present day's point sheet for returned sheets. This is done during 1st period.

How do we keep a record of student points? The point sheets are sent back to the units with students at the end of the school day. During 5th period each day, the classroom instructional assistant records the points earned that day as a deposit on the student checkbook. These sheets stay on the clipboard until they are needed to go shopping at the Weinberg Store. The checkbook looks like the diagram below and will have daily entries. Staff must initial entries to validate the information on the checkbook.

Date	Description of Transaction	Debit (-)	Credit (+)	Remaining Balance	Staff Initials
1/4/17	PS (Point Sheet)		50	50	JM
1/5/17	PS		36	86	JM
1/6/17	PS		44	130	JM

> A student has the same checkbook for six weeks. When a student gets a new checkbook, the balance of their previous checkbook transfers over.

Can students earn bonus points? Staff may occasionally award bonus points for exceptional behavior: for example +2 to a class for keeping calm during a management or +2 to an individual for walking away from a fight. However, awarding points should be rare and always the decision of the staff. Never award bonus points if a student asks for them or use points as a bargaining chip/negotiation tactic. Never say, "If you do _____, I'll give you _____." Always remember that the points are a system to encourage students to practice those five school behavior expectations. We reward them for complying with those norms on a regular basis. Excessive use of bonus points can skew the system.

Can students lose points? There are certain extreme behaviors that can result in fines on the daily point sheet. These are listed below and are also on the back of the point sheet. There are range brackets for point deductions because student behaviors can also operate on a range. Excessively aggressive or repeated behaviors would receive the maximum fine. *A restorative task to earn back points may be an option in some situations.*   Most behaviors should be addressed within the 10-point "earning opportunity" during each class.

- Fighting or Instigating a Fight | -50 to –100
- Inappropriate use of computer | -50 to –100
- Walking out of class without permission | -10 to –20
- Cussing out another person | -5 to –20
- Throwing objects | -5 to –20
- Refusing to move when asked by an adult | -10 to –20

What are staff responsibilities when a student loses points? If a student's behavior is so extreme, that it resulted in lost points, it must be communicated in the following way:

1. The staff deducting points does so on the DAILY POINT SHEET, not the checkbook. The point sheet goes to HOTI staff to communicate student behaviors in school. HOTI staff (other than Ms. I'Esha) will not have routine access to the checkbook. The debit column on the checkbook is to record purchases, not behavior fines.
2. An SIR (Significant Incident Report) must be submitted to communicate the extreme behaviors with all stakeholders.

When and how do students spend their points? The Weinberg Store will be open one day a week for a limited time. Most weeks, that will be on Thursday afternoons during 5th period. Accommodations may be made for students who are out of the school during school hours.

The store clerk will set up items for sale on a table in the atrium or in the conference room, get the house bags, and grab a sharpie. Then, the store clerk will visit one classroom at a time. She will pull 4-5 students through random selection. She will also retrieve the student checkbooks from the clipboard. Students will have five minutes to shop. The store clerk will verify that students have enough points on in their checkbooks, deduct the prices of the items/coupons bought, and initial the new balance on the checkbook. See below:

Date	Description of Transaction	Debit (-)	Credit (+)	Remaining Balance	Staff Initials
1/4/17	PS (Point Sheet)		50	50	JM

1/5/17	PS		36	86	JM
1/6/17	PS		44	130	JM
1/6/17	Nail Polish	100		30	KB

The store clerk will label the purchased items with a sharpie and place them in the correct house bag. Students will return to class empty handed; they will be given their purchases at the end of the school day. The store clerk will return to students to class and repeat the process. It should take approximately 15 minutes per class/1 hour per week for the entire school to shop at the Weinberg Store.

The store clerk will also ensure that the house bags containing student purchases/tickets are given to the correct HOTI staff at the end of the school day.

What is for sale at the Weinberg Store? The store sells a variety of items for various prices. In general terms, 100 points buys an item valued at about $1. Friday dress down tickets cost 200 points or a hat/head gear ticket costs 50 points. The inventory of the store and ideas for tickets will grow as we determine what students want. Weinberg welcomes donations to the store!

Can a student buy something for someone else? No. Students may not purchase items or tickets for another individual. Student names will be written on items and tickets with a sharpie. We will also maintain a record of ownership of items on the student checkbook.

What happens when a student misses class?

What about LSA? LSA is becoming Friday Fun Time in 2017. Since the Weinberg Store is operating as the behavior inventive program, Friday Fun Time (1:30 – 2:15) will operate as our academic catch up time for missed work. Students attend Friday Fun Time if they are up to date on all academic work and have not been assigned time in the transition room for a behavior.

How does Friday Fun Time work? Before Friday Fun Time (1:30), teachers communicate to the front office who has missing or incomplete assignments by providing the missing work labeled with the student name. Students then go to the classroom(s) designated as work zones to complete work. This is not a punishment, but an opportunity for students to catch up on school work. Because our students miss class often for legitimate appointments, teachers should continue the practice of making make-up work available to students on a daily basis. This way, a student could make up work in the evenings and still have access to Friday Fun Time. Students may join Friday Fun Time with teacher approval once their work is complete.

Appendix I – Sharing Data with Faculty Exemplar

Behavior Data
February 2016
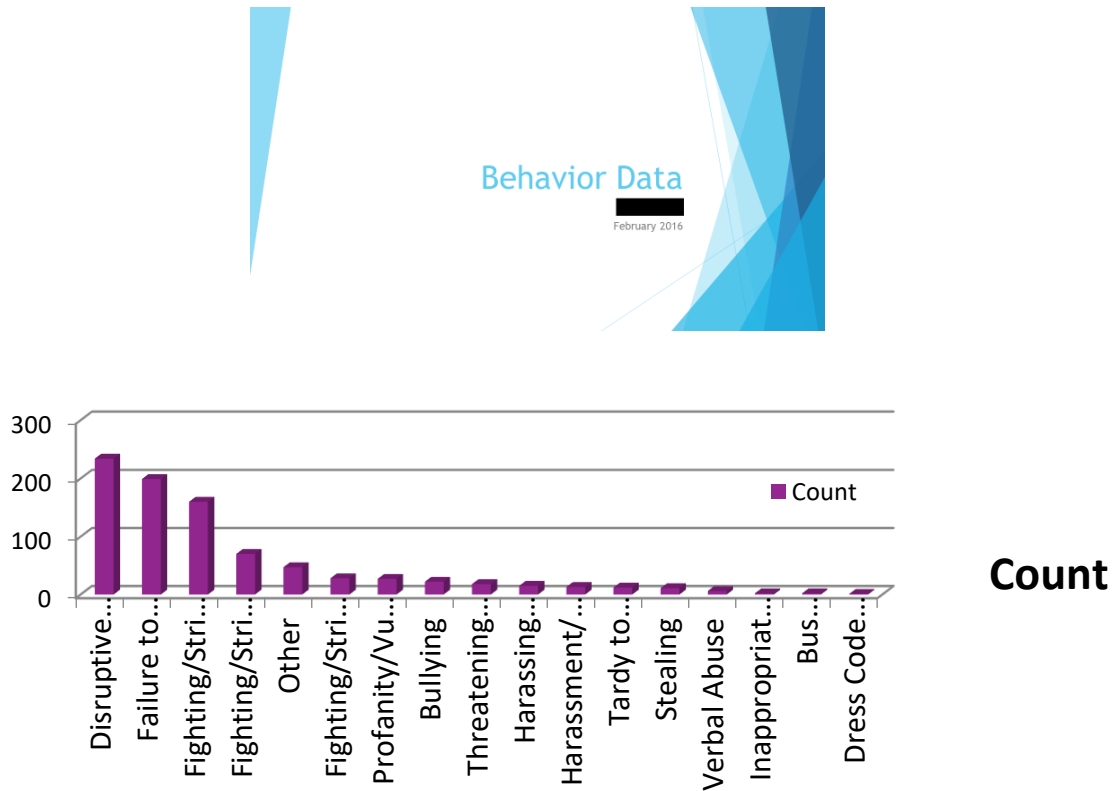
Count

Primary Behavior Event Description	Count	%t By Primary Behavior Event Description
Disruptive Behavior	234	27%
Failure to Obey Staff	199	23%
Fighting/Striking - Student to Student	160	18%
Fighting/Striking - Student to Other	70	8%
Other	47	5%
Fighting/Striking-Student to Staff/Other Officials	28	3%
Profanity/Vulgarity	27	3%
Bullying	22	3%
Threatening Staff	18	2%
Harassing communications	15	2%
Harassment/Intimidation w/Staff/Student	13	1%
Tardy to Class/Skipping Class	12	1%
Stealing	11	1%
Verbal Abuse	6	1%
Inappropriate Sexual Behavior	2	0%
Bus Disturbance	2	0%
Dress Code Violation	1	0%

Steps for "Hot Spot" Activity	
Task to complete	**Who**

1. Optional: Brainstorm possible Hot Spots that are known in the building. Use data to support this thinking if desired.
 	
2. Make a map of the school
   ✓ Use the existing map from the safety plan
   ✓ Blow it up and laminate
	PBIS Team

3. Give the dots out to the staff
   ✓ On each dot write the information
     • Time of incident
     • **Observable** student behavior
   "If you didn't see it, it didn't happen"
   ✓ Place dots on common areas only
 	
4. Review/discuss where the dots are placed
   ✓ Have small group/whole group discussions
	Whole Group

5. In small group committees, complete the _Observable Problems Summary_
   ✓ Ask when/who/what/why questions
 	
6. Talk about the prevention
   ✓ What can we do to prevent problems?"
	Small Group

7. Complete _Finalized Agreed Upon Solution_ worksheet
   ✓ What does it mean?
   ✓ Would it work?
   ✓ Would we really do this?
	Whole Group or Small Group

8. Share written finalized results with whole staff.
 	
9. Monitor Progress
   ✓ Use Improvement Cycle
   ✓ Re-do activity at different times of year
   ✓ Compare data
	PBIS Team

Appendix J – Student/Family/Community Involvement Exemplar

Target Middle School Open House Agenda

6:00-6:15   Principal welcome

6:15-6:25   Introduction of Administrators

6:25-7:00   PBIS Overview

- School-wide expectations
- Behavior matrix
    - Have families brainstorm what the expectations look like in their home and complete the matrix column "home"

7:00-8:00   Families follow student schedule to meet teachers

Appendix K - Discipline Data Exemplar

2016-17 Attendance/Suspension Trend Report
Through School Day 175

Through School Day 175

Filter by Area: All 1 2 3 4 5 6 7
Filter by Area: All 1 2 3 4 5 6 7

Jefferson County Public Schools — Shaping the Future

Elementary School

Location	School No	Total Population	At-Risk Population	At-Risk %	ECE Population	ECE %	Total School Days	# Suspension Days	Suspension Rate	# Unexcused Absence Days	Unexcused Absence Rate
		581	411	70.7%	65	11.2%	101,808	98	0.10%	2496	2.5%
		587	516	87.9%	69	11.8%	103,826	27	0.03%	2228	2.1%
		425	347	81.6%	52	12.2%	74,026	72	0.10%	1937	2.6%
		438	413	94.3%	58	13.2%	76,094	201	0.26%	3183	4.2%
		476	379	79.6%	56	11.8%	81,829	16	0.02%	1440	1.8%
		421	272	64.6%	64	15.2%	74,637	1	0.00%	1416	1.9%
		434	368	84.8%	69	15.9%	74,125	66	0.09%	1410	1.9%
		562	305	54.3%	44	7.8%	98,428	20	0.02%	1181	1.2%
		0	0	0.0%	0	0.0%	0	0	0.00%	0	0.0%
		595	185	31.1%	48	8.1%	104,300	5	0.00%	1310	1.3%
		471	352	74.7%	73	15.5%	81,652	57	0.07%	1961	2.4%
		0	0	0.0%	0	0.0%	46	0	0.00%	0	0.0%
		352	325	92.3%	59	16.8%	61,629	215	0.35%	2148	3.5%
		741	673	90.8%	108	14.6%	128,969	93	0.07%	3642	2.8%
		448	275	61.4%	49	10.9%	77,967	48	0.06%	1199	1.5%
		580	282	48.6%	109	18.8%	100,657	25	0.02%	1708	1.7%
		481	431	89.6%	84	17.5%	83,497	25	0.03%	1599	1.9%
		446	417	93.5%	64	14.3%	76,374	89	0.12%	2250	2.9%
		721	169	23.4%	64	8.9%	126,304	29	0.02%	1847	1.5%
		338	109	32.2%	40	11.8%	58,083	7	0.01%	569	1.0%
		267	234	87.6%	43	16.1%	47,035	7	0.01%	678	1.4%
		78	52	66.7%	44	56.4%	10,114	0	0.00%	0	0.0%
		12	12	100.0%	4	33.3%	2,275	20	0.88%	171	7.5%
		291	280	96.2%	77	26.5%	51,363	74	0.14%	1747	3.4%
		442	407	92.1%	78	17.6%	77,266	53	0.07%	2081	2.7%
		472	442	93.6%	41	8.7%	81,505	12	0.01%	1489	1.8%
		304	298	98.0%	46	15.1%	56,764	237	0.42%	1834	3.2%
		519	492	94.8%	61	11.8%	89,553	60	0.07%	2682	3.0%

2016-17 Attendance/Suspension Trend
Report
Through School Day 175

Through School Day 175

Elementary School

Jefferson County Public Schools — Shaping the Future

Filter by Area: All 1 2 3 4 5 6 7

Filter by Area: All 1 2 3 4 5 6 7

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		587	516	87.9%	69	11.8%	103,826	27	0.03%	2228	2.1%
		425	347	81.6%	52	12.2%	74,026	72	0.10%	1937	2.6%
		438	413	94.3%	58	13.2%	76,094	201	0.26%	3183	4.2%
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		562	305	54.3%	44	7.8%	98,428	20	0.02%	1181	1.2%
		0	0	0.0%	0	0.0%	0	0	0.00%	0	0.0%
		595	185	31.1%	48	8.1%	104,300	5	0.00%	1310	1.3%
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		0	0	0.0%	0	0.0%	46	0	0.00%	0	0.0%
		352	325	92.3%	59	16.8%	61,629	215	0.35%	2148	3.5%
		741	673	90.8%	108	14.6%	128,969	93	0.07%	3642	2.8%
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		580	282	48.6%	109	18.8%	100,657	25	0.02%	1708	1.7%
		481	431	89.6%	84	17.5%	83,497	25	0.03%	1599	1.9%
		446	417	93.5%	64	14.3%	76,374	89	0.12%	2250	2.9%
		721	169	23.4%	64	8.9%	126,304	29	0.02%	1847	1.5%
		338	109	32.2%	40	11.8%	58,083	7	0.01%	569	1.0%
		267	234	87.6%	43	16.1%	47,035	7	0.01%	678	1.4%
		78	52	66.7%	44	56.4%	10,114	0	0.00%	0	0.0%
		12	12	100.0%	4	33.3%	2,275	20	0.88%	171	7.5%
		291	280	96.2%	77	26.5%	51,363	74	0.14%	1747	3.4%
		442	407	92.1%	78	17.6%	77,266	53	0.07%	2081	2.7%
		472	442	93.6%	41	8.7%	81,505	12	0.01%	1489	1.8%
		304	298	98.0%	46	15.1%	56,764	237	0.42%	1834	3.2%
		519	492	94.8%	61	11.8%	89,553	60	0.07%	2682	3.0%

"The Big Five of Discipline Data"

You should be able to create a report that provides the following:

Problem behavior

Location

Frequency

Student

Time
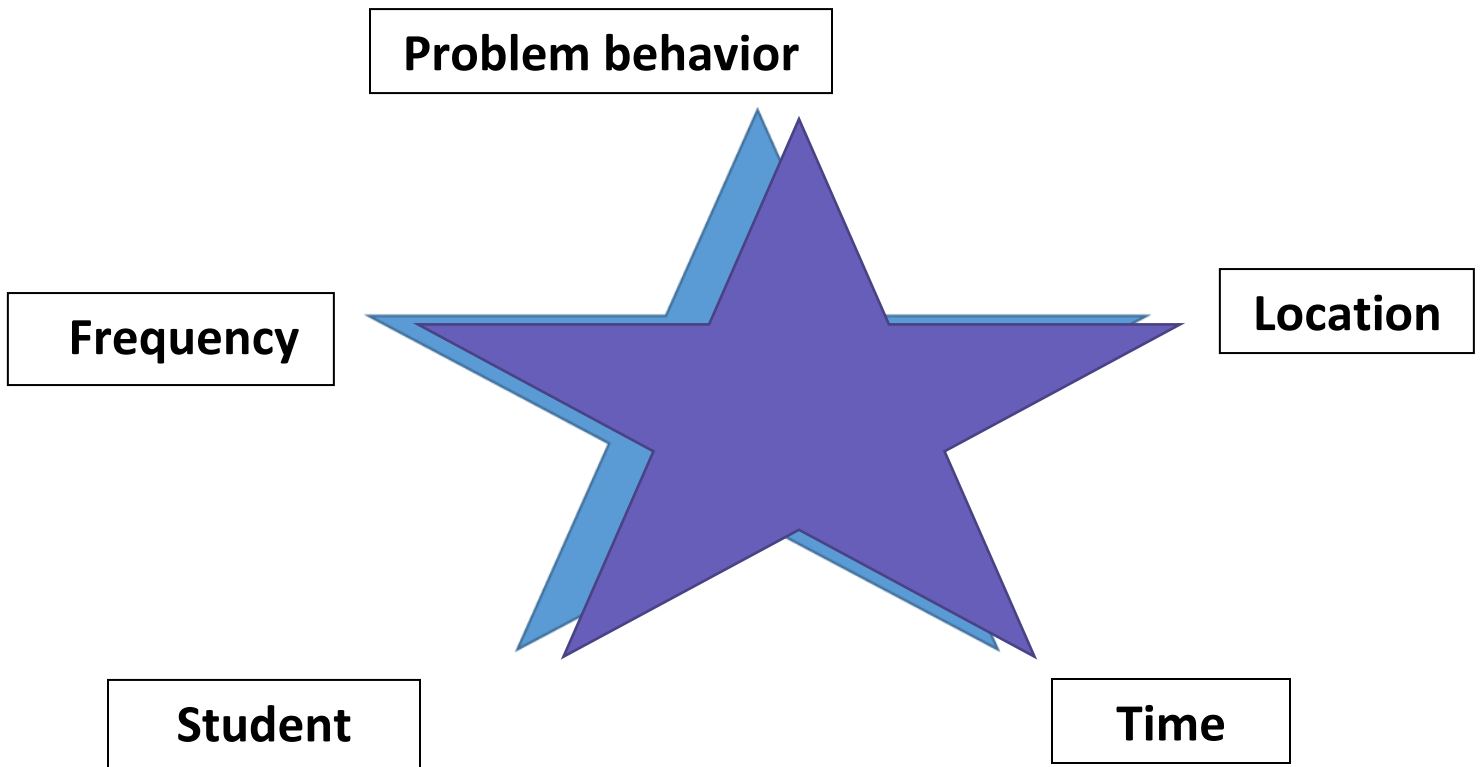
Critical questions to answer:

1. **What** problem behaviors are most common?

2. **Where** are problem behaviors most likely?

3. **When** are problem behaviors most likely?

4. **Who** is engaged in problem behavior?

5. **Why** are problem behaviors sustaining?

Appendix L – TFI/Walkthrough Template and Exemplar

JCPS Adapted Tiered Fidelity Inventory Scoring Guide Template

Tier I: Universal SWPBIS Features

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
1.1 Team Composition: Tier I team includes a Tier 1 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.	• School organizational chart • Tier I team meeting minutes	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 Team Operating Procedures: 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.	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan	0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1= Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
Subscale: Implementation		
1.3 Behavioral Expectations: 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.	• TFI Walkthrough Tool • Staff handbook • Student handbook	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 80% of staff can list at least 67% of the expectations

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Adapted from Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai, 2014

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.4 Teaching Expectations: Expected behaviors are taught directly to all students in classrooms and across other campus settings/locations.	• TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs	0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 80% of students can list at least 67% of the expectations
1.5 Problem Behavior Definitions: 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.	• Staff handbook • Student handbook • School policy • Discipline flowchart	0 = No clear definitions exist, and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by staff-versus office-managed problems 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families
1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	• Discipline policy • Student handbook • Code of conduct • Informal administrator interview	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use
1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	• Professional development calendar • Staff handbook	0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development calendar, and/ or does not include all staff or all 4 core Tier I practices 2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	• Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data	0 = Classrooms are not formally implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations
1.9 Feedback and Acknowledgement: 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 80% of a sample of staff and received by at least 50% of a sample of students.	• TFI Walkthrough Tool	0 = No formal system for acknowledging students 1 = Formal system is in place but is not used by at least 80% of staff and/or received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 80% of staff AND received by at least 50% of students
1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	• PBIS Self-Assessment Survey (SAS) • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months
1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	• Surveys • Voting results from parent/family meeting • Team meeting minutes	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Evaluation		
1.12 Discipline Data: 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.	• School policy • Team meeting minutes • Student outcome data	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student
1.13 Data-based Decision Making: Tier I team reviews and uses discipline data (e.g., DMC, Curriculum- Based Measures, state tests) at least monthly for decision-making.	• Data decision rules • Staff professional development calendar • Staff handbook • Team meeting minutes	0 = No process/protocol exists, or data are reviewed but not used 1 = Data reviewed and used for decision- making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate a behavior problem, an action plan is developed to enhance or modify Tier I supports
1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (SAS, Tiered Fidelity Inventory) data at least annually.	• School policy • Staff handbook • School newsletters • School website	0 = No Tier I SWPBIS fidelity data collected 1 = Tier I fidelity collected informally and/ or less often than annually 2 = Tier I fidelity data collected and used for decision making annually
1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness of Tier I practices at least annually (including year- by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	• Staff, student, and family surveys • Tier I handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters	0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/ or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics*) shared with stakeholders, with clear alterations in process based on evaluation

JCPS Tiered Fidelity Inventory Walkthrough Tool
Interview and Observation Form

School _____   **Date** _____

Data Collector _____

School-wide Expectations:

Name of School-wide Expectations:

1. _____

2. _____

3. _____   **Name of Acknowledgment System:**

4. _____

5. _____

Staff Questions *(Interview 10% or at least 5 staff members)*		
What are the (school rules)? Record the # of rules known.	Have you taught the school rules/ behavior expectations to students this year?	Have you given out any Positive Feedback In the last few days? (2 mos.)
1	Y N	Y N
2	Y N	Y N
3	Y N	Y N
4	Y N	Y N
5	Y N	Y N
6	Y N	Y N
7	Y N	Y N
8	Y N	Y N
9	Y N	Y N
10	Y N	Y N

Student Questions *(at least 5 students)*	
What are the (school rules)? Record the # of rules known.	Have you received any positive feedback in the last few days?
1	Y N
2	Y N
3	Y N
4	Y N
5	Y N
6	Y N
7	Y N
8	Y N
9	Y N
10	Y N

Purpose: This tool is meant for use as a quick glance to see if School-wide PBIS is evident. It allows the observer to provide feedback to the PBIS Team and administration.

JCPS Tiered Fidelity Inventory Walkthrough Tool
Interview and Observation Form

School   Brooklawn   **Date** March 21, 2017

Data Collector   Victoria Ligon

School-wide Expectations:
1. **P**ositive Attitude
2. **R**espect
3. **I**ntegrity
4. **D**ress Code Awareness
5. **E**ffort

Name of School-wide Expectations:
   PRIDE

Name of Acknowledgment System:
   Bronco Store

	Staff Questions *(Interview 10% or at least 5 staff members)*					
	What are the (school rules)? Record the # of rules known.	Have you taught the school rules/ behavior expectations to students this year?		Have you given out any Positive Feedback In the last few days? (2 mos.)	
1	All	Y	N	Y	N
2	All	Y	N	Y	N
3	All	Y	N	Y	N
4	All	Y	N	Y	N
5	All	Y	N	Y	N
6	All	Y	N	Y	N
7	All	Y	N	Y	N
8	All	Y	N	Y	N
9	All	Y	N	Y	N
10	All	Y	N	Y	N

	Student Questions *(at least 5 students)*		
	What are the (school rules)? Record the # of rules known.	Have you received any positive feedback in the last few days?	
1	All	Y	N
2	All	Y	N
3	All	Y	N
4	All	Y	N
5	4	Y	N
6	All	Y	N
7	All	Y	N
8	4	Y	N
9	All	Y	N
10	All	Y	N

Purpose: This tool is meant for use as a quick glance to see if School-wide PBIS is evident. It allows the observer to provide feedback to the PBIS Team and administration.

Self-Assessment Survey Items

School Year	Number of Responses			Date Completed		
2016-17	40			10/31/2016		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
80 %	20 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	39 %	30 %	30 %
55 %	43 %	3 %	2. Expected student behaviors are taught directly.	41 %	41 %	18 %
83 %	15 %	3 %	3. Expected student behaviors are rewarded regularly.	26 %	38 %	35 %
62 %	36 %	3 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	43 %	40 %	17 %
59 %	35 %	5 %	5. Consequences for problem behaviors are defined clearly.	44 %	35 %	21 %
57 %	32 %	11 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	37 %	43 %	20 %
54 %	41 %	5 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	38 %	38 %	24 %
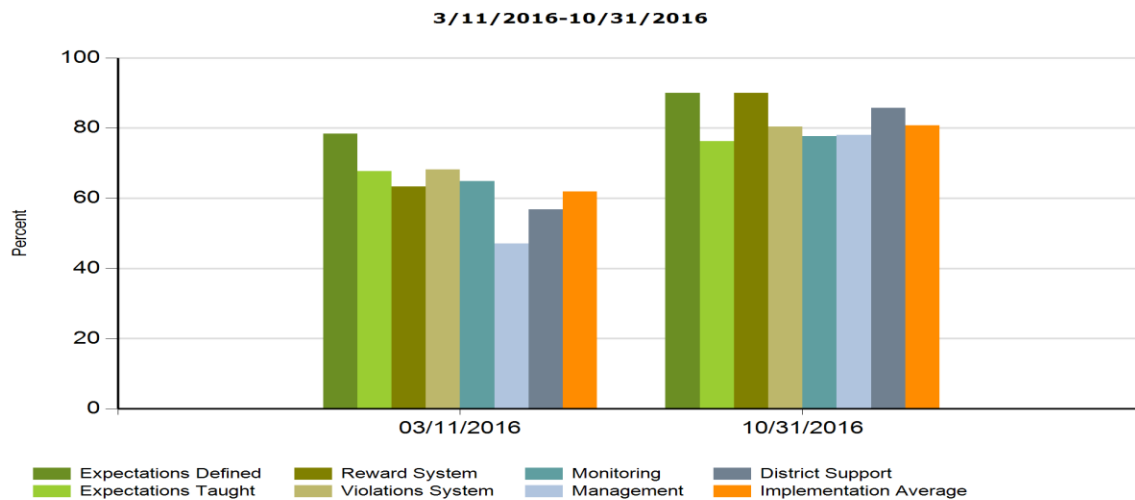
3/11/2016-10/31/2016

Legend: Expectations Defined, Expectations Taught, Reward System, Violations System, Monitoring, Management, District Support, Implementation Average

	Expectations Defined	Expectations Taught	Reward System	Violations System	Monitoring	Management	District Support	Implementation Average
3/11/2016	78%	68%	63%	68%	65%	47%	57%	62%
10/31/2016	90%	76%	90%	80%	78%	78%	86%	81%

Appendix N – PBIS Implementation Form

PBIS Implementation Report Spring 2017

School Name	▼
Asst. Superintendent	▼
Principal	
Principal Email	[ ] 👤 📇 Select Principal's name from the Address book to enter the email automatically.
Date	📅
District Support Team Member	▼
Team Meetings	◯ Weekly ◯ Bi-Weekly ◯ Monthly ◯ Does not meet ◯ Other (Explain below)
Team Meeting Other	
Cohort Trainer	◯ Isaacs ◯ Waford ◯ ABRI ◯ District Trainer
Initial Training YR	◯ 2013-14 ◯ 2014-15 ◯ 2015-16 ◯ 2016-17
Team in Place	◯ Yes ◯ No
Lead Name	
Lead Email	[ ] 👤 📇 Select the individual's name from the Address book to enter the email automatically.
Role of Lead	◯ Principal ◯ Assistant Principal ◯ Goal Clarity Coach ◯ FRYSC ◯ Counselor ◯ Behavior Coach ◯ Classroom Teacher ◯ Other (Explain Below)
Role of Lead (Other)	
Co-Lead Name	
Co-Lead Email	[ ] 👤 📇 Select the individual's name from the Address book to enter the email automatically.

Role of Co-Lead	○ Principal ○ Assistant Principal ○ Goal Clarity Coach ○ FRYSC ○ Counselor ○ Behavior Coach ○ Classroom Teacher ○ Other (Explain Below)
Role of Co-Lead (Other)	
Plan of Action (multiple choices possible)	☐ Has Action Plan * ☐ Does Not Have Action Plan ☐ Reviews Action Plan Regularly ☐ Updates Action Plan Regularly
Data Analysis and Review Frequency	○ Weekly ○ Monthly ○ Annually ○ Not reviewed
Hot Spots Activity (Optional)	○ Completed 2x Each Year ○ Completed Annually ○ Completed During Initial Training ○ Not Completed
Problem Behavior Defined (multiple choices possible)	☐ Created * ☐ Not Created ☐ Shared with Staff ☐ Not Shared with Staff
Discipline Flow Chart (multiple choices required)	☐ Created * ☐ Not Created ☐ Shared with Staff ☐ Not Shared with Staff
Acknowledgement System (multiple choices possible)	☐ Created ☐ Not Created ☐ Shared with Staff ☐ Not Shared with Staff
Administration Attends Monthly PBIS Meetings	○ 100% ○ Between 99% and 75% ○ Between 50% and 74% ○ Between 49% and 25% ○ Less than 25% ○ No administrator attendance

TFI Round One	Date Completed 🗓	Score (%) Enter as a whole number
TFI Round Two	Date Completed 🗓	Score (%) Enter as a whole number
SAS Responses	#Responses	Survey Average (Implementation Subscale) Enter as a whole number
# School-Wide Expectations	○ 3-5	

	○ More than 5 ○ None
Lesson Plans for School-Wide Expectations	○ Created ○ Not created
Lesson Calendar for School-Wide Expectations (multiple choices possible)	☐ Initial teaching ☐ Re-teaching ☐ None
How Were Lessons Taught to Students for School-Wide Expectations?	

Common Area Expectations *(multiple choices possible for Locations and Lesson Calendar)*	☐ Assembly ☐ Bathroom ☐ Hallways ☐ Cafeteria ☐ Media Center ☐ Office ☐ Bus ☐ Gym ☐ Playground ☐ None Locations	○ Created ○ Not Created Lesson Plans	☐ Initial teaching ☐ Re-teaching ☐ None Lesson Calendar

How Were Common Area Lessons Taught to Students?	
District Supports *(multiple choices possible)*	☐ Self-Assessment Survey ☐ Tiered Fidelity Inventory ☐ Walkthrough ☐ Action Planning ☐ None ☐ Other
Other District Supports	
Areas of Strength	
Areas of Growth	

Appendix O – Action Plan Exemplar and Template

School-Wide PBIS: Action Plan 2016-2017

Include the development, implementation, and management activities of your plan.

Goal	Action/Activity	Who is Responsible?	Resources Needed	Completion Date	Status A=Achieved/ Maintained I=In Progress, or N=Not Started	Evaluation/Outcome
C3 To increase staff ratios of positive interactions.	1. Teachers observe and calculate other teacher's classroom ratios of interactions in October (baseline) and in May for final observation. 2. Teachers meet to discuss outcomes. 3. Teaching and motivating staff to increase positive interactions.	PBIS team and staff	Observation form with section positive interaction ratio.	On going	I	80% of staff will increase their positive interactions on team by May 2016
A2 and A3 To improve communication and implementation with all staff on PBIS initiatives.	1. Publish a monthly newsletter to communicate PBIS initiatives to all staff. 2. Four times throughout the next school year we will present to staff during a ten minute PD. 3. Meet as committee once a month over the course of the school year.	PBIS team and staff	Newsletter Information from PBIS meetings	On going	I	Review of behavior data will indicate a decrease in behavior referrals.
To improve teaching of behavior expectations and student articulation and understanding of these expectations.	1. Intentionally connect PRIDE to behavior expectations. 2. Review behavior expectations after extended breaks. 3. Post expectations in common areas.	All teachers	Posters Review of expectation	On going	A	Walkthroughs and student interviews will show growth of student articulation.

School-Wide PBIS: Action Plan 2016-2017

Include the development, implementation, and management activities of your plan.

Goal	Action/Activity	Who is Responsible?	Resources Needed	Completion Date	Status A=Achieved/ Maintained I=In Progress, or N=Not Started	Evaluation/Outcome