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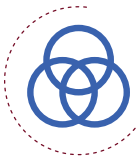
Positive Behavioral
Interventions & Supports

PBIS DISTRICT PRACTICE GUIDE:

Leadership Team Planning Using the District Systems Fidelity Inventory

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October 2024



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Positive Behavioral
Interventions & Supports

OCTOBER 2024

PBIS District Practice Guide: Leadership Team Planning Using the District Systems Fidelity Inventory

Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

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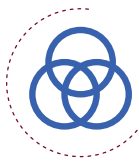
This guide was co-developed by: Erin Chaparro, Tobey Duble, Heather Peshak George, Steve Goodman, Jamie Grieshaber, Trisha Guffey, Heather Hatton, Laura Kern, Betsy Lazega, Tim Lewis, Sarah Loeb, Kelsey Morris, Kelly Perales, Lisa Powers, Bob Putnam, Karen Robbie, and Danielle Starkey (authors listed in alphabetical order).

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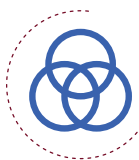
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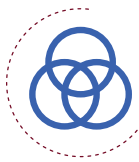
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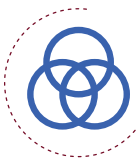


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INTRODUCTION: DISTRICTWIDE IMPLEMENTATION OF POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Initiating, expanding, and sustaining effective practices at the school level requires systemic support from the district, state, or region. Organizing across multiple schools improves efficiency in resources, implementation efforts, and organizational management. Planning for Positive Behavioral Interventions and Supports (PBIS) at district and state levels provides a supportive context for successful implementation at the local level. In fact, research has shown that district variables are significant predictors of implementation and sustainability of school interventions (e.g., George & Kincaid, 2008; George et al., 2018; McIntosh et al., 2013; McIntosh et al., 2018). Resources are becoming more readily available to support how districts “...can arrange their district initiatives to optimize effectiveness, efficiency, equity, and sustainability” (McIntosh et al., 2022, p. 415). By supporting multiple schools in the same area, districts can create a shared vision, language and experience to increase success for everyone. Engaging in a structured planning process at the district level can assist with initial action planning and progress monitoring of implementation fidelity and impact across schools.

The District Systems Fidelity Inventory (DSFI)

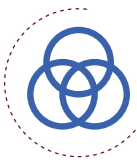
The PBIS District Practice Guide provides districts with additional resources aligned with the [PBIS District Systems Fidelity Inventory](#) (DSFI; Center on PBIS, January 2023). The DSFI is a tool used to: (a) develop and assess implementation fidelity, (b) support

District Leadership Teams (DLTs) in action planning, and (c) build capacity for sustainable, culturally and contextually relevant implementation of PBIS. Ideally, the DSFI is administered annually as part of the continuous improvement process.

Intended Audience and Purpose

The PBIS District Practice Guide: Leadership Team Planning Using the DSFI contains resources for District Leadership Teams (DLTs) and the personnel who provide technical assistance to district teams. The PBIS District Practice Guide will (a) describe how to use the DSFI assessment results to build concrete action planning steps for districts implementing PBIS and (b) help teams achieve and maintain a score a “2 = Fully Implemented” on each of the DSFI items. Each chapter focuses on the key functions and tasks of the team along with relevant sections of the DSFI. In addition to this guide, district teams are also encouraged to consult the [Center on PBIS](#) for additional resources including the following:

- [PBIS Implementation Blueprint](#) provides guidance for implementers interested in exploring and getting ready to implement PBIS, getting started with PBIS, and/or getting better at enhancing, sustaining, and/or scaling (expanding) their efforts in educational settings. This Blueprint (1) describes the rationale, essential elements and features of PBIS, and key functions of the leadership team; and (2) shares resources to assist in building a sustainable PBIS framework that is both culturally and contextually relevant across contexts (i.e., organizational levels, locales, geographic regions or



territories, and communities) and delivers PBIS in schools with a high level of implementation fidelity to achieve desired outcomes (Center on PBIS, July 2023).

- [PBIS Training and Professional Development Blueprint](#) provides an overview of the essential features of professional development and the basic logic of building internal district systems capacity for implementing effective practices and making sound data decisions. This Blueprint includes (1) strategies and tools for district leadership teams to plan (i.e., self-assess); and (2) ways to determine needed resources to successfully implement PBIS (Lewis et al., 2016).
- [PBIS Evaluation Blueprint](#) provides guidance regarding the evaluation process, tools, and outcomes that guide both initial adoption and sustained use of PBIS. This Blueprint includes (1) a model for identifying and answering key evaluation questions using an iterative approach to document the reach, process, capacity, fidelity, and outcomes of a PBIS initiative; (2) useful evaluation measures to support a wide range of evaluation plans; and (3) lessons learned from prior evaluation efforts (Center on PBIS, December 2020).

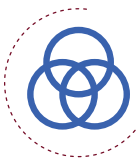
The PBIS District Practice Guide: Leadership Team Planning Using the DSFI helps teams to:

- establish foundational knowledge about tiered systems of support (e.g., PBIS or MTSS)
 - organize necessary leadership teams with appropriate members and designated responsibilities
 - commit to a common policy and approach for behavior management and discipline in the district
- establish an action plan to support, identify, and develop common tools, language, practices, and systems
 - support schools in developing comprehensive systems for social-emotional-behavioral (SEB) development
 - secure commitment across district schools to teach prosocial and appropriate (i.e., expected) behavior
 - provide resources across all three tiers so that schools can implement PBIS with fidelity
 - create and maintain systems for collecting data on both implementation fidelity and student outcomes
 - deliver professional development (i.e., training) to build internal capacity (i.e., coaching) to support a positive approach to behavior management and school discipline
 - foster and maintain effective systems of communication from partners (e.g., district team, school teams, families, students, and community members)

Using this Practice Guide

While the PBIS District Practice Guide is directly aligned with the DSFI (i.e., written to support the related sections in the DSFI), each chapter can be used as a stand-alone. Some users may read the entire guide to understand the full scope of district-level implementation. Others may skip to a specific chapter to address related questions or concerns during the assessment and action planning process.

Each chapter provides links to examples, tools, and templates. However, local, state, and regional technical assistance providers may have additional tools for



consideration. As a reference for action planning, each chapter also contains tables with the related (a) items and scoring criteria from the associated subscale of the DSFI and (b) guiding questions to assist in accurately scoring the DSFI items. Note: The introductory chapter only contains a table of an example District Readiness Checklist. For more information on the DSFI, please refer to the [PBIS District Systems Fidelity Inventory \(DSFI\) Manual](#). To complete the entire DSFI, please utilize [PBISApps](#) or the paper and pencil version.

The remainder of this introduction will highlight the important role of districts in the implementation of PBIS. Additional resources supporting district level PBIS implementation can be found on the Center website in the [District & State PBIS Topic](#).

The Role of the District in Building Local Implementation Capacity

PBIS is a systems approach that works across different organizational levels (e.g., state, district, school, classroom, student) to embed multiple points of support. Teams work at these various separate, yet interconnected levels of the implementation cascade to align and coordinate systems and develop local expertise to support students' SEB health through bi-directional communication. The district is one of the

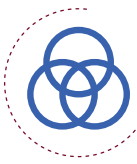
organizational levels as depicted in *Figure 0.1* below.

Each part of the cascade potentially impacts and interacts with the others. For example, districts may coordinate training, technical assistance, and program evaluation to support all schools within the district. Further, at each level, leadership teams engage broader members of their community (e.g., providers of community-based mental health, public health, juvenile justice, other community agencies and resources) to inform implementation in educational settings and potentially extend implementation communitywide.

Teams at each level of the cascade also use data and through established communication loops, share lessons learned, resources provided, and adjust supports accordingly for impact and sustainability. For example, districts might modify their professional development (i.e., training) and resources (i.e., coaching supports) based on school outcomes related to implementation fidelity. By differentiating support through a multi-tiered approach (i.e., all, some, and few), teams can (a) effectively support all students, educators, and families within their respective level of the implementation cascade; and (b) leverage support and information provided by other levels of the cascade.



Figure 0.1. Implementation cascade from state support to student benefit.



Key Functions and Targets of the District Leadership Team

As displayed in Figure 0.2, the District Leadership Team (DLT) has two main functions for developing and sustaining district-wide implementation: an “executive” and an “implementation” function. Key focal points within the executive function include (a)

partner engagement, (b) securing funding and alignment, (c) establishing policy, and (d) developing expertise across their workforce.

Implementation functions include (a) district-wide personnel and school team training, (b) coaching or technical assistance to school teams, (c) evaluating impact relative to targeted district outcomes, and (d) ensuring sufficient behavioral expertise is infused across the district-wide system. See the [PBIS Implementation Blueprint](#) for additional information on these leadership team functions. This practice guide, and the DSFI, are organized around each of the functions.

Getting Ready - Assessing District Readiness

Prior to undertaking the development of a district-wide PBIS initiative, the district should assess readiness by following the key features of Getting Ready. During this stage, the DLT will seek to understand implementation requirements, evaluate the “goodness of fit,” and establish commitment to

implement (McIntosh & Goodman, 2016).

For more information on the phases of implementation within PBIS, teams should consult the [PBIS Implementation Blueprint](#).

Teams can use a District Readiness Checklist (see Figure 0.3) as a coaching tool to evaluate overall “readiness” prior to moving forward with

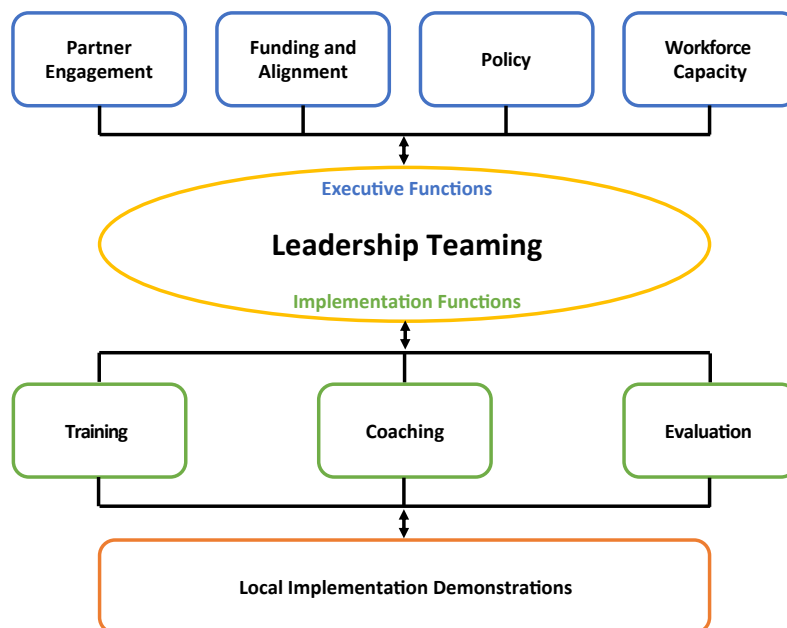
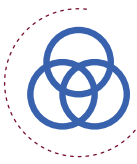


Figure 0.2. Leadership team functions of systems implementation across contexts.

implementation. Ideally, the team will complete the checklist with an external state or regional facilitator. The team can review the “Items to Complete” indicators and assess current status. If an item/indicator is “In Progress” or “Not Started,” action steps can be created to address each one. Keep in mind that if your state has an active PBIS project, they may have a different set of requirements for district readiness.



Example District Readiness Checklist

Introduction & Purpose: The purpose of the District Readiness Checklist is to guide a district in evaluating the overall readiness for moving forward with full implementation of a tiered system of behavior support at the district level.

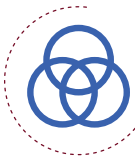
Intended Users: The District Readiness Checklist is intended for districts beginning implementation of a tiered system of behavior support and is completed by a district's planning team, with the active presence and/or guidance of an external state or regional facilitator.

Procedures for Completion: The district planning team should review the "Items to Complete" indicators and assess the current status with that readiness item/indicator. If an item/indicator is "In Progress" or "Not Started," action steps should be created to establish completion.

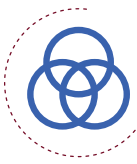
Name of District Completing Checklist: _____

Items to Complete	Status/Date																		
<p>A District Leadership Team (DLT) is formed and has representation from a range of stakeholders including at least: (a) families, (b) general education, (c) special education, (d) mental health and (e) the local community.</p> <table border="1"><thead><tr><th>Team Member</th><th>Position/Title</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table> <p><i>add additional rows as needed</i></p>	Team Member	Position/Title									<p><input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date: _____</p>								
Team Member	Position/Title																		
<p>DLT is led, or facilitated by, a coordinator(s) with: (a) designated time and (b) experience in data-based decision-making, and authority to implement team decisions.</p> <p>Name(s) of Coordinator(s): _____</p>	<p><input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date: _____</p>																		
<p>DLT is scheduled to meet monthly, using standard meeting agenda and problem-solving processes.</p> <table border="1"><thead><tr><th colspan="6">District Leadership Team Meeting Dates</th></tr></thead><tbody><tr><td>August _____</td><td>September _____</td><td>October _____</td><td>November _____</td><td>December _____</td><td>January _____</td></tr><tr><td>February _____</td><td>March _____</td><td>April _____</td><td>May _____</td><td>June _____</td><td>July _____</td></tr></tbody></table>	District Leadership Team Meeting Dates						August _____	September _____	October _____	November _____	December _____	January _____	February _____	March _____	April _____	May _____	June _____	July _____	<p><input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date: _____</p>
District Leadership Team Meeting Dates																			
August _____	September _____	October _____	November _____	December _____	January _____														
February _____	March _____	April _____	May _____	June _____	July _____														

Figure 0.3. Example district readiness checklist.



Items to Complete	Status/Date
The DLT is prepared to develop an annual and long-term action plan guided by the results of the District Systems Fidelity Tool (DSFI) and utilize the developed plan/goals to guide agendas and team meetings.	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date:_____
Promotion of positive school climate and student social-emotional-behavioral health is established by organizational leadership as one of the top five permanent goals or priorities for the next 3 to 5 years. District Goal/Priority: _____	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date:_____
A district budget plan with prioritized funding is developed to support operating structures and capacity building activities to implement the social-emotional-behavioral (SEB) framework.	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date:_____
District and school level data systems (e.g., data collection tools and evaluation processes) are available to enable continuous decision making and feedback.	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date:_____
District identifies a local data coordinator to oversee data collection, entry and analysis (submit a Local Coordinator Information Form using PBISApps). Local Coordinator: _____	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date:_____



CHAPTER 1: LEADERSHIP TEAMING

Introduction to Leadership Teaming (DSFI Section 1)

Leadership Teaming

A systematic team approach at the district level is critical for successful implementation of a tiered behavioral

support framework. A District Leadership Team (DLT) should be established to lead the assessment and action planning processes related to the implementation of PBIS data, systems, and practices across the district (Center on PBIS, 2019). The DLT is a collection of personnel who serve two main functions: (a) executive functions (e.g., creating policy, aligning resources) and (b) implementation functions (e.g., supporting individual school teams) who typically complete the [PBIS District Systems Fidelity Inventory \(DSFI\)](#). For assistance in completing the DSFI, the remaining sections of the PBIS District Practice Guide provide additional definitions and examples of DSFI items and recommended steps to consider if items are not fully in place. For a resource on enhancing multidisciplinary team functioning within a multi-tiered system of support (MTSS), see [Enhancing Team Functioning in Schools' Multi-Tiered Systems of Support](#). Specific to Leadership Teaming, see (1) [Table 1.0](#) for the DSFI items and scoring criteria, (2) [Table 1.1](#) for guiding questions to assist with scoring, and (3) [Embedded Hyperlinks](#) for online resources.

Establishing a District Leadership Team

Team Purpose/Vision (DSFI 1.6, 1.9)

As the DLT is established, an important focus is on (1) why the team exists and (2) how implementation

of PBIS relates to the district's overall vision and goals. Including improvements to school climate and student social-emotional-behavioral (SEB) health as top priorities or goals of the district sets a purpose for the DLT work.

Team Member Selection (DSFI 1.1, 1.2, 1.3)

The goal of the DLT is to develop, implement, and evaluate the district initiative. The number of members on the team will most likely vary based on the size of the district. Strategic selection of members for the DLT will result in a group that has adequate knowledge and ability to implement needed action steps. The team is typically led or co-facilitated by a coordinator(s) with (a) designated time, (b) experience in data-based decision-making (e.g., Coordinator of Family and Student Support), and (c) has established relationships or "institutional knowledge" within the district. Including personnel with behavioral expertise (e.g., school psychologists, special educators) as members of the team will assist in the development and implementation of instructional strategies. At least one member of the team will need documented authority to influence the organization and make executive decisions regarding the district discipline policies, procedures, and processes (e.g., Director of Human Resources, Director of Student Discipline and Hearings, Director of Data/Assessment, Director of Professional Development, Director of Special Education). It is imperative that this individual regularly attend the DLT meetings.

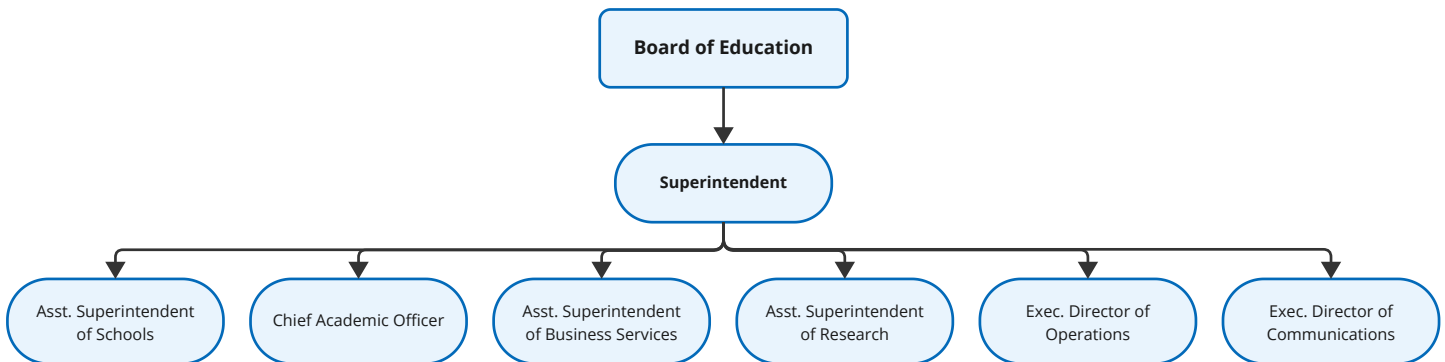
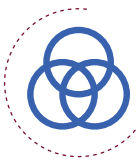


Figure 1.1. District organizational chart example.

When selecting team members, it is helpful to review the district's organizational chart to verify that (a) at least one member has the authority to influence the organization, (b) membership represents all areas/departments within the district, and (c) membership is representative of the voices of all partners in the district. Figure 1.1 provides one example of a district organizational chart.

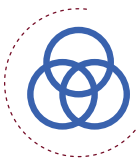
It is also important to include representatives from district partner groups to ensure their voice is also considered. Ideally, the DLT should audit membership annually and strive to have representation from a range of partners including (a) families, (b) general educators, (c) special educators, (d) mental health providers (i.e., School Psychologist, Mental Health Liaison), and (e) the local community (e.g., community mental health providers). Further information on ensuring equity within the DLT can be found within the [Equity topic](#) of the Center on PBIS website.

Consider two levels of team membership. The first is a larger group with global district and community

representation that meets less frequently to keep open communication. The second is a smaller group that is tasked with developing and implementing the action plan and overseeing the day-to-day operation of the district initiative.

As McIntosh and Goodman (2016) state, "Working effectively as a team involves a team culture of shared values and understandings. Effective teams also use skills specific to productive meeting processes and collaboration" (p. 173). Once the DLT has been established, a coordinator has been identified, and team members have been selected, the next step is to identify and communicate efficient operating procedures that include:

- team member roles and responsibilities
- calendar of team meetings
- team meeting expectations
- meeting agenda/minutes template
- problem-solving process
- communication plan



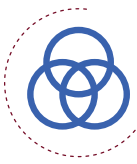
To develop district capacity for sustained implementation of PBIS, the critical features of PBIS should be embedded, planned, and/or integrated into all areas of the district organizational structure. Figure 1.2 describes typical departments found within a district and offers examples of how PBIS can be integrated.

Team Member Roles and Responsibilities (DSFI 1.4)

Implementation of PBIS is a complex and ongoing process. Members of the team bring necessary knowledge and skills as a means to implement and sustain implementation. For example, an Assistant Superintendent may understand that one of their roles is to ensure two-way communication between

District Department	PBIS Integration Example
Business Office	The business office within a school district often oversees one of the most critical items for any organization - the budget. According to the PBIS Implementation Blueprint , the district ideally should predict at least three years of available funding to support operating structures and capacity building activities for schools implementing PBIS.
Assessment/ Evaluation, Data, Technology	A district evaluation plan that includes data collection on student discipline, PBIS surveys, action planning with data/survey results, and rules for making data-based decisions can be created. See PBIS Evaluation Blueprint for details. Selected PBIS assessments such as the Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) can be scheduled within a designated window to ensure that multiple assessments across the district do not interfere with one another. It is also important to ensure that technology for assessments is available.
Human Resources	Develop interview questions for potential hires that includes PBIS, classroom/school/district climate, and/or scenario style questions regarding adult response to student behavior.
Professional Development/ Learning	Develop a 3 to 5-year professional learning plan guided by school implementation data (e.g., TFI, SAS results) and linked to a vision statement and measurable outcomes. Professional learning on PBIS implementation and impact can be planned and provided, to varying degrees, with all district employees. PBIS can be included in school and district level professional development plans.
Academic/Student Services	District and school level systems can be clearly defined and organized to include/depict the supports available to students.
Public Relations	Communicating effectively and regularly with internal and external partners about PBIS will provide additional opportunities for students and staff to receive (and deliver) support.
Board of Education	Implementing PBIS with fidelity will assist the district and schools in meeting their goals (i.e., School Improvement Plan). Evidence shows PBIS implementation with fidelity is associated with improved school climate, decreased suspension rates, better classroom management, increased academic achievement, enhanced classroom participation, greater consistency among staff, and higher rates of attendance. See Why Implement PBIS? for more information on the evidence-base for PBIS.

Figure 1.2. Embedding PBIS features across district organizational structures.



Executive Leadership and the District Leadership Team. Another example may be that the Special Education Director understands that one of their roles on the DLT is to bring behavioral instruction expertise to the table and ensure all schools have behaviorally sound processes at all three tiers that align with the district's FBA/BIP process for special education.

To enhance efficiency, team members should understand their function in the district-wide initiative. A job title or position does not necessarily equate to specific role responsibility on a given team. In other words, team members will benefit from understanding their role (i.e., clarify expectations) on the team. Identifying specific team roles and relevant descriptions for each person may improve several aspects of the overall work productivity. First, member participation during meetings may be maximized when there is an expectation that all members have one or more designated responsibilities. Second, identified roles and responsibilities within the team promotes a division of labor. In the event that one member leaves the team, only a small portion of the work needs to be reassigned. Third, dividing tasks among all members also supports the likelihood that participants can reasonably complete the assigned work in a timely manner. With tasks equally distributed and all members taking a small part, no single member will be overwhelmed. In most cases, being a member of the DLT is only one of many responsibilities within a person's work scope. Taking time to specifically decide which members will complete expected tasks, such as organizing the agenda, keeping and distributing meeting minutes, monitoring discussion topics and

time, and maintaining communication with other teams (e.g., executive leadership), increases productivity.

Coaching Tip: To ensure that teams build trust and cohesion...

- Define team member (a) roles, (b) agreed upon norms, and (c) how to contribute to the team.
- Build predictable routines and review agreed upon norms at every meeting.
- Use a continuous improvement process, such as a standard feedback cycle at the end of each meeting (e.g., What went well today? What might need to be different the next time?).
- As a team, identify what needs to improve and how to address the issue. Create shared ownership of the improvements.
- Ensure the goals and vision are always present and communicated. What is the purpose of the DLT? Intended outcomes?
- Establish "safe processes" to seek different opinions and views to support team growth.
- Pre-correct prior to difficult agenda topics. For example, alert team members to an important topic at hand and encourage diverse ideas and opinions.
- Use a "whip-around" process wherein each member of the team has an opportunity to contribute thoughts one at a time in a predictable format. This is sometimes referred to as "structured brainstorming."

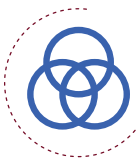


Figure 1.3 provides a template for documenting the various DLT roles and responsibilities, whereas Figure 1.4 provides a completed example. It is important to remember that common meeting tasks (e.g., timekeeper, recorder, snack master) can be

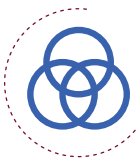
divided among team members and rotated as needed with clear communication and member agreement. Depending on the structure of each district, some roles may be combined and/or additional roles may be added.

Name	Role	Responsibilities	Contact Info

Figure 1.3. District leadership team roles and responsibilities template.

Team Member Roles	Team Member Responsibilities
Coordinator/Facilitator	<ul style="list-style-type: none">• develops meeting agenda• sends meeting agenda and reminder before meeting• ensures that agenda is followed• guides discussions• understands district policy and procedures• ensures that all team members are engaged in team mission and outcomes
Note Taker	<ul style="list-style-type: none">• documents key items• clarifies outcomes of discussions during the meeting• circulates meeting minutes promptly after meetings
Action Item Recorder	Documents, on the action plan, next steps of the team and includes: <ul style="list-style-type: none">• a clear description of the task• assigned task lead• when task completion is expected• possible resources needed to complete the task
Timekeeper	<ul style="list-style-type: none">• keeps track of time and related agenda items during the team meeting• provides prompts when nearing the end of allocated time for items and when allocated time is over
Data Coordinator	<ul style="list-style-type: none">• analyzes fidelity and outcome data (i.e., summarizes data into graphs or brief report) before meeting• prioritizes items for discussion
Active Team Member(s)	<ul style="list-style-type: none">• engages in conversations and contributes to problem solving and feedback regarding the team's work• completes assigned tasks as documented by the action item recorder• might have specialized knowledge in areas, such as applied behavior analysis, mental health and trauma, physical health and wellness

Figure 1.4. Example district roles and responsibilities chart (Adapted from McIntosh & Goodman, 2016, p. 175).



Calendar of Team Meetings (DSFI 1.5)

It is strongly recommended that the DLT schedule and protect regular meeting dates and times (e.g., monthly) prior to the start of each school year. Maintaining protected work time will allow the team to carry out the goals listed on the action plan. Once established, the meeting dates/times can be communicated to all team members and entered on calendars to maintain priority.

Team Meeting Expectations (DSFI 1.5)

Creating and adhering to team expectations (sometimes referred to as “working agreements” or “norms”) ensures consistency and productivity as well as efficient use of time. All members of the

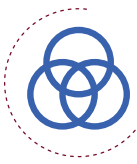
team participate in the selection of and adherence to meeting expectations. Figure 1.5 displays a template for the DLT to utilize when developing and documenting these meeting expectations. Figure 1.6 provides an example of team meeting expectations utilized by a DLT. As displayed in the example, the broad expectations, Respectful, Responsible and Actively Engaged were adopted to align with several other schools in the district. Operationally defined behaviors for each expectation (e.g., listen to others, limit side conversations, etc.) were established with team consensus. Including the expectations at the top of the team’s meeting agenda/minutes template allows for quick review (i.e., reminders) prior to each meeting.

Norm/Expectation	Operational Definition

Figure 1.5. District leadership team meeting expectations template.

Norm/Expectation	Operational Definition
We are Respectful	<ul style="list-style-type: none">• listen to others• limit side conversations• meetings begin and end on time
We are Responsible	<ul style="list-style-type: none">• bring required materials• complete tasks as assigned• ask for help when needed
We are Actively Engaged	<ul style="list-style-type: none">• brainstorm solutions• decisions made through consensus• attend monthly meetings• support implementation through words and actions

Figure 1.6. Example district leadership team meeting expectations.



Meeting Agenda/Minutes (DSFI 1.5)

Creating and utilizing an agenda for each team meeting assists in facilitating increased productivity, aids in reminding team members of tasks to be completed, serves as a prompt for topics to discuss during the meeting, and can also function as a template for notes to be taken. To allow members time to prepare for each meeting, the agenda can be distributed to team members at least two to three days prior to the meeting. Immediately after the meeting ends, most teams try to ensure meeting minutes/notes are sent or made available to all members. McIntosh and Goodman (2016) recommend a [Team-Initiated Problem Solving \(TIPS\)](#) inspired agenda (see [TIPS Meeting Minutes Template](#)). More information about TIPS is provided in the next section of this chapter.

The agenda/minutes form used by the DLT should include the following critical components:

- assigned roles/responsibilities
- team member names & attendance
- agenda items
- notes/action steps with timeline
- items for next meeting's agenda
- evaluation of team meeting

Problem Solving Process (DSFI 1.5)

The DLT will be better equipped to address challenges and use data if a standard problem-solving approach is embraced and used regularly (McIntosh & Goodman, 2016). There are many continuous improvement processes that can be adopted. One example is the evidence-based Team-Initiated Problem Solving (TIPS) process. As depicted in Figure 1.7, TIPS is a set of

Coaching Tip: To ensure all team members can engage and contribute...

- Provide the agenda to team members two to three days prior to the meeting, ask for feedback regarding agenda items, and ask what items should be added. This practice can become each meeting's final agenda item to prepare for the next meeting.
- Edit the agenda based on feedback and provide the updated agenda to team members.
- Identify agenda items that are for (a) dialogue and (b) decision making and plan for strategies/processes/prompts to facilitate, maintain time management, and ensure equitable opportunity for participation.
- Determine how the DLT will elicit input from all members (e.g., open ended questions, anonymous surveys).

practical procedures that can

be used during team meetings. For more information on

[data-based decision making](#) such as TIPS,

see [How School](#)

[Teams Use Data](#)

[to Make Effective](#)

[Decisions: Team-Initiated Problem Solving \(TIPS\)](#)

including a [TIPS District Readiness Checklist](#).

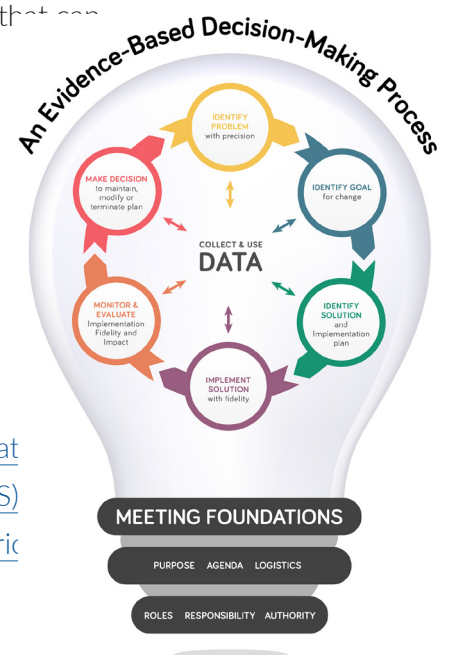
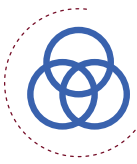


Figure 1.7. TIPS Process.



The district may already have a problem-solving process in place or have a specific model in mind. The key takeaway is to have a standard process established, that all team members are aware of and can follow, for engaging in effective data-based problem solving and decision making.

Communication Plan (DSFI 1.7, 1.8)

To promote awareness and facilitate implementation, the DLT should establish regularly scheduled ongoing communication with Executive Leadership both to (a) inform and gather input, and (b) engage personnel with final decision-making authority if they are not on the working team. In addition, regular (e.g., monthly) two-way (i.e., bi-directional) communication with other partners (e.g., school boards, families, community organization leaders, politicians, youth) should be established to elicit feedback and/or input about implementation development and implementation (see [Chapter 2: Partner Engagement](#) for more information).

Information Management and Data Systems Management (DSFI 1.6)

Because PBIS implementation revolves around data-based decision making and action planning, creating effective and efficient information and data management systems to support the PBIS work is critical. Most districts already collect data necessary to address student outcomes. The DLT will guide the development of systems to collect implementation fidelity and any additional outcome data necessary to assist with action planning. Additionally, the DLT may identify a need to integrate various data collection and management systems to generate comprehensive

reports necessary to assess implementation and inform action planning (see [Chapter 8: Evaluation](#) for more information).

Introduction to action planning (DSFI 1.6)

It is recommended that the DLT organize an action plan to reflect annual goals as well as long term goals (i.e., 5-10 years) using multiple data sources (e.g., DSFI, state/district strategic plan, school implementation and evaluation data). The goals of the action plan should ensure equitable outcomes for all student populations by matching resources to needs based on student outcome data. The DLT meeting agendas are developed using items from the action plan. While there are many iterations of action plans available, an example action plan template with instructions, can be found in [Missouri Schoolwide Positive Behavior Support Tier 1 Team Workbook](#).

Coaching Tip: To ensure the District Leadership Team's AGENDA is aligned to the DISTRICT ACTION PLAN...

- Use the action plan to develop consistent agenda topics.
- Review action plan items and prioritize items based on the assessment schedule and data available for problem-solving.
- Reference the action plan and schedule quarterly progress monitoring of action plan items.



The purpose of the district action plan template is to guide DLTs in the development and execution of action steps that promote the capacity for sustainable, culturally and contextually relevant, and high-fidelity

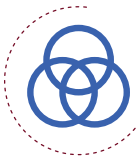
implementation of multi-tiered social, emotional, behavioral, and academic system of support and practices (see additional information in [Chapter 8: Evaluation](#)).

Table 1.0. DSFI Section 1: Leadership Teaming

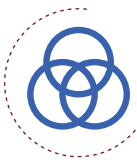
Feature	Possible Data Sources	Scoring Criteria
1.1 Leadership Authority One or more members of the District Leadership Team has the authority to make key decisions (e.g., decision-making for budget, implementation, policy, data systems).	<ul style="list-style-type: none">District Organizational ChartTeam Roles & Responsibilities	0 = No members of the District Leadership Team have authority to make key decisions. 1 = At least one member of the District Leadership Team has influence on key decision making within the organization. 2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions and attends regularly.
1.2 Team Membership District Leadership Team has representation from range of stakeholders including at least: (a) families, (b) general education, (c) special education, (d) individuals with detailed knowledge about the current social-emotional-behavioral initiatives, and (e) members of the local community that have investment in youth outcomes.	<ul style="list-style-type: none">District Organizational ChartTeam Roles & ResponsibilitiesDistrict Key Stakeholders List	0 = District Leadership Team does not have representation from a range of stakeholders with investment in youth outcomes from the community. 1 = District Leadership Team has a diverse range of stakeholders on their team but not representative of all the stakeholders listed in (a) – (e) or stakeholders do not attend regularly. 2 = District Leadership Team includes stakeholders from at least (a) – (e), stakeholders attend meetings regularly, and membership is audited annually.
1.3 Team Expertise To ensure fidelity of implementation of PBIS practices and systems in three domains: (a) training, (b) coaching, and (c) evaluation the District Leadership Team includes individuals representing P-12 with social-emotional-behavioral expertise across the full continuum of behavior support (Tiers 1, 2, 3).	<ul style="list-style-type: none">District Organizational ChartTeaming ProtocolsTeam Roles & Responsibilities	0 = District Leadership Team does not include individuals with social-emotional-learning expertise. 1 = District Leadership Team includes individuals with social-emotional-behavioral expertise across one or two but not all three tiers or not representing P-12. 2 = District Leadership Team includes individuals with social-emotional-behavioral expertise across all three tiers and from agencies representing P-12



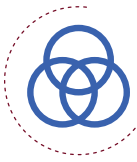
Feature	Possible Data Sources	Scoring Criteria
1.4 Team Leadership District Leadership Team is led or facilitated by a coordinator(s) with: (a) designated time for coordination and (b) experience in data-based decision-making.	<ul style="list-style-type: none"> District Organizational Chart Teaming Protocols Team Roles & Responsibilities District Leadership Team Meeting Agenda and Minutes 	<p>0 = District Leadership Team does not have an assigned coordinator.</p> <p>1 = District Leadership Team has an assigned coordinator but does not have (a) time for coordinator or (b) experience with data-based decision making</p> <p>2 = District Leadership Team is led or facilitated by a coordinator(s) with both: (a) designated time for coordination and (b) experience in data-based decision-making.</p>
1.5 Team Operating Procedures District Leadership Team meets monthly, uses standard meeting agenda and problem-solving process (e.g., Team-Initiated Problem Solving or data-based decision making) with clearly defined operating procedures.	<ul style="list-style-type: none"> District Leadership Team Agenda and Minutes Team Roles & Responsibilities Teaming Protocols 	<p>0 = District Leadership Team does not meet monthly, use a standard agenda, or problem-solving process.</p> <p>1 = District Leadership Team has one of the three operating procedures, monthly meetings, standard meeting agenda or problem-solving process.</p> <p>2 = District Leadership Team meets at least monthly, uses a standard meeting agenda, and has adopted a problem-solving process.</p>
1.6 action planning District Leadership Team develops a 3 to 5 year action plan guided by the District Systems Fidelity Inventory (DSFI) results, district strategic plan, schools, annual evaluation (e.g., Tiered Fidelity Inventory), and matches resources to needs based on student outcome data, especially for underserved populations. The team uses the action plan to develop agendas to guide team meetings.	<ul style="list-style-type: none"> District action plan Strategic Plan 	<p>0 = District Leadership Team meets without an action plan to guide the work.</p> <p>1 = District Leadership Team has an action plan but it has not been updated in the past 12 months, is not derived from data, does not include the next 3 to 5 years or is not linked/aligned with the district's strategic plans.</p> <p>2 = District Leadership Team has a current 3 to 5 year action plan (updated in the past 12 months) that is linked to vision/mission statement and district improvement plan, inclusive of all populations, and is guided by data (DSFI results, implementation data, and student outcomes). District Leadership Team uses this plan to guide team meetings.</p>
1.7 Communication with Executive Leadership District Leadership Team engages in regularly scheduled (e.g., monthly) and ongoing, two-way communication with executive leadership regarding implementation progress and outcomes related to student behavior goals and implementation of PBIS framework.	<ul style="list-style-type: none"> Communication Plan Teaming Protocols District Leadership Team Agenda and Minutes 	<p>0 = District Leadership Team does not regularly communicate with executive leaders.</p> <p>1 = District Leadership Team regularly updates (at least monthly) executive leaders regarding implementation progress and outcomes related to student behavior goals and implementation of PBIS framework.</p> <p>2 = District Leadership Team regularly (at least monthly) updates and receives feedback and/or input from executive leaders regarding implementation progress and outcomes related to student behavior goals and implementation of PBIS framework.</p>



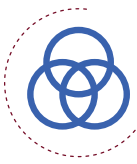
Feature	Possible Data Sources	Scoring Criteria
1.8 Communication with Key Stakeholders District Leadership Team regularly (e.g., quarterly) uses two-way communication with other stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) to solicit feedback on implementation progress and link to district outcomes.	<ul style="list-style-type: none">• Communication Plan• Teaming Protocols• District Website• District Newsletters• District Leadership Team Agenda and Minutes• District Key Stakeholders List	<p>0 = District Leadership Team does not communicate progress or ask for input from key stakeholders.</p> <p>1 = District Leadership Team communicates progress with some but not all key stakeholders and/or does not ask for input.</p> <p>2 = District Leadership Team communicates progress with and seeks input from all key stakeholders connected to progress and linked to district outcomes.</p>
1.9 Goal Identification Promotion of positive school climate and student social-emotional-behavioral health established by district leadership as one of the top five permanent goals or priorities for the next 3 to 5 years.	<ul style="list-style-type: none">• District Handbook• Strategic Plan	<p>0 = District does not have goals or priorities focused on positive school climate or social-emotional-behavioral health.</p> <p>1 = District has documented goals or priorities focused on positive school climate or social-emotional-behavioral health but not in the top 5 goals.</p> <p>2 = District has documented goals or priorities focused on positive school climate or social-emotional-behavioral health for all students in the top 5 goals.</p>

**Table 1.1. Guiding Questions for Leadership Teaming**

DSFI Item and Main Idea	Guiding Questions
1.1 Leadership Authority: The District Leadership Team (DLT) has individuals with decision-making authority to advance the vision of district-wide implementation, make decisions about school level implementation (e.g., training, coaching, evaluation), and guide the execution of plans for increasing capacity and expanding implementation.	<ul style="list-style-type: none">• Review the district's organizational chart. How does it compare to the membership roster for the District Leadership Team (DLT)?• Is executive-level leadership represented on the team?• Does the team have support of the Superintendent or other chief executives?• Do meeting minutes indicate regular attendance?
1.2 Team Membership: Because the DLT oversees implementation across all sites, the team should have representation from a wide range of stakeholders both within the district and within the community.	<ul style="list-style-type: none">• To promote equity, does the DLT have fair representation matched to the community?• Compile a list of key district partners. How does that list compare to the team's membership?• Review the district's organizational chart. How does it compare to the membership roster for the DLT?• Do meeting minutes indicate regular attendance?
1.3 Team Expertise: To implement across all levels, buildings, and tiers, team members should know the essential elements for implementation at all tiers and can differentiate by level so that everyone gets the training and coaching they need to be successful.	<ul style="list-style-type: none">• Review the DLT roster. Have the individuals who are identified with SEB expertise across tiers taken the PBIS Trainer/Coach Self-Assessment?• Reflect on data from the PBIS Trainer/Coach Self-Assessment.• Is expertise across all three tiers represented on the DLT?• Are all grade levels (P-12) represented by individuals with expertise across tiers?• To promote equity, does the DLT have fair representation across all levels, buildings, and tiers?
1.4 Team Leadership: An individual has been assigned to lead the DLT. This person has time to complete coordination tasks and is knowledgeable about using data to make decisions.	<ul style="list-style-type: none">• Review team roles and responsibilities. Has a coordinator/facilitator been assigned?• Review the job description and FTE of the individual assigned as coordinator/facilitator. Is adequate time allotted for the work?• What is the coordinator/facilitator's professional experience with data-based decision making?
1.5 Team Operating Procedures: Specific components are necessary to ensure meetings are efficient and effective.	<ul style="list-style-type: none">• Does the DLT meet at least monthly?• Are meetings documented on the district calendar?• Does the team utilize a standard meeting agenda template?• Is there an agreed upon continuous improvement (problem-solving) process that is used by the team?
1.6 action planning: A clearly articulated long-term plan for implementing the full continuum of support is established, based on data, and aligned with the district's overall vision/mission.	<ul style="list-style-type: none">• Has the DLT's action plan been updated in the past 12 months?• Does the current action plan have action goals for the next 3-5 years?• Do the action plan goals align with the district vision/mission and improvement plan?• Were action plan goals derived from data?• Are team agendas developed based on work to complete from the action plan?



DSFI Item and Main Idea	Guiding Questions
1.7 Communication with Executive Leadership: DLT has established a consistent method for sharing updates and receiving feedback from executive leadership to help and guide the decision-making process.	<ul style="list-style-type: none">• Review the DLT's standard meeting agenda. Is there an item focused on communication with executive leadership?• Does it include (a) What information is being shared? (b) With whom is it being shared? (c) What guidance/perspective is being solicited? (d) Who is sharing?• Does the DLT have a communication plan? If so, does it identify executive-level leaders?
1.8 Communication with Key Stakeholders: Because the DLT oversees implementation across all sites and represents partners within the district and within the community, the team should regularly inform partners of implementation progress and goals and solicit feedback.	<ul style="list-style-type: none">• Does the DLT have a list of key partners (internal and external)?• Does the DLT have a communication plan for engaging and communicating with internal and external partners?• Is the plan updated and used regularly (e.g., quarterly)?• Are systems in place to solicit feedback from partners?
1.9 Goal Identification: Positive school climate or social-emotional behavioral (SEB) health is prioritized within the district and clearly represented as one of the district's documented goals.	<ul style="list-style-type: none">• Is the district's strategic plan documented and easily accessible to all audiences?• Does the district's larger strategic plan and/or documented goals clearly identify school climate or SEB as a goal?



CHAPTER 2: PARTNER (STAKEHOLDER) ENGAGEMENT

Introduction to Partner¹ Engagement (DSFI Section 2)

Partner Engagement

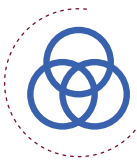
The [District Systems Fidelity Inventory \(DSFI\)](#) defines partners (i.e., stakeholders) as “anyone who has an interest in or affected by the success of a school [or district]” (Center on PBIS, January 2023, p. 8). As described in the [PBIS Implementation Blueprint](#), “partner engagement is essential to increase the likelihood that PBIS elements are contextually and culturally relevant” when planning for successful PBIS implementation in an organization (Center on PBIS, July 2023, p. 36). To be transparent to and inclusive of all partners, it is important for the District Leadership Team (DLT) to create and document the process by which they will actively involve and provide ongoing communication to internal and external partners. Meaningful partner engagement should include routinely disseminating information to all partners as well as engaging partners in identifying priorities, goal setting, and policy development. The remaining sections provide additional definitions and examples of DSFI items and recommended steps to consider if items are not fully in place. Specific to the section on Partner Engagement, see (1) [Table 2.0](#) for the DSFI items and scoring criteria, (2) [Table 2.1](#) for guiding questions to assist with scoring, and (3) [Embedded Hyperlinks](#) for online resources.

Methods to Enhance Partner Involvement & Participation (DSFI 2.1)

The development of and focus on school, family, and community partnerships are important for several reasons. Research has shown that engaging these partners improves school climate, supports families by providing services, and connects families to support within the school district and community; ensuring internal and external partnerships will assist students in becoming successful at school and in their community as they become adults (Epstein et al., 2009).

District partners (e.g., school boards, families, community agency leaders, politicians, students, and community members representative of the district’s demographics and any marginalized groups) should join together in a collaborative effort to provide input on policies and practices that work across systems to support all staff, students, and families. Make the effort to include feedback from partners to inform decision making within and across your organization, especially those who will be the primary recipients of the policies, procedures, and practices that are being considered. This important step improves partner buy-in by encouraging bi-directional communication while maintaining contextual and cultural relevancy. Additional strategies to assist with this process can be found on the [Equity topic](#) of the Center on PBIS

1. In the current version of the DSFI, the term “stakeholder” is used. To align with the language from the updated PBIS Blueprint, the term “stakeholder” has been replaced by “partner” and will be used throughout the PBIS District Practice Guide.



website. Key partner input may be provided through membership on the DLT, and through feedback on surveys, community forums, and/or other strategies. Teams can also use the [Feedback and Input Survey](#) to obtain specific information from partners to inform implementation.

COMMUNITY PARTNERSHIPS

Helen Keller once said, “Alone, we can do so little; together, we can do so much” (as cited in Lash, 1980, p. 489). Engaging and partnering with members of the community increases the likelihood of community support and the success of students. The [Interconnected Systems Framework Monograph](#) prompts districts to answer four questions when building inclusive communities of practice:

1. Who cares about this issue and why?
2. What work is already underway separately?
3. What shared work could unite us?
4. How can we deepen our connections?

Answering these questions while creating alignment will help ensure that resources are utilized wisely while deepening relationships. More information on methods to engage families and communities can be found in the webinar by Minch & George (2017) entitled, [Family and Community Engagement in Tiered Systems of Support](#). Additional information regarding alignment of partnerships can be found in [Chapter 3: Funding and Alignment](#).

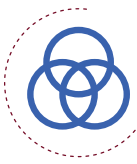
Coaching Tip: To assist in communicating with key partners...

- Include partner communication strategies and actions for the DLT and executive cabinet as a standard agenda item.
- Ensure the strategic plan and documented goals clearly identify social-emotional-behavioral supports and are shared with key partners regularly.

BUSINESS PARTNERSHIPS

Involving local businesses helps connect school-based expectations to post-secondary expectations in the workplace. For example, the Bank of Old Monroe in Missouri posted the district’s expectations and added, “We support Winfield R-IV Positive Behavior Support.” This provides an opportunity for businesses to promote their partnership with the district and publicly support the PBIS efforts. As a means to increase community partners, Riffel (2016) suggests the following questions to promote business partnerships:

1. List three places you go to ((e.g., grocery store, restaurant, clothing store).
2. What do you think local business know or think about your district?
3. What do you want them to know about your school district?
4. What do you want them to feel toward your school district?
5. What do you want them to do to show their support?
6. How can the district show support towards the business?



FAMILY PARTNERSHIPS

Partners' knowledge regarding implementation relies on information the district shares. Lack of communication can lead to misunderstandings and assumptions. Therefore, it is the responsibility of the DLT to create and sustain family engagement and partnerships. Weist et al. (2017) define family engagement as, "an active, interactive, dynamic, and ongoing process in which family members...engage as equal partners in decision making, planning, and implementation to support children and adolescents across settings" (p. 2). Open and ongoing two-way (i.e., bi-directional) communication is key to ensure families understand what the district is trying to accomplish and what role families may have in supporting their efforts. Likewise, the district should work toward understanding the goals of their families as well as the potential barriers in achieving those goals.

There are a number of resources to create or enhance family partnerships such as (a) [Aligning and Integrating Family Engagement in Positive Behavior Interventions and Support \(PBIS\): Concepts and Strategies for Families and Schools in Key Contexts](#); (b) Florida's [Family Engagement Resources](#); and (c) [11 Easy Tips to Really Engage with Families](#) that discusses possible barriers and methods to increase family engagement. Additionally, the team may consider using the [Self-Assessment Survey \(SAS\)](#) and/or the [Tiered Fidelity Inventory \(TFI\)](#) for further information gathering. Also, the [School Climate Survey Suite](#) assess perceptions of school culture and climate from the perspective of students, staff, and parents/guardians, and the [Feedback and Input Survey](#) can help solicit feedback

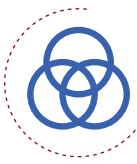
from various partners. Teams should utilize these data sources, in addition to the DSFI, in action planning around family engagement.

"Educators should work towards understanding family dynamics, stressors, and cultural customs of their students, especially in situations where school staff learning histories are different than the students they serve" (Grieshaber & Powers, 2019).

STUDENT GROUPS

PBIS is something we do "with students," not "to them." Including student voice is important to promote student ownership and thereby increasing the likelihood of success. Student PBIS leadership (i.e., student lead) teams can provide feedback and input about the curriculum and school governance, as well as the needs and challenges within the schools. In addition, students can take the lead on the development of lesson plans to teach expectations and identify outcomes when goals are met. When developmentally appropriate and with student identifier information removed, students may be included in reviewing data (e.g., ODR, student surveys) for problem-solving to inform action planning and implementation. Engaging students in the process fosters better teacher/student interactions, thus promoting a more collegial school climate.

For example, the North Kansas City School District included students by forming a student advisory committee that reported to the Superintendent. Two students from each school served on the committee and the Superintendent met with them monthly to check in and receive feedback on the climate



and culture of each school. Additional information regarding student groups as a part of the DLT can be found in [Chapter 1: Leadership Teaming](#).

Information Dissemination (DSFI 2.2)

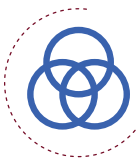
Information dissemination is achieved through developing, maintaining, and at least annually, reviewing a written process. This is intended to actively involve partners and cultivate a comprehensive, integrated approach to promote two-way communication and strong relationships with all partners. For example, the Excelsior Springs School District (2016) developed a [Communications Plan](#) to facilitate the partner engagement process. This exemplar served as the foundation for an optional template for documenting the written process. A communications plan is dynamic (i.e., an ongoing process) that is reviewed and updated by the DLT at least once per semester (i.e., bi-annually). The [tips to communicate about systematic screening with the community](#) provides an example of district considerations when communicating to partners. See the [Omaha Public Schools](#) video that was created to disseminate information to partners on their district-wide initiative.

When creating the written process, consider the following:

- How will the district engage partners?
- How will the district communicate the goals of any family engagement plans?
- How will the district determine the information needed from partners?
- How will the district utilize the feedback from partners?
- How will partners be involved when reviewing district policies and procedures?
- How will partners be involved when establishing district goals?
- How will families be made aware of the process in which students are identified to receive more advanced (i.e., Tier 2/3) supports? How does this differ with students with disabilities (i.e., on an IEP)?
- What is the district policy regarding family involvement in their student receiving Tier 2/3 interventions?

Coaching Tip: To ensure a systematic and clear approach to engaging with and communicating information, data, and accomplishments to all partners...

- Identify and utilize a consistent process for communication, to include relevant information, a predictable rhythm for disseminating, and opportunities for partners to provide feedback.
- Share district goals and plan for partner engagement.
- Set up clear decision-making processes for partner feedback.



When developing a written process to involve partners (i.e., partner engagement plan), include the components outlined below:

- **Objective** — a specific strategy (i.e., “the how”) that aligns to the DSFI Feature (or another assessment survey) to ensure data are used to guide team decisions and improve goal attainment.
- **Partner Engagement Goal** — the summative outcome (i.e., “the what”) the team desires for partner communication/engagement (e.g., this would be the scoring criteria for a “2” on the DSFI).
- **Action Steps** — steps to achieve the objective or goal including resources, product development, and tasks to complete (e.g. send out survey, score returned surveys, tabulate outcomes).
- **Status** — simple notification of what steps are underway (e.g., “Completed,” “In Progress,” or “Not Started”).
- **Person(s) Responsible** — who will take lead for each step.
- **Target Audience** — which partner group will be part of the process and/or receive the outcome of the plan.

- **Dissemination** — what, how (format) and when (timeline) information will be shared (see Figure 2.1 for how information can be shared in multiple formats to reach different partners).
- **Timeline** — identifies how often will workgroup meets, when tasks will be implemented, and when information will be shared.

Partner Participation (DSFI 2.3)

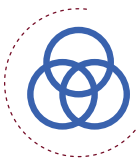
DISTRICT LEADERS: SUPERINTENDENT AND EXECUTIVE LEADERSHIP

[Chapter 1: Leadership Teaming](#) included recommendations for DLT members (i.e., who should serve) and the roles and responsibilities. It is important to remember the following:

1. The Superintendent and/or one member of executive leadership (i.e., upper cabinet) serves on the team.
2. Monthly bi-directional updates are provided to/from the Superintendent and/or executive leadership (i.e., upper cabinet) and the DLT regarding (a) overview/highlights of the team meeting, (b) data, (c) upcoming professional learning, and (d) any additional work that needs to be completed.

Print	Electronic	Verbal
Brochures	District Website	Open Board Meetings
Postcards	School Website	Parent Teacher Organizations
Targeted Mailing List	Webinars	Back to School Nights
School Newsletters	Videos	Community Events
District Newsletter	Email	Scheduled Meetings

Figure 2.1. Methods of partner dissemination.



3. District leaders publicly support implementation by actively participating in PBIS events.
4. District leadership actively engages all partners.

DISTRICT LEADERS: BOARD OF EDUCATION

As mentioned in [Chapter 1: Leadership Teaming](#), it is vital that the goals listed on the action plan align directly with the Board of Education goals. It is important the Board of Education not only sees the alignment but understands the work the DLT and educators do to support the students and staff across the district. Attending and presenting at these Board meetings is one of the best ways to inform members about PBIS across the district. The following is recommended during those initial meetings (Guffey, 2018):

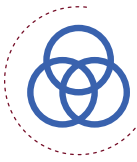
1. Define PBIS and make the connections to teaching academic and behavior (i.e., show the similarities).
2. Be specific regarding the alignment of the district PBIS action plan and the Board of Education goals.
3. Share student and staff outcomes when PBIS is implemented.
4. [Provide research \(i.e., results\) when students and staff implement PBIS with fidelity.](#)
5. Share that data is collected on a regular basis and that the data will be utilized to make decisions.

6. Discuss ideas on how to engage community members.
7. Invite members to attend trainings, meetings, celebrations, events, etc.

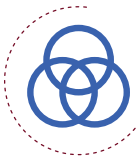
Once PBIS has been introduced to the Board of Education, the next step is to plan for regular updates on a regular basis (e.g., monthly or quarterly). The outline for information shared should be consistent and may include (Guffey, 2018):

- celebrations and successes with student(s) and school(s) sharing their experiences
- most recent data from a district-wide perspective with connection to the Board of Education goals
- impact of PBIS
- next steps
- invitation to upcoming events

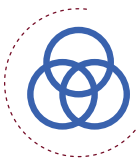
In preparation for presenting to the Board of Education, the DLT should also anticipate possible questions and prepare their answers beforehand. Expect questions and comments regarding the information shared. Troubleshooting possible topics and responses prior to the meeting will leave DLT members well prepared for the presentation.

**Table 2.0. DSFI Section 2: Partner (Stakeholder) Engagement**

Feature	Possible Data Sources	Scoring Criteria
2.1 Stakeholder Involvement A written process is developed and deployed to actively involve stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) in goal-setting and policy development.	<ul style="list-style-type: none">• District Handbook• Strategic Plan• Teaming Protocols• Leadership Team Agenda and Minutes• Team Roles & Responsibilities• Website• Stakeholder Engagement Plan	0 = No process exists to involve stakeholders. 1 = Stakeholders are on the team but active involvement is not monitored. 2 = District Leadership Team follows a written process to engage stakeholders, families, and community members representative of the district's demographics and any underserved populations.
2.2 Information Dissemination District Leadership Team develops one or more tools for communicating information, data, and accomplishments (e.g., website, newsletter, meeting presentations, conferences, media, annual progress reports) targeted to broad stakeholder groups at least annually.	<ul style="list-style-type: none">• Stakeholder Engagement Plan• Products	0 = Information, data and accomplishments are not disseminated. 1 = Communication systems are developed to assist in disseminating 1 but not all 3 components (i.e., information, data, and accomplishments). 2 = Multiple systems for communication are established to assist in disseminating information, data, and accomplishments at least annually.
2.3 Stakeholder Participation District leaders (e.g., superintendent, board of education) actively and visibly participate in PBIS events and activities (e.g., attend annual events, visit implementation sites, acknowledge progress) to engage stakeholders.	<ul style="list-style-type: none">• Attendance• Event Agendas	0 = District leaders do not participate in PBIS activities. 1 = District leaders actively participate in PBIS events but do not engage stakeholders. 2 = District leaders actively participate in PBIS events and engage stakeholders.

**Table 2.1. Guiding Questions for Partner (Stakeholder) Engagement**

DSFI Item and Main Idea	Guiding Questions
2.1 Stakeholder Involvement: Because stakeholders' and families' daily lives are impacted by the policies and goals set by the district, the District Leadership Team should develop collaborative processes to meaningfully engage stakeholders.	<ul style="list-style-type: none">• Does the district have a partner/stakeholder engagement plan?• Review the district's partner/stakeholder engagement plan.<ul style="list-style-type: none">• What processes are outlined for engaging partners?• Do processes within the plan include steps for implementing and/or revising decisions based on partner/stakeholder perspectives?• To what extent does the Partner Engagement Plan illustrate collaborative decision making?
2.2 Information Dissemination: Information, data, and accomplishments are communicated clearly and consistently through a variety of dissemination methods to ensure equitable access among partner groups.	<ul style="list-style-type: none">• What are the district's systems for communicating and disseminating information, data, and accomplishments?• Are those systems documented and formalized?• How often is information shared and communicated?
2.3 Stakeholder Participation: Active participation by district leaders in PBIS events endorses the daily work of implementation, visibly affirms the district's goals for PBIS, and creates opportunities to solicit feedback from partners on implementation progress and outcomes.	<ul style="list-style-type: none">• Are district-level leaders and Board of Education members routinely invited to PBIS events and activities?• How are Board of Education members informed of PBIS implementation process and progress?• When attending events, do district leaders publicly promote the work being done?



CHAPTER 3: FUNDING AND ALIGNMENT

Introduction to Funding and Alignment (DSFI Section 3)

Funding & Alignment

Each year school districts receive funds from local, state, and national agencies as a means to educate the students within their community. The responsibility of using these funds equitably, to ensure all students receive the best education possible, requires alignment across all systems within the school district. As described in the [PBIS Implementation Blueprint](#), “stable funding to support the personnel and implementation activities specified in the action plan can be helpful to support initial implementation...[and an] alignment of these initiatives increases overall efficiency and effectiveness” (Center on PBIS, July 2023, p. 38). The [PBIS District Systems Fidelity Inventory \(DSFI\)](#) refers to this process as “resource alignment” defined as, “thoughtful allocation of budgets and other resources to achieve desired education outcomes for students” (Center on PBIS January 2023, p. 7). While a plethora of resources exist regarding alignment, this chapter outlines the foundational pieces identified in the DSFI and critical components necessary to begin the alignment process. Establishing alignment will provide the opportunity for districts to become more effective and efficient with resources while focusing on efforts that directly impact positive student outcomes. The remaining sections provide additional definitions and examples of DSFI items and recommended steps to consider if items are not fully in place. Specific to the

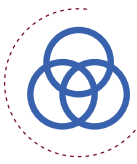
section on Funding and Alignment, see (1) [Table 3.0](#) for the DSFI items and scoring criteria, (2) [Table 3.1](#) for guiding questions to assist with scoring, and (3) [Embedded Hyperlinks](#) for online resources.

It is recommended that the District Leadership Team (DLT) addresses the following activities, in the order listed, to successfully complete alignment within the district:

1. audit review
2. staffing allocation
3. district budget
4. alignment of initiatives
5. initiative adoption procedures
6. intervention adoption procedures across tiers
7. annual alignment review

Audit Review (DSFI 3.7)

An audit review examines the alignment of all initiatives, including a review of the individuals/skill sets associated with them. Before completing an annual audit, it is recommended that the DLT first conduct an audit of current staff and individuals in the district and community who provide support in behavior and social emotional health. The purpose of this audit is to build internal capacity by identifying all existing and “hidden resources” and enhance use by sharing this information, analyzing for redundancy and



gaps, and reallocating resources as needed. The audit process seeks to answer the following questions:

- What personnel are available at the school- and district-level?
- Exactly what functions do they serve?
- How are they paid (e.g., are they tied to an external grant or office)?
- When are they available?

One way to assess the different skills of existing school personnel is to have staff complete a “skills inventory.” However, before considering staff skills, the DLT will need to first determine whether it will be able to adequately integrate the information collected into their efforts to enhance services at both the school and district level. If integration and reallocation does not seem feasible, it is recommended that the DLT begin by analyzing staffing allocations and job descriptions. Starting with this process provides the foundation for determining allocation of resources, matching staff skills with existing needs, and building the district’s internal capacity to install a sustainable three-tiered prevention framework.

Staffing Allocations (DSFI 3.1, 3.8)

When addressing resource allocation, personnel have often wondered where the money goes within the schools and districts. With school districts spending approximately 80% of their budget on staffing, it is imperative that district leaders utilize data to identify staffing needs to ensure equity and efficiency.

Each state provides a teacher/student ratio for supervision and teaching. In addition, a DLT can also review school building attendance, discipline data, and social-emotional-behavioral (SEB) needs, when deciding staff placement across schools in the district. Other internal data may include reviewing the numbers and types of “requests for assistance” forms completed by staff regarding student behaviors or concerns. Partnerships with outside agencies can also be reviewed to ensure efficiency of staffing resources. Do students get the help they need quickly? And when they do get outside help, has there been improvement at the school? The [Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide PBIS, Volume 2: An Implementation Guide](#) (see Step 2C in Chapter 4) provides an overview on how to conduct a staff utilization review.

District Budget (DSFI 3.1, 3.8)

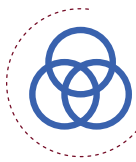
Just as district funds are spent on curriculum and professional development for academics, it is recommended that the same occur for SEB systems such as PBIS. Ideally, the DLT develops a district plan with a corresponding budget to support the operating structures and capacity building needed among all schools within the district to implement SEB supports including preventative strategies. As districts continue their commitment to the PBIS framework, a transition occurs moving from short-term (e.g., external grant or pilot) funding, often seen in the beginning stages of implementation, toward long-term (e.g., internal line item) district funding. It is recommended that the DLT work closely with the Director of Finance to create an itemized budget annually.

Next (at the beginning of the fiscal year, after the PBIS action plan is finalized and the Board of Education has updated goals for the school year), the DLT will complete the following:

- update budget based on finances approved and allocated
- finalize any notes regarding allocations

Budget for Supporting Social-Emotional-Behavioral Systems (PBIS)															
Rationale for PBIS Budget:															
PBIS Budget	[YEAR(S)]								Members of PBIS District Team						
GENERAL DESCRIPTION	BOE GOAL	PBIS ACTION PLAN GOAL	PURPOSE/ DETAILS	TIER 1	TIER 2	TIER 3	BUDGET LINE NUMBER	ITEM	INDIVIDUAL COST	NUMBER OF ITEMS REQUESTED	PROJECTED EXPENDITURES	REQUESTED AMOUNT FOR EXPENDITURES	APPROVED BUDGET	SPENT	YEAR-TO-DATE REMAINING
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Figure 3.1. Example template for district-wide PBIS budget.



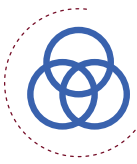
GENERAL DESCRIPTION	BOE GOAL	PBIS ACTION PLAN GOAL	PURPOSE/ DETAILS	APPLICABLE TIERS			BUDGET LINE NUMBER	ITEM	INDIVIDUAL COST	NUMBER OF ITEMS REQUESTED	PROJECTED/ REQUESTED EXPENDITURES	APPROVED BUDGET	SPENT	YEAR-TO-DATE REMAINING
				TIER 1	TIER 2	TIER 3								
Professional Development	3.2, 3.3, 3.4	1.4, 2.5	Three individuals from the District Leadership Team will attend the PBIS Leadership Forum, held in Chicago, IL. The conference will require a two night stay in September of 2017. This two-day forum for is for school, state, district and regional Leadership Teams and other professionals has been designed to help increase the effectiveness of PBIS implementation. Meals are provided for breakfast for both days and lunch on one of the days.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	PBIS Leadership Forum							
				Travel	\$300.00	3		\$900.00			\$0.00			
				Hotel (\$250 per night, 2 nights needed)	\$500.00	3		\$1,500.00			\$0.00			
				Registration	\$220.00	3		\$660.00			\$0.00			
				Per Diem	\$60.00	3		\$180.00			\$0.00			
				TOTAL				\$3,240.00	\$32,400.00	\$32,400.00	\$0.00			
Professional Development	3.2, 3.3, 3.4	1.4, 2.5	Three individuals from the District Leadership Team, in addition to one administrator (or their designee), will attend the APBS Conference. The convergence will require a two night stay around March of 2021. This three-day conference is for schoo, state, district, and regional PBIS teams to assist in the effectiveness of PBIS implementation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	APBS Conference							
				Travel	\$400.00	4		\$1,600.00	\$1,200.00		\$1,200.00			
				Hotel (\$250 per night, 2 nights needed)	\$500.00	4		\$2,000.00	\$1,500.00		\$1,500.00			
				Registration	\$300.00	4		\$1,200.00	\$900.00		\$900.00			
				Per Diem	\$75.00	4		\$300.00	\$225.00		\$225.00			
				TOTAL				\$5,100.00	\$3,825.00		\$3,825.00			
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Boone Elementary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	312	\$1,560.00	\$1,560.00	\$1,560.00	\$0.00
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Carter Elementary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	102	\$510.00	\$510.00	\$510.00	\$0.00
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Clark Alternative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	355	\$1,775.00	\$2,485.00	\$2,485.00	\$0.00
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Davenport High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	697	\$3,485.00	\$3,485.00	\$3,485.00	\$0.00
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Davenport Middle School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	540	\$2,700.00	\$2,700.00	\$2,700.00	\$0.00
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Early Childhood Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	196	\$980.00	\$980.00	\$980.00	\$0.00
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Morris Elementary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	271	\$1,355.00	\$1,355.00	\$1,355.00	\$0.00
Student Recognition	3.2, 3.3, 3.4	1.4, 2.5, 3.7	Trenton Elementary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Building line-item budget for Tier 1 Student Recognition - based on enrollment	\$5.00	292	\$1,460.00	\$1,460.00	\$1,460.00	\$0.00
Other	3.2, 3.3, 3.4, 3.5	1.4, 2.5, 3.7, 4.2	Dashboard for collecting Tier 2 intervention data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		SWIS	\$750.00	8	\$6,000.00			\$0.00

Figure 3.2. Abbreviated example of a DLT's PBIS budget.

Additionally, each school building ideally should have district allocated funds for a PBIS budget and a line-item within their own school budget dedicated solely to PBIS. Note that the school PBIS team(s) can create a budget similar in format as the DLT budget. To learn more about projected costs, building capacity, and variables to be considered when developing a budget for PBIS, please read, [What Does it Cost to Implement School-wide PBIS?](#) To explore more about funding opportunities, see Michigan's [Fiscal Guidance for Implementing MTSS](#) and the [National Center for Rural School Mental Health Cost Calculator](#).

Alignment of Initiatives (DSFI 3.2, 3.3, 3.4)

Districts, schools, and educators are often faced with implementing multiple initiatives, programs, and practices at the same time. This challenge creates a struggle for schools and districts to implement strategies with fidelity (Sugai, & Horner, 2006). In addition, new initiatives are routinely introduced at the state and local levels. McIntosh and colleagues (2013) state, "one of the primary variables impeding sustained implementation of effective practices is the introduction of new initiatives that either (a) compete with resources needed for sustained implementation or (b) contradict existing initiatives" (p. 2).



When considering initiatives, it is important for districts to include any and all SEB and mental health related initiatives. For example, some states mandate that districts have plans in place to address bullying prevention, suicide prevention, and trauma-informed care. In addition, there are often requirements around school safety, behavior threat assessment, and crisis response. In the absence of alignment, most districts, although well intentioned, create separate teams and plans for each initiative. Many times it is the same staff who participate in most, if not all, of these teams, and time is not used in the most efficient manner. Thus, finding opportunities for alignment will create more efficient systems. While conducting some of the activities within this chapter, district leaders should also examine their local school community data in order to determine how they will address the needs of their students. As defined in the TFI 3.0 (Center on PBIS, 2024), community data may be referred to as “data collected outside the school district to provide a deeper understanding of the community context in which the school is operating” (p.3). For example, if vaping is a problem, using an integrated, multi-tiered approach may lead to desired outcomes for those students impacted.

Due to the complexity of implementing several initiatives at the same time, it is imperative the DLT strategically organize to know what is currently or intended to be implemented across the district. This will help to ensure coordination and efficiency in teaming, focused professional development, and clear evaluation structures while documenting the alignment of PBIS. As the DLT begins the process of community agency alignment, the following three questions can be reflected upon:

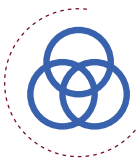
1. Do community agency partners know and understand the district’s goals with PBIS?

Coaching Tip: To ensure alignment across community agencies, district outcomes, initiatives, and tiers...

- Collect and review data on a scheduled basis to identify impact of fidelity, goals, outcomes, and additional needs.
- Utilize tools and expertise to identify opportunities for competing or integrating initiatives.
- Recognize that sustainability is achieved by clearly documenting and communicating initiatives, programs, practices, partnerships, and interventions to relevant stakeholders.
- Identify a small number of standardized Tier 2 and 3 interventions, resources, funding, training, and technical assistance provided within the district to promote fidelity of implementation and sustainability.
- Establish a standardized process for reviewing current and new initiatives/ interventions to verify effectiveness and evidence-base.

2. Do community agency partners use evidence-based practices that supplement PBIS implementation?
3. What procedures are in place and documented that align external agency work with PBIS across the district?

[The Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts](#) outlines a step-by-step process for aligning existing and new initiatives with facilitator questions and worksheet tools to gather background information. The recommended process includes two main sections.



First, the team creates an inventory of initiatives, programs, and practices and analyzes this information. Next, the team identifies priorities and makes recommendations for adjustments. An additional section of the guide is focused on the DLT creating a district process for selection and integration of future and new initiatives. After reviewing, evaluating, and aligning all initiatives, the team can create a visual display of district supported initiatives, programs, and practices with key features and goals. This information can be posted on the district website.

Initiative Adoption Procedures (DSFI 3.5, 3.6)

Once the DLT has completed the alignment process, and subsequently completed the self-assessments from the [Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts](#), the team will have developed action steps for the alignment of current initiatives, programs, and practices. The next step is to review data to consider if gaps exist and additional practices are needed to meet the district's desired outcomes or goals, specifically as they relate to new SEB initiatives or practices within the PBIS framework. The DLT is encouraged to evaluate if additional practices can be efficiently integrated districtwide. When exploring new initiatives, a process to select evidence-based behavioral and social-emotional interventions and prevention approaches is essential. One such tool, [The Hexagon: An Exploration Tool](#) (Metz & Louison, 2019), helps districts systematically evaluate new practices using six broad factors:

- Need: target population served and rationale for need
- Fit: alignment with current initiatives
- Capacity: availability to implement
- Evidence: fidelity and effectiveness data
- Usability: ease of use and ability to replicate
- Supports: resources required

As a reminder, it is also important the team review and consider the status of existing initiatives before investing in additional resources as previously indicated in the audit and alignment process.

Adoption Procedures for Interventions Across Tiers (DSFI 3.5 and 3.6)

Tier 2 and 3 interventions are part of a continuum of behavioral supports, and their features and systems reflect the structure of a tiered systems framework. Schools are often left on their own to identify, select, provide training, develop a data system, monitor implementation, and determine the impact of tiered interventions. This can be overwhelming and costly, both in time and resources, and creates barriers to implementation while reducing opportunities for students and families to be successful. Fixsen et al. (2009) state:

"Students cannot benefit from education practices they do not experience. While this seems obvious (and it is), education systems have yet to develop the capacity to help all teachers learn to make good use of evidence-based practices that enhance the quality of education for all students" (p. 1).



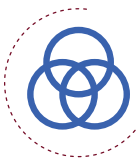
Fixsen and colleagues (2009) highlight the importance of a systems approach to develop capacity to deliver and sustain the use of evidenced-based practices. To increase efficiency and impact, a district approach for selecting and supporting Tier 2 and 3 interventions across schools can be powerful. Thus, the DLT becomes responsible for selecting and standardizing a few evidence-based and high leverage Tier 2 and 3 practices district-wide while considering systems to support implementation. District teams collectively select and/or develop interventions, provide support through training opportunities, monitor use of identified interventions, and analyze student outcomes. Using a cycle of continuous improvement, an annual review of interventions selected, their use, and impact can be conducted to determine areas of success and improvement.

Designing an evaluation plan provides the process and protocol for collecting and analyzing information for decision-making at the district and school levels. A well designed evaluation plan can guide the team in identifying interventions currently in place, analyzing data to determine areas of strength and need, and selecting the interventions that are most effective in meeting needs. These data can assist districts in determining replication, build sustainability, and identify areas of improvement (see the [PBIS Evaluation Blueprint](#) for more information). Details of the process specific to intervention selection and effectiveness

are described in Chapter 4 (Step 5a, p. 58) of the [Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide PBIS, Volume 2: An Implementation Guide](#). This e-book, along with several additional resources, can be found on the Center on PBIS topic, [Mental Health/Social-Emotional Well-Being](#). In sum, the team develops an evaluation plan that organizes activities across six broad categories and identifies:

1. goals and objectives of the initiative
2. documentation methods to track training and coaching (i.e., technical assistance) activities
3. fidelity measures
4. capacity measures to examine the district's ability to sustain and expand effort
5. outcome measures to assess the extent to which there is a positive impact on partners
6. replication, sustaining and scaling factors that contribute to ongoing improvement of overall effort

After drafting an evaluation process using the categories above, the district can then develop an aligned (a) professional development plan and (b) evaluation plan to support and monitor the interventions selected. In addition, an intervention map, as depicted in Figure 3.3, can be utilized with partners to communicate decisions made and the supports available across all three tiers.



Tier	Intervention	Expected Outcome / Need Being Met	Who Facilitates	Decision Rules (In, On, Out)	How Many Students Participated	How Many Made Progress	Is Intervention an EBP	Is Intervention Implemented with Fidelity
Tier 1								
Tier 2								
Tier 3								

Figure 3.3. Intervention map template.

Annual Alignment Review (DSFI 3.7)

FIDELITY OF IMPLEMENTATION & RELEVANCE

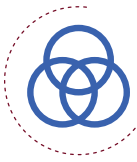
According to the continuous improvement literature, it is imperative to engage in an ongoing cycle of improvement. The [National Implementation Research Network \(NIRN\)](#) describes a process (e.g., “[Plan, Do, Study, and Act](#)”) that can assist in identifying barriers, promote problem-solving, and determine steps for creating efficient and effective working environments that promote cycles for improvement (Kennedy & Jackson, 2022).

Conducting an annual alignment review supports the team to solve problems and make incremental

improvements, share barriers with policy makers to strengthen implementation, and ensure integration of interventions and initiatives as part of the larger district system. The Hexagon Tool: Exploring the Context, referenced earlier in this section, outlines the process for conducting annual alignment reviews.

COST ANALYSIS

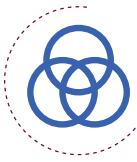
As discussed in [Chapter 1: Leadership Teaming](#), academic and SEB frameworks are to be aligned with key district outcomes and improvement goals as identified in the Board of Education outcomes and goals. It is important for the DLT to analyze and reflect on the resources utilized to identify if they are positively impacting district outcomes.



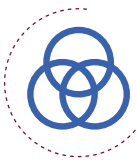
Schools can use a cost-effectiveness analysis to explore the relationship between the costs of implementing a program and the amount saved by achieving better outcomes. Cost-effectiveness can also be utilized when looking at the impact of implementing PBIS with fidelity (i.e., as intended or designed) on student outcomes, such as a decrease in exclusionary discipline, an increase in equity, and/or an improvement in attendance and graduation rate (Swain-Bradway, et al., 2017). This process can be used to help schools decide which programs might be more effective, efficient, and productive (i.e., determine what to implement).

There are four types of cost analyses: (a) cost-feasibility, (b) cost-effectiveness, (c) cost-benefit, and

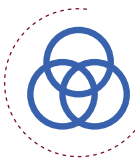
(d) cost-utility. In [The Critical Importance of Costs for Education Decisions](#), Hollands and Levin (2017) help leaders “think about ways that cost analyses can help inform their decisions about program choices, budgets, and strategies” (p. 1) while explaining cost analysis options and providing various examples. The DLT may also review the [Cost Out - CBCSE Cost Took Kit](#). According to Hollands et al. (2015), this free resource aids in estimating costs and cost-effectiveness of educational or other social programs. In sum, completing a cost analysis can help ensure that funding and organizational resources across related initiatives are assessed and aligned to sustain implementation (e.g., see the Massachusetts [example flyer](#) for reference).

**Table 3.0. DSFI Section 3: Funding and Alignment**

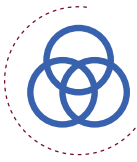
Feature	Possible Data Sources	Scoring Criteria
3.1 Budget Plan A district budget plan with prioritized funding is developed to support operating structures and capacity building activities to implement PBIS framework.	<ul style="list-style-type: none">District Budget	0 = No budget plan exists to fund operating procedures and/or capacity building activities. 1 = Operating procedures and capacity building activities are funded with short term funding. 2 = Initiative has transitioned from short-term funding (e.g., School Climate Transformation Grants) to long-term internal district funding.
3.2 Community Agency Alignment Procedures exist to ensure that all external community agency work is aligned to PBIS framework, evidence-based-practices, and organizational goals of the district.	<ul style="list-style-type: none">District HandbookDistrict PolicyAlignment/Leveraging Procedures	0 = A written/documented process for aligning external agency work within the PBIS framework does not exist. 1 = An informal process for aligning external agency work within the PBIS framework can be described but is not documented and/or the process is inconsistently applied. 2 = Written procedures are available, known, and consistently used to embed/align external agency work within the PBIS framework and to goals of the district.
3.3. Alignment to District Outcomes Academic and social-emotional-behavioral frameworks are aligned with key district outcomes/improvement goals.	<ul style="list-style-type: none">Strategic Plan	0 = There are no clearly identified district outcomes/goals aligned to academic and social-emotional-behavioral frameworks. 1 = District outcomes/goals exist but alignment with the academic or social-emotional-behavioral frameworks are not evident. 2 = Academic and social-emotional-behavioral frameworks are directly aligned with one or more identified district outcomes/goals.
3.4 Alignment to Initiatives Clear description of initiative alignment (e.g., graphic organizer, organizational chart, conceptual map) displays integrated and/or collaborative implementation of PBIS with existing initiatives having similar goals, outcomes, systems, and practices.	<ul style="list-style-type: none">District Organizational ChartAudit SpreadsheetGraphic Organizer Displaying Initiative Alignment	0 = No description/document that shows alignment of PBIS with existing initiatives is available/evident. 1 = Descriptions of individual initiatives (with similar goals, outcomes, systems and practices) are available, but some not all are fully aligned with PBIS. 2 = Alignment of PBIS with existing related initiatives (i.e., those with similar goals, outcomes, practices and systems) is clearly documented and readily available to relevant stakeholders (e.g., posted on district website).



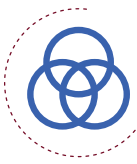
Feature	Possible Data Sources	Scoring Criteria
3.5 Initiative Adoption Procedures A written process is followed for district-level review of fit for new social-emotional-behavioral initiatives or practices with PBIS framework (i.e., evidence base, capacity, contextual fit) before deciding whether to adopt, align, or integrate them.	<ul style="list-style-type: none"> Recommended Procedures Initiative Adoption Guide 	0 = Clear procedures for reviewing new programs, prior to adoption do not exist. 1 = Procedures for review and adoption of new programs can be described but are not documented and/or inconsistently used and/or do not promote alignment and integration among existing initiatives. 2 = Clear procedures for reviewing programs are documented and regularly adhered to when considering new innovations and alignment with existing initiatives is determined prior to adoption of any new program.
3.6 Options for Tiered Interventions A formal district process is in place to select and support evidence-based Tier 2 and Tier 3 interventions that are: a) matched to student need (e.g. behavioral function) and b) adapted to improve contextual fit (e.g. culture development level).	<ul style="list-style-type: none"> Intervention Guidelines 	0 = No Tier 2 or Tier 3 district supported evidence-based interventions are identified. 1 = District supported Tier 2 and Tier 3 evidence-based interventions are selected but no process exists at the district level to support the practices selected. 2 = A formal district process is used to identify and support Tier 2 and Tier 3 evidence-based interventions.
3.7 Annual Alignment Review Periodic formal review (e.g., audit, survey, resource mapping, alignment) of existing social-emotional-behavioral initiatives or programs to determine effectiveness, relevance, and fidelity of implementation is completed at least annually.	<ul style="list-style-type: none"> Audit Spreadsheet Technical Guide for Alignment 	0 = No review of related social-emotional-behavioral initiatives exists. 1 = Related social-emotional-behavioral initiatives are reviewed periodically but fidelity of implementation and/or effectiveness are not part of the process. 2 = Related social-emotional-behavioral initiatives are reviewed periodically and both fidelity of implementation and effectiveness are part of the process.
3.8 Operations for Tiered Interventions Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.	<ul style="list-style-type: none"> District Budget 	0 = Funding and organizational resources are not assessed. 1 = Funding and organizational resources across related initiatives are assessed, but not aligned to sustain implementation. 2 = Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.

**Table 3.1. Guided Questions for Funding and Alignment**

DSFI Item and Main Idea	Guiding Questions
3.1 Budget Plan: The district has allotted internal, long-term, funds to sustain and expand PBIS implementation efforts across the district.	<ul style="list-style-type: none">• What is the primary funding source to support PBIS implementation (e.g., external grant, internal funding)?• Does the district budget have a line item prioritized to support the operation and scaling/expansion of PBIS implementation?
3.2 Community Agency Alignment: To create collaborative and efficient working structures, the district has established processes to ensure that external/community agency work and goals align with the district's goals, evidence-based practices, and PBIS framework.	<ul style="list-style-type: none">• Does the district have a list of active community agency partners?• Do community agency partners know and understand the district's goals regarding PBIS implementation?• Do community agency partners use evidence-based practices that supplement PBIS implementation?• What procedures are in place and documented that align external agency work with the PBIS implementation across the district?
3.3 Alignment to District Outcomes: Documentation exists and to illustrate the alignment between PBIS and desired district outcomes with similar goals, outcomes, systems, and practices.	<ul style="list-style-type: none">• Has the district articulated key outcomes/improvement goals?• Where are the points of alignment between the district's key outcomes/improvement goals and the academic and/or social emotional-behavioral (SEB) frameworks?
3.4 Alignment to Initiatives: Documentation exists to illustrate the alignment between PBIS and all other existing initiatives with similar goals, outcomes, systems, and practices.	<ul style="list-style-type: none">• Is there readily available documentation on existing initiatives?• Does the documentation describe and define goals, systems, and practices?• Does the documentation articulate the alignment between PBIS and the existing initiatives (e.g., connections, disconnections)?• Is the documentation readily available to relevant partners (i.e., stakeholders)?• Has a crosswalk of initiatives been completed to identify any shared core features to impact staff and student outcomes?
3.5 Initiative Adoption Procedures: A clear decision-making process is documented and regularly followed that: (a) identifies social-emotional-behavioral needs across the district, and (b) assists in making an informed decision about prospective new initiatives and their likelihood of success.	<ul style="list-style-type: none">• Does the district have a process for reviewing potential new programs/initiatives and making adoption decisions?• Is the decision-making process used regularly?• Does the decision-making process consider alignment with existing initiatives?• Is the decision-making process communicated and shared with building-level leaders?• Do building-level leaders understand and follow the decision-making process?



DSFI Item and Main Idea	Guiding Questions
3.6 Options for Tiered Interventions: The district uses an established decision-making process to identify evidence-based interventions at Tiers 2 and 3 that it will promote and support.	<ul style="list-style-type: none"> • Does the district have documentation that outlines the evidence-based interventions adopted/supported by the district? • Does the district have a decision-making process for reviewing, selecting, and supporting Tier 2 and 3 interventions? • Does the decision-making process consider the evidence base and need (i.e., behavioral function)? • Is the decision-making process used regularly? • Is the decision-making process communicated and shared with building-level leaders? • Do building-level leaders understand and follow the decision making process? • Does the district process outline support components (e.g., professional development, site-level coaching, budget, evaluation)?
3.7 Annual Alignment Review: To impact and sustain positive change, the district formally and regularly evaluates social-emotional-behavioral (SEB) initiatives to assess if they are being done as intended, still suitable, and productive.	<ul style="list-style-type: none"> • When was the most recent review of existing SEB initiatives or programs? • Is there a standard timeline and process for reviewing initiatives? • Does the review process include a review of fidelity of implementation and relevant data? • Does the review process include an analysis of cost effectiveness?
3.8 Operations for Tiered Interventions: Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.	<ul style="list-style-type: none"> • What procedures are in place and documented that align funding sources to support and sustain PBIS implementation across the district? • Has the district articulated a designated schedule to review how funding is used to align initiatives to meet key outcomes/improvement goals? • Does the district have a process to identify initiatives that are no longer getting results and should be de-implemented and defunded to maximize funding for PBIS and other prioritized initiatives? • Does the district have a process to initiate a cost analysis to be able to communicate with partners about the cost savings and effectiveness of practices to provide support for sustaining PBIS and related initiatives?



CHAPTER 4: POLICY

Introduction to Policy (DSFI Section 4)

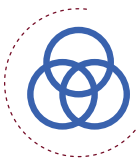
Policy

Ideally, the Board of Education and the District Leadership Team (DLT) identify the most important factors influencing discipline policy while ensuring legal compliance and equitable student outcomes. One of the keys to success and sustainability of PBIS is to codify the work of the district initiative into policy that focuses on process and outcomes. In addition, the intent of this foci within the larger leadership logic is to align the PBIS systems with current Board and state policy relative to student social-emotional-behavioral (SEB) and academic outcomes.

The DLT team should start by examining the current discipline or code of conduct policies. Many of these policies focus on student infractions and disciplinary actions that punish a student. When possible, the DLT can embed the SEB skills desired of students and the system supports educators will need to achieve those outcomes, seeking to replace those that are more restrictive and reactive, such as or some form of exclusionary practice (e.g., suspension, expulsion; Essex, 2009). For example, Losinski and colleagues (2014) note that “zero tolerance” and de-facto responses to behavior violations often require, “... an ‘automatic’ mandatory punishment for students, treating specific types of offenses with uniform severity regardless of intent, circumstances, or the student’s record” (p. 127). Solely focusing policies on punishing students can miss opportunities to promote positive school climate. Often this fails to significantly

impact problem behavior and increases both the frequency and intensity of behavioral challenges (Winton, 2011).

One of the ways to do this is to consider behavior the same way as academics by stating what the DLT team would like to see positively and clearly identify what skills students should master and when. Likewise, curriculum and content experts within the district identify what instructional strategies will be put in place to achieve key academic benchmarks. A similar process should occur in crafting district policy to promote SEB success. Granted, all districts are mandated to include federal and state safe school violations and local board codes of conduct; however, districts are encouraged to focus on prevention strategies that can be embedded within their policies to reduce the likelihood students violate major behavioral infractions. Further, districts are encouraged to develop policy to re-engage students following major violations where they have been removed from instruction to prevent future occurrences. The remaining sections provide additional definitions and examples of the items from the [PBIS District Systems Fidelity Inventory \(DSFI\)](#) and recommended steps to consider if items are not fully in place. Specific to the section on Policy, see (1) [Table 4.0](#) for the DSFI items and scoring criteria, (2) [Table 4.1](#) for guiding questions to assist with scoring, and (3) [Embedded Hyperlinks](#) for online resources. Additional information related to policy can be found in the [PBIS Implementation Blueprint](#) (pp. 40-41).

**Vision/Mission Statement (DSFI 4.1)**

Vision statements communicate a school district's beliefs and governing principles and express a shared understanding of what the community wants for all children. Mission statements articulate what the school district will do for students and why. Effective discipline policies balance the competing interests of the individual and the community (McCray & Beachum, 2006), by ensuring for all students (a) safety and (b) an equitable opportunity to learn (Winton, 2011). To achieve this goal, the vision and mission statements should be developed with community partners and might include the following:

- a rationale and clear support for the importance of school climate and SEB health
- equitable outcomes for all student groups

- long-term goals and objectives for implementing and sustaining PBIS
- endorsement of the vision, goals, and objectives by lead administrators at the district and building level in addition to partners

An example of a vision and mission statement can be seen in Figure 4.1. Another resource for consideration is the [MTSS Implementation Components: Ensuring Common Language and Understanding](#) guide.

Instructional Support with Policies and Procedures (DSFI 4.2)

The DLT carries the responsibility of making recommendations for discipline policies that both identify infractions and desired SEB outcomes along with instructional and environmental supports necessary to promote a safe and positive school

Vision Statement

A community united to improve the quality of life through education.

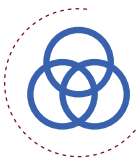
District Mission Statement:

The Independence School District will ensure that each learner will achieve the skills and self-confidence to be successful in an ever-changing world.

District Values Statements:

- All students can learn.
- All people have the right to be accepted and treated with respect.
- Schools will be safe; orderly and caring environments.
- Effective teaching/learning is the responsibility of the family, school and community.
- High academic and behavioral standards are expected.

Figure 4.1. Example of a district vision and mission statement.



climate. DLTs should work with each school's PBIS team to create continuity of process including (a) operationally defining major and minor problem behaviors, (b) differentiating between school-managed and district-managed behaviors, (c) providing decision rules and steps to take to ensure implementation of proactive and instructional approaches to challenging behavior, and (d) identifying a continuum of corrective consequences to draw from, when needed, while continuing to focus on teaching expected behavior (Essex, 2009; Losinski et al., 2014). Within the continuum of supports to promote prosocial responding, districts should include language relative to the adoption of evidence-based instructional and environmental supports. School teams should monitor implementation of the instructional and environmental supports annually using fidelity measures. See [Chapter 8: Evaluation](#) for more information.

Discipline Guides (DSFI 4.3)

It is common practice, and often required by law, for districts to disseminate their current discipline policy at least annually to all families (or when students transfer into the district). Ideally, these documents are available to all partners through public posting (i.e., website access). In addition to a listing of infractions that require action and how infractions are reviewed and by whom, districts can also include an overview of their PBIS efforts to promote expected behavior. A list of district behavioral expectations (e.g., We are

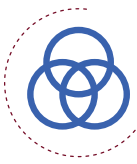
Safe, Respectful, Responsible) with brief definitions, instructional, practice and acknowledgment strategies, and an overview of differentiated supports when students struggle (e.g., error correction strategies, tier 2 and 3 interventions) should also be included and highlighted as the central focus of the district's "discipline" policy. An example of policy dissemination can be found on the [Los Angeles Unified School District website](#).

Review of Discipline Policies (DSFI 4.4)

It is important for members of the DLT to understand the interactions between federal, state, and local policy to identify the parameters of decision-making regarding discipline policy (Winton, 2011). In order to build this understanding, when reviewing policy, consider (McCray & Beachum, 2006):

- Who defines the policy?
- Who controls the implementation of the policy?
- Who benefits from the policy?

Some additional resources for district teams to consider other policy including [Restraint and Seclusion Alternatives in All U.S. States and Territories: A Review of Legislation and Policies](#), the U.S. Department of Education's [Restraint and Seclusion: Resource Document](#), and the [National Center on Safe Supportive Learning Environments \(NCSSLE\) policy resource compendium](#) that allows teams to consider relevant law and policy for different areas of discipline.



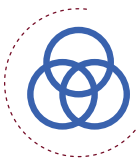
District Leadership Teams (DLTs) are encouraged to annually review existing disciplinary policy (Winton, 2011), including the district vision statement, the code of conduct, student handbooks, faculty handbooks, and any supplementary documents. When conducting this review, the DLT can consider whether or not the definitions and descriptions of problem behavior in the policy document align with the terminology used across each of the schools and whether the policy underscores the supports that will be put in place to prevent problem behavior. In particular, one resource that may be helpful during the review process is the [Checklist for Analyzing District Policies and Procedures for Equity \(CADPPE\)](#). The CADPPE can help identify policies and procedures emphasizing proactive, evidence-based strategies to support students' SEB and academic needs. The CADPPE can also help the DLT identify reactive, punitive policies for review and revision.

DLTs are also strongly encouraged to annually review discipline data across the district to note patterns or trends (see [Chapter 8: Evaluation](#)). Overrepresentation of ethnic/cultural groups, students with disabilities, and/or gender in exclusionary discipline practices should lead to a conversation on why such a trend is evident, identifying support strategies to address, and possible revisions in policies

Coaching Tip: To ensure policy reflects an instructional, equitable approach to discipline...

- Review student outcome, discipline, and equity data on a regular basis to determine possible revisions and recommendations for the Board of Education regarding policy change.
- Review disciplinary policies in the district Code of Conduct to ensure the range and continuum of actions are evidence-based and aligned to the severity of behavioral infractions.
- Recommend evidence-based proactive strategies.
- Share new policies with staff members, including rationale for the change with examples of correct implementation.
- Provided resources and contacts for staff.
- Address questions and concerns as new policies are implemented.

regarding supports put in place for staff and students to reduce potential disproportionality. For example, the [Key Elements of Policies to Address Discipline Disproportionality](#) can assist districts, along with many other resources located within the [Equity topic](#) of the Center on PBIS website.



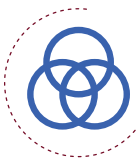
Transition Systems (DSFI 4.5)

Often, students transition between schools within the district (e.g., moving from elementary school to middle school, middle school to high school, moving from one elementary school to another) or transition into the school district following the start of the school year. Strategies may include providing a brief orientation, using student leaders to walk the new student around the school and pointing out key expectations and routines prior to the student entering their class or homeroom. Likewise, checking in with the new student at the end of the day to answer any questions/concerns can also provide an opportunity to re-emphasize the school's expectations and support systems. Further, transition systems should also be considered for students moving to and from alternative settings to ensure connections across universals (e.g., common or similar expectations) and Tiers 2 and 3. The creation of a district-wide Tier 2 and 3 system will promote transitions in which successful support systems can continue for students at risk.

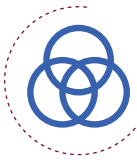
Vertical Transition Plan Example

Below is an example overview of a district's vertical transition plan shared with parents and students in the Student Handbook. Counselors across the district collaborated to create a day of transition for elementary students moving to middle school (5th to 6th grade) and middle schoolers moving to high school (8th to 9th grade).

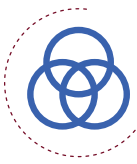
- In December, 5th grade elementary students visit the middle school while 8th grade students visit the high school.
- During this time, students are introduced to the administration and counselors, receive a tour of the building, and meet the student ambassadors of the school.
- The transitioning students are introduced to the universal expectations, and connections are made in relation to the expectations at their current school and the one they will be attending.
- A series of lesson plans are provided to the teachers of the 5th grade and 8th grade students that are to be utilized in the spring semester to help further acclimate the transitioning students.
- In the spring, an Open House is held in the evening for transitioning students and their families.
- During this event, families are introduced to a variety of staff members, learn about the activities and opportunities available for students and families, and learn about the universal expectations of the building.

**Table 4.0. DSFI Section 4: Policy**

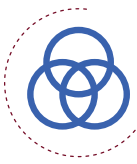
Feature	Possible Data Sources	Scoring Criteria
4.1 Vision/Mission Statement District has a vision/mission statement that includes a rationale and support for the importance of school climate and social-emotional-behavioral health to achieve equitable outcomes for all student groups (and how PBIS can improve both these outcomes and academic achievement) and is articulated into long-term outcomes and endorsed by lead district/school administrators.	<ul style="list-style-type: none">• District Vision/Mission Statement• Informal Administrator Interview	<p>0 = No vision/mission statement exists or the statement does not include the importance of school climate and social-emotional-behavioral health.</p> <p>1 = Vision/mission statement includes a rationale and clear support for the importance of school climate and social-emotional-behavioral health, but is not articulated into long-term outcomes or endorsed by lead administrators.</p> <p>2 = Vision/mission statement includes a rationale and clear support for the importance of school climate and social-emotional-behavioral health to achieve equitable outcomes for all student groups and is developed with community partners, articulated into long-term outcomes, and endorsed by lead administrators and community partners.</p>
4.2 Instructional Approach District policies and procedures describe and emphasize proactive evidence-based strategies to support student social-emotional-behavioral needs that are implemented consistently.	<ul style="list-style-type: none">• Discipline Policy• Student Handbooks• Code of Conduct• Informal Administrator Interview	<p>0 = Documents contain only reactive and punitive consequences.</p> <p>1 = District policies and procedures describe and emphasize proactive evidence-based strategies.</p> <p>2 = District policies and procedures describe and emphasize proactive evidence-based strategies to support student social-emotional-behavioral needs that are implemented consistently as monitored by fidelity tools (e.g., SAS, TFI, BoQ).</p>
4.3 Discipline Guides Discipline policy and procedural guides are posted and distributed at least annually.	<ul style="list-style-type: none">• Discipline Policy• Student Handbooks• Code of Conduct• Informal Administrator Interview• Website• Stakeholder Engagement Plan	<p>0 = Discipline policy and procedural guides are not posted or distributed.</p> <p>1 = Discipline policy and procedural guides are posted, but not distributed.</p> <p>2 = Discipline policy and procedural guides are posted and distributed to key stakeholders at least annually.</p>



Feature	Possible Data Sources	Scoring Criteria
4.4 Discipline Policy Review District Leadership Team regularly reviews and refines discipline policy to enhance their effects on fidelity of implementation and social-emotional-behavioral and academic outcomes for all student groups.	<ul style="list-style-type: none">• Discipline Policy• Behavior Screening Policy• Policies for Alternative Student Placement• Strategic Plan• Student Handbooks• Informal Administrator Interview	0 = Discipline policies are not reviewed and refined annually. 1 = Discipline policies are reviewed and refined annually but not to enhance their effects on fidelity of implementation. 2 = Discipline policies are reviewed and refined annually to enhance their effects on fidelity of implementation and association with behavior and academic outcomes for all student groups.
4.5 Transition Systems Policy and systems exists to support student transitions (e.g., new student, school to school, elementary schools to middle school, middle schools to high school) in the district including processes for orienting to schoolwide expectations/routines and access to interventions.	<ul style="list-style-type: none">• Written District-Level Transition Plan• Intervention Transition Protocols• Vertical Transition Protocols	0 = No policy or systems exist to support student transitions in the district. 1 = An informal system exists to support student transitions in the district but is not consistent or documented in district policy. 2 = Policy and systems exist to support student transitions in the district including processes for orienting to schoolwide expectations/routines and access to interventions.

**Table 4.1. Guiding Questions for Policy**

DSFI Item and Main Idea	Guiding Questions
4.1 Vision/Mission Statement: The district publicly promotes positive school climate and social, emotional, and behavioral (SEB) well-being as pathways to equitable outcomes for every student and expresses the endorsement through long-term goals.	<ul style="list-style-type: none">• Does the district have a mission/vision statement?• Does the vision/mission statement indicate a focus on positive school climate or SEB health?• Is this focus connected to (or embedded) in the long-term goals?• Are equitable outcomes for each student a focal point of the long-term goals?• Are the vision/mission statement and long-term goals endorsed/supported by all administrators?
4.2 Instructional Approach: An instructional approach to discipline is reflected in the district policies and procedures.	<ul style="list-style-type: none">• Does the district have a policy (e.g., handbook, code of conduct, procedures) outlining response to behavior?• Does the district's policy only contain responses that are punitive/responsive? Or do they also include an instructional approach to responding to behavior?• Is the district's policy inclusive of evidence-based practices?• What data are used to assess consistent implementation of instructional approaches to behavior?
4.3 Discipline Guides: District discipline policies and procedures are readily accessible and available to all partners.	<ul style="list-style-type: none">• Are the district's discipline policies and procedures publicly posted and available?• How do partners/stakeholders access them?• When was the last time it was shared?• Are the documents shared in a variety of mediums for equitable access?
4.4 Discipline Policy Review: A review process is established and utilized to ensure policies and district guidelines enhance and positively impact success for each student.	<ul style="list-style-type: none">• How often are district discipline policies reviewed?• When was the most recent review?• What student outcome data is used as part of the policy review process?• Do the district's policies reflect (when it comes to language) the data used for decision-making?• Are the policies written in a way to support the outcomes the district wants?• Is there equitable access to instruction for each student?
4.5 Transition Systems: To promote success and equitable outcomes, the district has established a standard support process for student transitions.	<ul style="list-style-type: none">• Does the district have a standard, documented process for how to support a student before/during/after a site or building transition?• Does the process include an orientation/reorientation to the schoolwide expectations?• Does the transition process include a continuous care protocol for students who were accessing targeted (Tier 2) interventions and/or individualized (Tier 3) supports prior to the transition?



CHAPTER 5: WORKFORCE CAPACITY

Introduction to Workforce Capacity (DSFI Section 5)

Workforce Capacity

The majority of school districts spend approximately 80% of their budget in the area of human resources (HR);

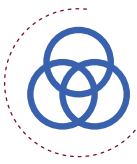
specifically, the expenses that go along with salaries and benefits. To keep expenditures from increasing, and in order to maximize investment, recruitment and retention of high-quality staff members is vital. When new staff are hired, a number of resources (e.g., professional development or training and coaching) are used to support successful transition into new roles. Ideally, supports continue for as long as an individual works for the organization. Unfortunately, when a staff member leaves the school district, the resources spent on that individual, in turn, leave with them. Data show nearly half of all new teachers leave the profession within the first five years, and approximately half of new administrators leave within three years (University Council for Educational Administration [UCEA], 2008). Understanding an organization's specific needs can guide in building the workforce capacity (see [PBIS Implementation Blueprint](#), pp. 41-42 for more details).

Building workforce capacity includes, but is not limited to, (a) addressing hiring practices and methods to increase staff retention and sustainability, (b) providing clear job descriptions, (c) ensuring staff feel valued and supported, and (d) providing a process for professional development. These are all examples of supports that

may increase stability of the workforce. Integrating certain hiring and evaluation procedures will assist a District Leadership Team (DLT) with ensuring those that work with internal and external partners match the characteristics and quality that is required to work for the district. The remaining sections provide additional definitions and examples of the items from the [PBIS District Systems Fidelity Inventory \(DSFI\)](#) and recommended steps to consider if items are not fully in place. Specific to the section on Workforce Capacity, see (1) [Table 5.0](#) for the DSFI items and scoring criteria, (2) [Table 5.1](#) for guiding questions to assist with scoring, and (3) [Embedded Hyperlinks](#) for online resources.

Job Descriptions (DSFI 5.2)

Embedding the district priorities within Board approved job descriptions may clarify what will be expected of potential candidates. It is recommended that a job analysis take place in order to ensure the job description truly matches the expectations of the position. Districts implementing social-emotional-behavioral (SEB) systems can review existing job descriptions and consider embedding recommendations aligned with data from one or more research-validated instruments (e.g., the [School Climate Survey](#), the [Self-Assessment Survey](#), and/or the [Tiered Fidelity Inventory](#)). Example statements that could be included within a variety of job descriptions are provided on the following pages..

**ADMINISTRATION**

An individual that supervises and evaluates others at the school or district level.

- create and maintain a positive learning environment where students, families, and staff feel supported and respected
- encourage expected behavior through positive specific feedback for students and staff
- provide instructional responses to address inappropriate behavior
- coach staff members to become leaders within the organization by providing leadership opportunities
- implement policies and procedures that emphasize proactive, instructive, and/or restorative approaches
- work with staff to implement a multi-tiered framework (i.e., PBIS)
- utilize academic and behavioral data for data-based decision making and frequently share student outcome data
- develop and implement a process to engage all partners in implementation of the SEB support system
- ensure a formal process is in place to identify and implement research-based interventions that are then matched to student needs
- implement a professional development plan that includes seb systems and practices for each tier
- provide staff with regular opportunities for professional learning and technical assistance (e.g., observation, instruction, and coaching)

CERTIFIED

Staff members that serve in a role in which they are certified to teach.

- create and maintain a positive learning environment where students, families, and staff feel supported and respected
- encourage expected behavior through positive specific feedback
- provide instructional responses to address inappropriate behavior
- teach social skills directly throughout the year
- implement policies and procedures that emphasize proactive instructive approaches
- implement effective classroom practices such as (a) develop and teach classroom expectations, procedures, and routines; (b) encourage expected behavior; (c) discourage inappropriate behavior; (d) provide active supervision, (e) provide appropriate opportunities to respond; and (f) provide activity sequencing, choice, and task difficulty
- model classroom expectations and rules after schoolwide expectations to ensure consistency
- ensure instruction and curriculum materials are matched to student ability
- utilize academic and behavioral data for decision making
- implement seb systems such as pbis
- partner with partners for student success

**CLASSIFIED**

Staff members that serve in a role in which a teaching certification is not required.

- create and maintain a positive learning environment where students, families, and staff feel supported and respected
- encourage expected behavior through positive specific feedback
- provide instructional responses to address inappropriate behavior
- implement SEB systems such as PBIS
- implement policies and procedures that emphasize proactive instructive approaches

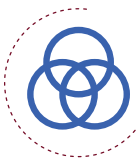
DISTRICT COACH

An individual that coaches staff members regarding SEB systems.

- coach staff members to become leaders within the school
- implement policies and procedures that emphasize proactive, instructive, and/or restorative approaches.
- support implementation of effective classroom practices such as (a) develop and teach classroom expectations, procedures, and routines; (b) encourage expected behavior; (c) discourage inappropriate behavior; (d) provide active supervision; (e) provide appropriate opportunities to respond; and (f) provide activity sequencing, choice, and task difficulty
- guide the use of academic and behavioral data for decision making
- model implementation of PBIS

Coaching Tip: To ensure internal capacity and expertise is being built to sustain PBIS implementation efforts...

- Establish a committee to oversee professional development programming related to PBIS.
 - Collaborate with school teams on differentiation for staff experience (e.g., new staff, returning staff, non-certified staff) and role within the district (e.g., administrators, teachers, paraprofessionals, etc.).
 - Create a scope and sequence of PBIS content and district implementation priorities for continued professional development.
 - Ensure the district professional development plan includes essential components of PBIS and effective classroom practices for multiple work groups.
- partner with implementers of the SEB support system
 - ensure a formal process is in place to identify and implement evidence-based practices that are then matched to student needs
 - implement a professional development plan that includes SEB systems and practices for each tier
 - provide staff regular opportunities to access professional learning and technical assistance (e.g., observation, instruction, and coaching)
 - ensure that staff have adequate support (e.g., time to attend professional learning opportunities (e.g., FTE, substitute teaching coverage, stipends etc.)



An additional resource is the [Training and Professional Development Blueprint for Positive Behavioral Interventions Supports](#). This blueprint provides guidance for school, district, and state teams, including a PBIS Trainer/Coach Assessment (Lewis et al. 2016). While the purpose of the assessment is to assess the current level of knowledge, the outcomes and criteria listed within the document lend themselves to be utilized as job descriptors.

Interview Questions & Hiring Practices (DSFI 5.1)

Embedding clear expectations for implementation of the SEB systems within personnel job descriptions is a first step. An important next step is to develop, select, and use questions during new staff interviews that directly relate to the district expectations. Ideally, a documented process is in place regarding the selection of applicants to interview, and a scoring guide should be utilized when interviews take place. There are two types/styles of interviews, the first being the standardized interview. The standardized method should be used with initial applicants to help compare candidates for a position. The second style of questions utilized in interviews involves open-ended questions. These questions help to promote conversation to see if the candidate is qualified for the position and understands the areas of importance. Whether interviewing administrators, teachers, staff, or coaches, questions regarding experiences and philosophy about teaching behavior, social skills, and/or PBIS can easily be included within both types of interviews. Responses may provide insight into the degree to which candidates already have or agree

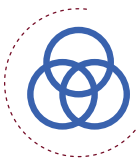
with the use of an instructional approach for behavior management and responding to challenging behavior. Hiring protocols and interview questions can be revisited and revised annually to ensure the questions being asked match the skills listed within each job description and the district's action plan.

Performance Evaluation (DSFI 5.3)

When employees of a district are provided with clear job descriptions and expectations that include implementation of SEB support systems, it is fair to also include these elements in the performance evaluation process. Job descriptions listed within this chapter could be utilized as criteria in the performance evaluation to help define what is expected for their position.

At the beginning of each academic year, it is recommended that the district share their annual goals with all partners, especially their employees. For an example as part of the performance evaluation, staff members could (1) select at least one goal each related to academics, PBIS, and the SEB outcomes from the annual plan and (2) develop a school/personal objective to help meet the district goal. The objectives identified should be written so that they are specific, measurable, attainable, relevant, and timely. Action steps should be developed for each objective, and progress toward the goal should be measured during each evaluation checkpoint.

One approach for embedding implementation of SEB goals into job descriptions and aligning these with performance evaluations is to promote collaboration between the DLT, HR, and professional development



targets. Through awareness and understanding of the district's SEB systems, information gathered from annual personnel evaluations can be organized to identify common areas of strength or those needing improvement. In turn, these data then can be used to inform future professional development (PD) and/or personnel needs within the district.

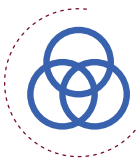
Staff Retention and Sustainability

In a study conducted by Forbes, it was found that, "Recognition programs can have a huge impact on business performance. Companies that scored in the top 20% for building a 'business-rich culture' actually had 31% lower voluntary turnover rates" (Bersin, 2012). Recognizing staff not only assists in reducing turnover but also models expectations. Effective teachers model what they teach and expect from their students. Staff should also recognize one another when they meet school and district implementation expectations. When staff feel valued and appreciated and know that their work is acknowledged, they are more likely to remain in their current position.

Change within an educational system takes time (Fuller, 2007). In order for this to occur, a positive working environment with strong and trusting relationships is needed. The fewer numbers in staff turnover each year, the better it is for students for consistency and the more economical it is for the district.

Coaching Tip: To ensure a systematic and clear approach to identifying candidates with skills in PBIS/MTSS...

- Provide an overview of PBIS to the Human Resource (HR) Department, and information to include in updated job descriptions and process for screening.
- Increase awareness to all staff and ensure maintenance of PBIS within the district.
- Include as part of onboarding and annual beginning-of-year review.
- Provide refresher training (i.e., PD) and overview staff's role in implementation.
- Review current implementation data, determine priorities, and identify activities to address priorities.
- Maintain effectiveness of PBIS efforts:
 - Utilize a consistent process for communication between the DLT and HR, to include expectations of relevant knowledge and experience as part of the screening processes.
 - Align job descriptions with district goals that are explicitly communicated to HR as part of the hiring process.



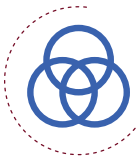
Encouraging expected behavior can be accomplished in a variety of ways. However, reinforcing the behavior while providing positive specific feedback is most effective in increasing appropriate behavior. The DLT members can create a district reinforcement plan in which they outline how staff members, including themselves, will recognize students and staff. The

plan should include expectations for recognition to be provided contingently and the rate should reflect the individual's present phase of learning (i.e., high rates during acquisition of new skills, intermittent during maintenance and generalization). See Figure 5.1 for an example of a district-level recognition plan.

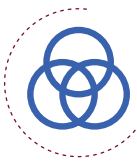
	Recipient	Recognition Item	Description & Criteria	When & Where Presented	Goal	Coordinator
Occasional	Staff	PBIS Shout-Outs with Bagels	<ul style="list-style-type: none"> Those given shout-outs will be entered into a drawing. The winner of the drawing will receive bagels for the school teams and/or staff. 	Drawing takes place at CO; bagels are delivered to the school by a member of the District PBIS Team	1 a month	Tier 1 Coach
	All	Website Shout-Out	<ul style="list-style-type: none"> Those given shout-outs will be entered into a drawing. The winner of the drawing will be featured on the PBIS page of the district website 	Drawing takes place at CO	1 a month	PBIS Data Coordinator
	Students	Student of the Month	<ul style="list-style-type: none"> Each school building selects one student a month that exemplified the school-wide expectations but the 3 B's as well. A brief statement is written regarding why the student was selected. Names and statements will be sent to the Tier 1 Coach. Students will be recognized by the Superintendent or a member of the District PBIS team at the monthly board meeting. 	Recognition at monthly board meeting with statement of selection read. Student is provided a certificate and their name, along with a group photo with other honorees, is added to the PBIS page of the district website.	Each building submits names 1 time a month.	Tier 1 Coach

CO=central office

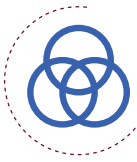
Figure 5.1. District recognition system example.

**Table 5.0. DSFI Section 5: Workforce Capacity**

Feature	Possible Data Sources	Scoring Criteria
5.1 Personnel Selection Criteria Leadership Team provides guidance on hiring criteria, recruitment, and selection for district/school administrators, coaches, and school personnel based on knowledge, skill, and experience implementing PBIS.	<ul style="list-style-type: none">Recommended Policies	<p>0 = Hiring criteria, recruitment, and selection do not explicitly consider knowledge, skill, and experience implementing PBIS.</p> <p>1 = Hiring criteria, recruitment, and selection processes and documents informally consider knowledge, skill, and experience implementing PBIS.</p> <p>2 = Hiring criteria, recruitment, and selection processes and documents explicitly name knowledge, skill, and experience implementing PBIS as relevant for administrators, coaches, and other personnel.</p>
5.2 Job Descriptions PBIS implementation activities (e.g., training, coaching) are embedded into job descriptions and dedicated time is allotted.	<ul style="list-style-type: none">Job Descriptions	<p>0 = No PBIS implementation activities are embedded in job descriptions.</p> <p>1 = PBIS implementation activities are assumed as part of the job descriptions but are not formally included.</p> <p>2 = PBIS implementation activities are embedded into job descriptions and time is allotted for them.</p>
5.3 Performance Evaluation Annual performance evaluations of administrators, teachers, and related instructional/support personnel assess knowledge and skills related to PBIS systems implementation as it relates to the specific job.	<ul style="list-style-type: none">Evaluation Rubrics	<p>0 = Performance evaluations do not include assessment of knowledge or skills for PBIS systems implementation.</p> <p>1 = Annual performance evaluations of some personnel, but not all, assess knowledge and skills related to PBIS systems implementation.</p> <p>2 = Annual performance evaluations of administrators, teachers, and related instructional/support personnel directly assess knowledge and skills related to PBIS systems implementation.</p>

**Table 5.1. Guiding Questions for Workforce Capacity**

DSFI Item and Main Idea	Guiding Questions
5.1 Personnel Selection Criteria: To enhance hiring practices, collaboration for recruitment, development of interview questions and scoring criteria, etc. should occur between the DLT and those overseeing hiring practices.	<ul style="list-style-type: none">• What is the communication between the DLT and Human Resources (HR) to share salient points within an interview regarding PBIS experience and implementation?• If an HR screening process exists, are the questions aligned to PBIS implementation and the district's commitment to social, emotional, and behavioral (SEB) support and/or school climate?• Does HR have knowledge of a positive proactive approach to discipline?• As decisions move to the building-level, do administrators have a list of key questions to ask during interviews regarding PBIS implementation and skills?• Are the questions asked of applicants aligned to the experience and skills noted in the actual job description and position posting?• Are recruitment practices reflective of the district, community, and student demographics?• To what degree do job descriptions outline specific activities and functions that are aligned to the district vision/mission and take a proactive approach to discipline?• When the district hires a new principal, how do they outline and identify this role in supporting the team as a building leader?
5.2 Job Descriptions: Job descriptions which clearly articulate expectations for PBIS implementation and provide the necessary time to set people up for success.	<ul style="list-style-type: none">• To what degree do job descriptions outline specific activities and functions that are aligned to the district vision/mission and a proactive approach to discipline?• What specific PBIS activities are integrated into the district's job descriptions?• How do job descriptions depict the alignment between the position and the district's goals and priorities for SEB well-being?• Is time to implement PBIS embedded within job descriptions and expectations?
5.3 Performance Evaluation: Implementation of PBIS is embedded into the annual evaluation process and is reflective of the job description.	<ul style="list-style-type: none">• How is PBIS knowledge integrated into annual performance evaluations?• How is PBIS implementation integrated into annual performance evaluations?• How is alignment of the district's state-required evaluation process with PBIS practices articulated (e.g., engagement in teaching linked to opportunities to respond)?



CHAPTER 6: TRAINING

Introduction to Training (DSFI Section 6)

Training

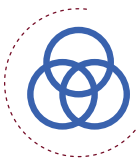
Ongoing training (i.e., professional development) is critical to increasing all staff members' use of evidence-based practices and maintaining fidelity of implementation across tiers. Professional development (PD) is a systematic process of support for all staff that can include face-to-face training, observation, coaching, resource library of materials, communication plans, and/or virtual support. At the district level, a District Leadership Team (DLT) can develop a PD (or training) plan using student outcomes, implementation data, and assessments (e.g., [Self-Assessment Survey](#), [Tiered Fidelity Inventory](#)) from schools across the district; thus building capacity in training, coaching and evaluation (see [PBIS Implementation Blueprint](#), pp. 42-44 for more details). Ideally, this PD plan would be based on the DLT's action plan that is already aligned to the Board of Education and state targets. The remaining sections provide additional definitions and examples of the items from the [PBIS District Systems Fidelity Inventory \(DSFI\)](#) and recommended steps to consider if items are not fully in place. Specific to the section on Training, see (1) [Table 6.0](#) for the DSFI items and scoring criteria, (2) [Table 6.1](#) for guiding questions to assist with scoring, and (3) [Embedded Hyperlinks](#) for online resources.

District Professional Development Plan (DSFI 6.1, 6.2, 6.3)

It is recommended that the DLT complete a short-term PD plan (one year) and a long-term (3 to 5 years) guided by school implementation data (e.g., TFI results, SAS results, walkthrough data, staff evaluations) and are aligned to the district vision/mission statement, measurable outcomes, and other relevant evidence-based district initiatives. Many districts already have a multi-year professional learning plan in place. Therefore, the DLT should focus on integrating PBIS systems, practices, and data into the already existing plan and dedicating PD time to PBIS. The [Training and Professional Development Blueprint for Positive Behavioral Interventions and Supports](#) further explains the steps to developing a professional development system for PBIS. In addition, Florida has [online skill modules](#) that districts and schools might utilize.

High-quality PD plans include many of the following components:

- professional development needs assessment
- links to district vision statement and outcome goals
- objectives and/or strategies to reach goals
- timelines
- progress monitoring tools/plan
- evaluation data procedures



The DLT can use a compilation of results from various sources of data such as the individual school [Tiered Fidelity Inventory \(TFI\)](#) and [Self-Assessment Survey \(SAS\)](#) results to assess current PBIS implementation needs. Depending on the identified DLT goals, other data sets may warrant examination such as school climate, academics, attendance, etc. More information on how to analyze these data and use it to guide decision-making will be discussed in [Chapter 8: Evaluation](#).

As PBIS professional development materials and practices are identified, it becomes critical to overtly align them with other relevant district initiatives and articulate how the combined efforts help the district achieve their overall vision and goals. On a related note, a professional learning calendar should be created annually and publicly posted with defined goals to support implementation of PBIS.

Ongoing Internal Professional Development Across All Three Tiers (DSFI 6.4, 6.6)

Effective PD should be data driven, research-based, consistent and ongoing, relevant, and differentiated (Nobori, 2011). Additionally, quality professional development should include training, practice, and performance feedback (e.g., reinforcement for implementation fidelity to ensure accurate implementation occurs; Ismat, 1996). The DLT along with the District PD Coordinator/Director has the responsibility to regularly ensure PD occurs, within the district, for a number of different groups. These groups include new, veteran and non-certified staff, substitutes, administrators, district PBIS coaches,

Coaching Tip: To ensure integration of PBIS and alignment to identified district priorities...

- Incorporate rationale for implementing PBIS at the start of each professional development (PD) meeting, including (a) how the PBIS professional development objective aligns with district goals/priorities, (b) reinforcing the importance of the topic with district-level data, and (c) describing how PBIS can improve district student and staff outcomes.
- Identify connections between academic instruction and PBIS instruction so that professional development sessions incorporate an integrated instructional approach to behavior and academics.
- Identify essential PBIS practices to embed in district-wide professional development plan.

central office staff, school PBIS teams, and the DLT itself to build and sustain PBIS. Additionally, the PD topics should be prioritized based on school level implementation data (see [Chapter 8: Evaluation](#) for more details). Brief descriptions of the rationale and content needed for each group is defined below.

ORIENTATIONS FOR NEW STAFF

Unfortunately, teacher retention research shows that nearly half of all new teachers leave the profession within five years (University Council for Educational Administration [UCEA], 2008). As a result, many districts are often faced with continual turnover of



staff, which in turn means new staff are hired and oriented every year. Therefore, it is critical that the DLT plans for annual orientation procedures that include information and training about district SEB systems. New staff will need to understand the systems that are in place and be fluent in the practices they are expected to implement both at the schoolwide and classroom levels. Onboarding new staff members with the systems and practices of PBIS will decrease the possibility of classroom management issues which will then increase the probability of staff members staying within the profession and within the district. Figure 6.1 provides a list of potential knowledge and skills that may assist with planning PD in the district.

REFRESHERS FOR VETERAN AND NON-CERTIFIED STAFF

It is recommended that the DLT also plan for veteran, or returning staff refresher sessions on an annual basis. Providing staff with information regarding any updates to the PBIS systems in place and continual learning/support on essential PBIS practices necessary for implementation fidelity are key (see Figure 6.1).

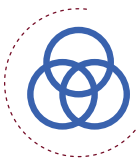
SUBSTITUTES

While substitutes may not always be regular employees of the district, it is important that they receive, at minimum, an orientation to the school/district's PBIS initiative and who they should contact if they have questions. The DLT may recommend that all schools have a folder designated for non-contract employees that work with students that contains

information on their role in PBIS implementation. The DLT outlines the critical content to include in the folder and the schools would be tasked with putting those folders together. Some items to consider including are (a) a definition of PBIS, (b) the matrix of expectations, (c) the recognition system to acknowledge student skill use, and (d) a brief script in how to both acknowledge expected and correct unexpected student behavior. Another option would be for the district to produce a short video to provide an overview of PBIS, orient them to items in the school folder with a defined purpose, and explanation of how to utilize.. This video could be viewed when substitutes report for duty with the school administrative assistant. If substitutes are employees of the district, an orientation to PBIS could be included in onboarding or new employee training. Additionally, the district may consider continuing ongoing PD of PBIS, specifically for substitutes.

ADMINISTRATORS

School level administrators are an important part of maintaining fidelity of PBIS implementation. Approximately half of new administrators leave within three years (University Council for Educational Administration [UCEA], 2008) with inadequate preparation and lack of professional development cited within the top 5 reasons they leave their position (NASSP, 2019). The administrator's role within PBIS is to provide support, promote success, oversee outcomes, ensure alignment/priority, and assess and remove barriers to implementation (e.g., funding, time). PD for administrators ideally takes place in



regularly scheduled administrator meetings within the district (see Figure 6.1). Priority topics for most administrators might include data-based decision making, establishing effective school level professional learning systems, handling office discipline referrals with a teaching focus, and methods of holding self and staff accountable for implementation fidelity.

DISTRICT PBIS COACHES AND/OR BEHAVIORAL EXPERTS

Individuals who assume PBIS coaching “positions” or roles in the district provide direct technical assistance to school teams and prompt, support, and reinforce content and skills acquired during PD events and activities (Lewis et al., 2016). In order to provide this level of support, the DLT will need to outline the professional learning needs (e.g., knowledge and skills) of the district PBIS/MTSS coaches (see Figure 6.1).

Coaching is comprised of a set of PD functions that are most often the responsibilities of existing personnel (e.g., program supervisors, school psychologists, social workers, special educators, administrators). Although individuals engaged in coaching are often referred to as “PBIS coaches,” everyone on the team (both school- and district-level) should consider themselves as “coaches” to PBIS implementation. Further, it is important to focus on developing “coaching” capacity within an organization rather than hiring new

personnel or establishing new positions (see [Chapter 5: Workforce Capacity](#)). For more information on district level coaching, please see [Chapter 7: Coaching](#) for more information.

DISTRICT LEVEL PERSONNEL

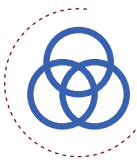
While all district level personnel and executive leadership may not need to understand PBIS systems, practices, and data at the same level (as the DLT, school administrators, and staff), it is critical they know and understand the framework of support that is provided with PBIS implementation. This understanding will allow them to connect PBIS to other district initiatives, understand how PBIS supports the vision/goals of the district, make modifications to district policies, and provide visible support (see Figure 6.1).

DISTRICT LEADERSHIP TEAM

Given the responsibilities of the DLT that were discussed in [Chapter 1: Leadership Teaming](#), supporting the PD of team members around PBIS is essential. When planning the PD for the DLT, some of the knowledge and skills to provide training and support are listed in Figure 6.1.

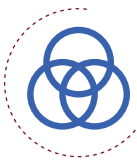
SCHOOL PBIS TEAMS

School (building) PBIS Teams will need to receive ongoing PD across the tiers of support in order to successfully implement PBIS (see Figure 6.1).



Concepts	New Staff	Veteran & Non-Certified Staff	Substitutes	Administrators	district PBIS coaches	District Level Personnel	District Leadership Team	School PBIS Teams
Basic science of behavior logic	•			•	•	•	•	•
Tiered prevention logic	•			•	•	•	•	•
Essential components of PBIS <ul style="list-style-type: none"> Clarifying expected behavior Teaching expected behavior Encouraging expected behavior Discouraging unexpected behavior 	•	•	•	•	•	•	•	•
Effective classroom practices <ul style="list-style-type: none"> Define and teach expectations Rules and procedures High rates of recognition for expected behavior Strategies to discourage unexpected behavior Active supervision Opportunities to respond (OTR) Providing choice Task difficulty 	•	•		•	•		•	•
Connections to academics and other initiatives	•			•	•	•	•	•
Basic awareness of Tier 2 and Tier 3 systems	•			•	•	•	•	•
Process of Tier 2: <ul style="list-style-type: none"> Student identification Collect and review data to clarify the problem behavior Identify function of behavior Select and provide interventions that match function Monitor student progress & make decisions 				•	•		•	•
Process of Tier 3: <ul style="list-style-type: none"> Define the problem behavior Conduct assessment for behavior support planning (FBA) Design an individualized behavior support plan (BSP) Ensure fidelity of implementation Monitor plan impact on student behavior Tier 3 team process 				•	•		•	•

Figure 6.1. Example training matrix to build knowledge and skills.



DIFFERENTIATING PROFESSIONAL DEVELOPMENT FOR SCHOOL PERSONNEL

As the district makes plans to provide PD to school personnel, data can be used to inform topics and determine the appropriate audience (e.g. individual, grade-level, school, etc.). PD supports should be provided along a tiered continuum to increase the likelihood that implementation fidelity is reached across all personnel. For example, all teachers would receive universal level supports focused primarily on high-quality professional learning/training. Then some teachers would get universal professional learning plus limited coaching supports to encourage self-monitoring, while a few teachers may also require intensive coaching supports (Simonsen et al, 2014).

UNIVERSAL LEVEL OF PROFESSIONAL DEVELOPMENT (TIER 1)

Universal support for all teachers should include (a) brief, direct training on an effective practice and (b) staff self-monitoring. Universal PD should follow the same steps suggested when we teach students:

1. Define the effective practice.
2. Provide examples and non-examples of the effective practice across various contexts.
3. Practice and give feedback for using the effective practice.
4. Test teachers' knowledge of the effective practice and reteach to ensure learning occurs.

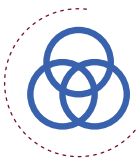
In addition to universal professional development, all staff should also be taught a self-management process.

Student data (e.g., curriculum assessments, grades, office discipline referrals, attendance) and teacher data (e.g., effective use of classroom practices) may be reviewed to determine which teachers need additional supports. It must be emphasized that the purpose of reviewing data including observations of teacher use of key practices is **NOT** part of an annual evaluation. Rather, the data are collected and reviewed as part of the larger system to provide support to teachers who need to hone their use of effective practices with consistency, fidelity, and equity.

TARGETED PROFESSIONAL DEVELOPMENT (TIER 2)

For teachers identified as having moderate challenges with classroom management, self-management along with external monitoring and prompts is recommended. The steps to self-management are outlined below.

1. Choose a brief period of time when the effective practice is most applicable for the instructional content (e.g., 10 minutes of direct instruction from the teacher).
2. Select a method to record use of the skill (e.g., tallies, golf counter, beads in pocket, [Be+ App](#)).
3. Record behavior using method chosen and graph (or chart data) for analysis using specified metric (e.g., rate, ratio, percentage).
4. Review data to evaluate use and compare to standard for implementation provided.
5. Self-reward and celebrate when goals are accomplished.
6. Provide data if requested by coach, department chair, or school-level PBIS leadership team.



To progress monitor teachers' use of the identified effective practice, the PBIS Coach could review teachers' self-collected data every 1-2 weeks. In addition to self-management, Tier 2 supports may include the teacher observing another classroom or watching a best practices video while collecting data on a particular practice. If teachers do not show progress in their use of the effective practice, they will move to intensive and individualized support (i.e., Tier 3). If teachers improve their use of the effective practice, they fade self-management and return to Tier 1 support, just as we do for students who need additional support to be successful or less support when skills are acquired.

INDIVIDUALIZED AND INTENSIVE PROFESSIONAL DEVELOPMENT (TIER 3)

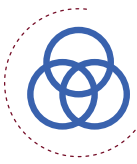
Tier 3 individualized and intensive PD consists of data-driven consultation. The PBIS coach or school leadership team member meets with each teacher to review the self-collected data and direct observation data to create an action plan. The action plan will consist of a measurable goal with specific steps to achieve the goal and maintenance strategies when the teacher achieves their goal, along with additional supports if they do not achieve their goal (e.g., in-class modeling of the effective practice) are identified. Regular screening, coaching, and feedback should be provided. If a teacher meets their goal, they may fade individualized and intensive support and target another effective practice. If a teacher fails to meet their goal, the coach may increase in-class modeling and the frequency of feedback and meetings. For more information on implementing Tier 3 at the district level, please review the [Tier 3 District-Level Systems Guide](#).

Coaching Tip: To ensure adequate time is allocated for a differentiated support plan districtwide...

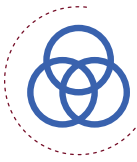
- Champion the integration of PBIS and the cultural climate practices into academic professional development (PD) opportunities to prioritize and maximize efforts (e.g., teaching rules and routines, student engagement as part of district's literacy training).
- Establish content curators to ensure explicit alignment between academic and behavioral initiatives and consolidate PD sessions when possible.

Communities of Practice (DSFI 6.5)

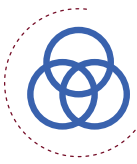
A community of practice (CoP), such as a professional learning community (PLC), denotes a group of individuals who are in pursuit of the same goal, and have developed common practices and perspectives (Coburn & Stein, 2006). Staff learning is molded by multiple communities of practice that overlap within schools and between the district and schools (Coburn & Stein, 2006). It is important for districts to provide adequate time for peer network opportunities focused on the social, emotional, behavioral (SEB), and academic framework practices and systems and are scheduled for and regularly accessed by all relevant members/groups. CoP topics could include (a) implementing effective classroom practices, (b) data-based decision making, and (c) monitoring implementation of PBIS practices.

**Table 6.0. DSFI Section 6: Training**

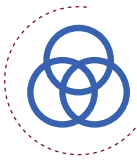
Feature	Possible Data Sources	Scoring Criteria
6.1 District Professional Development Plan District Leadership Team completes a 3 to 5 year professional development plan guided by school implementation data (e.g., TFI, SAS results) and linked to vision/mission statement and measurable outcomes.	<ul style="list-style-type: none">Professional Development Plan	<p>0 = No professional development plan exists and/or social-emotional-behavioral systems are not included in the plan.</p> <p>1 = A 3 to 5 year professional development plan that includes social-emotional-behavioral systems exists but is not derived from or directly aligned with implementation data and/or does not reflect district vision/mission/goals/outcomes.</p> <p>2 = A 3 to 5 year professional development plan that includes social-emotional-behavioral systems exists, is guided by implementation data and linked to the district vision/mission/goals/outcomes.</p>
6.2 District Professional Development Calendar Dedicated professional development time and training plans (with clear scope and sequence) are scheduled for PBIS implementation and events are publicly posted to define and shape the goals and process of implementing PBIS (e.g., statewide training calendar, districtwide master schedule).	<ul style="list-style-type: none">Professional Development PlanDistrict Professional Development CalendarWebsite	<p>0 = No professional development calendar exists or a calendar exists but does not include training plans for PBIS.</p> <p>1 = Professional development calendar is created but not publicly posted with defined goals to support implementation of PBIS.</p> <p>2 = Professional development calendar is created and publicly posted with defined goals to support implementation of PBIS.</p>
6.3 Professional Development Alignment PBIS professional development materials and professional development practices are aligned with other relevant evidence-based district initiatives.	<ul style="list-style-type: none">Professional Development Materials	<p>0 = PBIS professional development materials/practices are not overtly (e.g., materials directly reference, describe, provide opportunities to discuss) aligned with other relevant district initiatives.</p> <p>1 = PBIS professional development materials/practices are informally aligned with other relevant district initiatives (e.g., mention may be made but is not documented within written products).</p> <p>2 = PBIS professional development materials/practices are overtly aligned with other relevant district initiatives.</p>



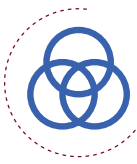
Feature	Possible Data Sources	Scoring Criteria
6.4 Ongoing Professional Development At least annually, PBIS is part of orientation with new staff, and refresher sessions are provided with returning/veteran staff.	<ul style="list-style-type: none"> Professional Development Plan 	0 = No PBIS orientation sessions are provided with new or returning staff. 1 = PBIS orientation session(s) are provided with new staff or with returning staff but are not implemented with both. 2 = On an annual basis, PBIS orientation sessions are implemented with new staff and refresher sessions are provided with returning/veteran staff.
6.5 Communities of Practice In-district and/or out-of-district peer networking opportunities focused on PBIS are available and regularly accessed by school and team leaders, district or school level coaches, and/or district/school level teams.	<ul style="list-style-type: none"> Professional Development Plan 	0 = Relevant leaders, coaches and/or teams do not regularly access peer networking opportunities. 1 = Some leaders, coaches, and/or teams access peer networking opportunities but all relevant personnel do not access or access is inconsistent. 2 = Peer network opportunities focused on the social-emotional-behavioral framework practices and systems are scheduled for and regularly accessed by all relevant members/groups.
6.6 Internal Professional Development District-wide, internal training capacity is established to build and sustain a PBIS framework.	<ul style="list-style-type: none"> Capacity Building Plan Trainer Roster (across tiers and levels) PBIS Professional Development Blueprint Trainer/Coach Self-Assessment Data 	0 = No internal training for PBIS exists in the district. 1 = Some internal training for PBIS exists within the district. 2 = A core group is established and regularly provides training within the district to build and sustain PBIS practices.

**Table 6.1. Guiding Questions for Training**

DSFI Item and Main Idea	Guiding Questions
6.1 District Professional Development Plan: Scaling and sustaining PBIS requires training and professional development (PD) systems. Aligning PD with data and established goals makes them more effective and efficient.	<ul style="list-style-type: none">• To what degree are promoting social, emotional, behavioral (SEB) well-being included in the existing professional development (PD) plan?• How are implementation fidelity data (e.g., TFI, SAS, other observable outcomes) used to identify training needs?• How are student outcome data used to identify training needs?• How is the PD plan aligned with the district's vision/mission statement and identified goals/priorities?• How often is the PD plan reviewed and monitored for needed adjustments based on multiple data points (e.g., student outcomes and perceptions, implementation fidelity)?
6.2 District Professional Development Calendar: Effectively implementing a PD plan requires a commitment to time, development of content, and public awareness.	<ul style="list-style-type: none">• Does the district have dedicated PD time for PBIS?• Is PD offered at times and days that is convenient for the targeted audience?• How is the dedicated training on PBIS implementation organized?• Are training plans utilized?• Do training plans include a clear scope and sequence?• Are PD opportunities on PBIS publicly posted within the district so all staff and faculty have the opportunity to attend?• Do the public postings specify prerequisite knowledge and intended audience so staff and faculty can select the appropriate opportunities?
6.3 Professional Development Alignment: Training materials for all SEB initiatives are aligned to the PBIS framework.	<ul style="list-style-type: none">• How do PD plans depict the alignment between PBIS implementation and other related initiatives?• Is the level of alignment overt such that training events for related initiatives acknowledge connections to PBIS implementation?• How do PD plans depict the alignment of the training event with the larger PBIS implementation framework (i.e., tiered system of support)?
6.4 Ongoing Professional Development: The district has institutionalized the implementation of PBIS by documenting and implementing PBIS refresher PD opportunities for all staff annually.	<ul style="list-style-type: none">• How is PBIS implementation integrated or embedded into orientation and meetings for new teachers?• Are there annual refresher (i.e., booster) sessions for all staff focused on the essential elements of implementing PBIS?• What booster sessions are available for all staff?• Are these events organized at the district level, the building level, or both?• Are booster sessions based on current level of implementation and/or readiness for advanced tiers?



DSFI Item and Main Idea	Guiding Questions
6.5 Communities of Practice: Structured networking opportunities on PBIS assist team members in expanding skills sets, sharing ideas, and promoting fidelity of implementation.	<ul style="list-style-type: none">• What PBIS training can district faculty and staff access?• Does the PBIS training occur within the district?• Is the PBIS training offered/facilitated by external support?• Has the district identified internal personnel to serve as PBIS trainers so that in-district training events can be offered?
6.6 Internal Professional Development: Investing and relying on an internal, core group of trainer's aids sustainability, increases relevance and contextual fit, and enhances alignment	<ul style="list-style-type: none">• Are district expectations about the development and use of communities of practice (CoP) established and shared with building administration?• How often does the district provide opportunities for PBIS team members to network or participate in CoP?



CHAPTER 7: COACHING

Introduction to Coaching (DSFI Section 7)

Coaching

In order to build expertise and increase implementation fidelity across a wide range of teachers, administrators, and staff, a District Leadership Team (DLT) must build a documented implementation process that has the capacity to deliver quality professional development (PD) or training and provide ongoing technical assistance (TA) and coaching (Lewis et al., 2016). As described in the [PBIS Implementation Blueprint](#) (see pp. 45-47), coaching serves a function to support the personnel with implementation (i.e., using newly learned skills) following training. Individuals who can serve as coaches within the district (either full-time or in addition to other duties) are essential in assisting schools in reaching implementation fidelity. Training on PBIS essential components alone does not result in changes in teacher practices and school-wide systems (Fixsen et al., 2005). Research indicates that in order for new strategies and interventions to be implemented with fidelity, a coach should be available to provide feedback with additional on the spot professional learning and coordinate universal to individual supports to school teams and individual staff (Lewis & Newcomer, 2002).

The remaining sections provide additional definitions and examples of the items from the [PBIS District Systems Fidelity Inventory \(DSFI\)](#) and recommended steps to consider if items are not fully in place. Specific to the section on Coaching, see (1) [Table 7.0](#) for the

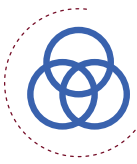
DSFI items and scoring criteria, (2) [Table 7.1](#) for guiding questions to assist with scoring, and (3) [Embedded Hyperlinks](#) for online resources.

Technical Assistance on PBIS (DSFI 7.1)

It has been shown that initial and ongoing access to TA has a positive impact on fidelity and sustainability of PBIS implementation (Coffey & Horner, 2012; McIntosh et al., 2016). Therefore, school level PBIS teams having access to high quality technical assistance from district PBIS coaches is critical. District PBIS coaches are usually district-level personnel with behavioral and PBIS expertise and who do not have specific teaching or administrative duties within a school building. The TA provided may include supports listed below (Lewis et al., 2016).

- providing resources, expertise and examples
- assisting with material development
- organizing internal or school-based coaching meetings and trainings
- ongoing communications as needed (e.g., emails, phone calls, site visits)
- developing data-based decision-making practices and systems
- assisting with evaluation and assessment activities
- prompting and assisting school teams to complete required information and data submissions

Developing materials for orienting all internal and external partners to the tiered behavior framework is an essential form of TA. These materials can include



district specific information about the implementation rationale, readiness requirements, process and outcomes to promote acceptability, and knowledge of the district system. Materials can be shared according to need (e.g., internal staff receive ongoing professional learning, external partners are given overview level materials).

Coaching (DSFI 7.2, 7.6, 7.7)

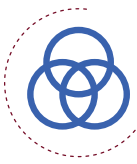
The DSFI defines coaching as, “Job-embedded professional learning provided to support implementation of new skills and practices. Frequently involves modeling, observing, and/or providing performance feedback” (p. 7). Coaching ensures knowledge and/or skills from training become everyday practice and includes on-site skill development, enhancing the skills through prompting and reinforcement (Goodman, 2018).

It is important for the district to focus on developing “coaching” capacity within the organization rather than hiring new personnel or establishing new positions. Individuals who assume positions that will function as PBIS coaches, provide direct guidance to school teams and prompt, support, and reinforce content and skills acquired during professional development events and activities. The DLT will need to evaluate the number of schools implementing, current implementation data, and student outcome data to determine the number of district PBIS coaches needed to adequately support school level implementation.

Coaching Tip: To ensure a systematic and clear approach to implementation and impact of Technical Assistance and Coaching...

- Utilize the district platform to communicate PBIS resources and materials to guide and/or prompt internal staff.
- Develop/Implement a process for highlighting and communicating TA/Coaching materials that are relevant and connected to district priorities.
- Ensure a plan is in place with the goal being all schools will have a team with social-emotional-behavioral (SEB) health expertise and school-based action plans that focus on creating a positive school culture.

District PBIS coaches should have experience with the PBIS process and behavioral expertise beyond most district faculty and staff. One of the primary roles of the district PBIS coach is to provide TA to individual school teams, as mentioned above, and to provide coaching outside the training environment which may include on-site visits, supporting implementation in the setting (e.g., school), and providing feedback (Lewis et al., 2016). For more resources, consider the [District Level Coaching Practice Brief](#) and reviewing [Florida's PBIS: MTSS Project](#) for tools such as the [Florida Coaching Skills Survey](#) that might be used as a coaching tool for teams.



School-level PBIS coaches are typically school-based personnel who do not have direct teaching duties and therefore have some degrees of flexibility in their day (e.g., assistant principal, school counselor). School-level coaches receive additional training to serve as a direct resource to their colleagues and the school-level PBIS team. They primarily serve as the link between the DLT and the school team and are typically individuals within the school building (i.e., internal) who have some behavioral expertise. School-level PBIS coaches have many of the same responsibilities as District-level PBIS coaches (e.g., attending meetings, prompting, reminding, reinforcing), but only work with their own school team and provide a range of supports such as those outlined below.

- providing resources for the school team during PBIS meetings
- serving as a point person between the school team and external coach with respect to asking for additional assistance
- lead by example in implementation by providing pbis leadership within the school building and assist with problem-solving

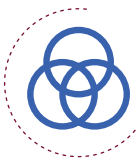
School and district specialists that serve as school and district PBIS coaches will need behavioral expertise that is aligned to PBIS across the full continuum of behavior support. The knowledge and skills needed of district PBIS coaches are also discussed and outlined in [Chapter 6: Training](#). A written process that outlines the coaching functions, or responsibilities and activities

of coaches, for internal (school level) and external (district/regional level) implementation supports will provide clear guidance for coaches on their role.

Differentiated Coaching Supports (DSFI 7.4)

Creating a plan for differentiated coaching supports based on phases of implementation, relevant tiers, and data-indicated need assists in providing school level teams with the support that they need to reach implementation fidelity. For example, schools in the initial phases of implementation may need additional coaching supports in order to get implementation efforts moving forward. Whereas other schools that have reached implementation fidelity may need a lower level of coaching support in order to sustain implementation efforts. In addition, schools beginning a new tier of implementation may need additional coaching supports in order to balance the increased systems, data, and practices they are responsible for implementing. When supporting schools in addressing equity, additional resources can be found in the [PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](#), including the [Equity topic](#) of the Center on PBIS website.

School level implementation data (e.g., TFI, SAS, observations) should also be reviewed by district PBIS coaches and used to determine differentiated coaching support levels. More information on this will be provided in [Chapter 8: Evaluation](#).



Utilizing all of the information on phases of implementation, relevant tiers, and data-indicated need the differentiated, or tiered, coaching plan can be developed. An example of differentiated levels of support for schools is provided in Figure 7.1. Once developed, the differentiated coaching plan can be disseminated to school teams, consistently implemented, and readily available (e.g., website) for all partners to view.

District Wide Coach Networks (DSFI 7.5)

Developing a written plan for monthly networking meetings for school-level PBIS coaches allows the DLT to provide protected time for training and networking opportunities to establish and sustain PBIS expertise and implementation. Oftentimes, the district PBIS coach(es) will coordinate and facilitate these meetings. Having a clear scope and sequence for the trainings at these meetings can ensure that school-level PBIS coaches are getting the knowledge and skills they need to be successful to coach their school(s). The DLT will need to consider how to allocate the necessary funding to support the coaching networks that are established. In particular, a financial commitment is made, for example, to:

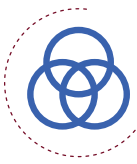
- provide substitutes, where needed, for team members to attend training
- fund district coaches to attend regional, state and/or national conferences
- conduct local professional development events (e.g., training, webinars)

Support Level	Description
Focused Support (Tier 3)	Involves specific problem solving around issues that need to be addressed in order to move forward with implementation efforts.
Targeted Support (Tier 2)	Supplemental supports intended to get PBIS teams back on track when situations have provided a brief slow-down or set back (e.g., change of team leadership, team member on leave).
Universal Support (Tier 1)	Available to all. Includes access to resources and materials on the website, training modules, and district materials.

Figure 7.1. Differentiated support for schools example (adapted from Goodman, 2018).

Coaching Tip: To ensure structure and support for relevant staff to assess and develop skills in these areas...

- Provide regularly scheduled networking opportunities and develop common coaching protocols.
- Develop coaching protocols that include but are not limited to (a) listening and summarizing techniques, (b) processes for problem-solving, (c) guidelines for collaboration, and (d) safe practice cycles to increase efficacy over time.
- Identify processes to annually assess (a) coaching skills, strengths and needs and (b) a system to develop individualized professional growth plans for staff with coaching functions.



An example scope and sequence for monthly school-level PBIS coach networking meetings is provided in Figure 7.2.

Documenting & Monitoring Implementation (DSFI 7.3, 7.8)

CLASSROOM IMPLEMENTATION

Monitoring classroom implementation of PBIS is vital as research has shown that success of implementation in the classroom with fidelity is an important factor to sustainability. As Mathews and colleagues (2014) point out:

“Students spend the vast majority of their school day in the classroom. As core PBIS implementers, classroom teachers have regular and ongoing opportunities to implement PBIS practices in their classrooms by creating environments that increase the likelihood of students learning academic and behavioral skills. Although PBIS is a school-wide approach, the quality and durability of implementation may be contingent on the extent to which individual teachers implement PBIS classroom practices with high fidelity” (p. 173).

To verify the implementation of Tier 1 PBIS in classrooms across the district, it is recommended that the DLT develop a process for district and school-level PBIS coaches to review classroom implementation of Tier 1 features (e.g., school-wide expectations, routines, acknowledgements) to verify that they are implemented with fidelity and consistent with school-wide systems across the district.

Month	Topic to Discuss
August	Efficient & Effective Team Meetings: <ul style="list-style-type: none">• Meeting Schedule• Meeting Expectations• Team Member Roles & Responsibilities• Agenda/Minutes Form• Action Planning• Facilitating Meetings
September	Using Monthly Discipline Data for Decision Making
October	Teaching Expected Behavior <ul style="list-style-type: none">• Lesson Plans• Teaching Schedule
November	Monitoring Fidelity of Classroom Implementation: <ul style="list-style-type: none">• Classroom Walkthrough Observations• Teacher Self-Assessments
December	Tier 2 Systems <ul style="list-style-type: none">• Student Identification• Identifying Function-Based Interventions• Progress Monitoring Tier 2 Interventions
January	Encouraging Expected Behavior <ul style="list-style-type: none">• Specific Positive Feedback• 4:1 Ratio• School-wide Reinforcement (i.e., Acknowledgement) System
February	Discouraging Unexpected Behavior <ul style="list-style-type: none">• Office v. Classroom Managed Behaviors Clarified• Behavior Definitions• Instructional Responses
March	Tier 3 Systems <ul style="list-style-type: none">• Student Identification• Functional Behavioral Assessment (FBA)• Behavior Support Planning (BSP)
April	Using Implementation & Outcome Data to Drive action planning <ul style="list-style-type: none">• Self-Assessment Survey (SAS)• Tiered Fidelity Inventory (TFI)• Behavior Outcome Data (Majors & Minors)

Figure 7.2. School-level coach network meeting scope & sequence example.



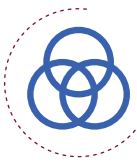
District PBIS coaches can utilize educator self-assessments and/or direct observations as tools for data collection to verify that at least 80% or more of classrooms in the district are implementing all Tier 1 features consistently within schoolwide systems. Below is a list of some self-assessment and/or direct observation checklists that could be utilized to assist in determining current levels of implementation.

- [Classroom Management: Self-Assessment Revised](#)
- [Florida PBIS 5 Essential PBIS Classroom Practices Tip Sheets & Observation Tools](#)
- [Florida Tier 1 PBIS Walkthrough](#)
- [Missouri School-wide PBIS Effective Classroom Practices](#)
- [Northeast PBIS Classroom Management Observation Tool](#)

It is important to note that educators' fidelity of classroom implementation of PBIS should also be considered an "outcome" of the school-wide team's implementation of systems to support educators' implementation of classroom effective practices.

DOCUMENTED IMPLEMENTATION PROCESS

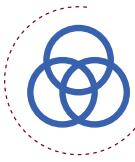
Establishing a written process for teaching all relevant staff how to request assistance for students and implement all three tiers with fidelity can promote implementation sustainability.

**Table 7.0. DSFI Section 7: Coaching**

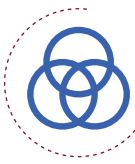
Feature	Possible Data Sources	Scoring Criteria
7.1 Technical Assistance Orientation materials (e.g., handouts, video, website, handbook) are developed and describe implementation rationale, readiness requirements, process, and outcomes.	<ul style="list-style-type: none">• Orientation Materials• Website	<p>0 = Relevant, district specific materials and a strategic process for orienting personnel about the implementation rationale, readiness requirements, process, and outcomes are not available and/or not strategically provided to all staff/stakeholders.</p> <p>1 = Some information about the implementation rationale, readiness requirements, process and outcomes are developed but are not district specific and/or are not strategically disseminated to all relevant stakeholders.</p> <p>2 = Materials for orienting all internal and external stakeholders are available, include district specific information about the implementation rationale, readiness requirements, process and outcomes and are shared according to need (e.g. internal staff receive on-going professional development, external stakeholders are given overview level materials).</p>
7.2 Coaching Specialized instructional support personnel (e.g., special educators, counselors, school psychologists, social workers) at school and district levels have social-emotional-behavioral science expertise that aligns with general PBIS and across the full continuum of behavior support (Tiers 1, 2, 3).	<ul style="list-style-type: none">• Knowledge/Skills Assessment/Evaluations	<p>0 = District/School specialists have social-emotional-behavioral expertise, but it does not align to PBIS.</p> <p>1 = District/School specialists have social-emotional-behavioral expertise aligned to PBIS but not across the full continuum of behavior support.</p> <p>2 = District/School specialists have social-emotional-behavioral expertise aligned to PBIS across the full continuum of behavior support.</p>
7.3 Implementation Process A written process is developed and followed for teaching all relevant staff how to implement each Tier 1, 2, 3 intervention in place and for school sites to request ongoing assistance (e.g., coaching, technical assistance).	<ul style="list-style-type: none">• Coaching and Technical Assistance Plan• Trainer/Coach Roster (across tiers and levels)• Coaching Assistance Form• Evaluation Plan	<p>0 = No formal process.</p> <p>1 = Either a written process exists to teach all relevant staff how to implement each Tier 1, 2, 3 intervention in place or a process for school sites to request assistance is available, but not both.</p> <p>2 = A written process exists and is followed to teach all relevant staff how to implement each Tier 1, 2, 3 intervention in place, and a process for school sites to request assistance is available.</p>



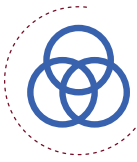
Feature	Possible Data Sources	Scoring Criteria
7.4 Differentiated Coaching Support A plan for differentiated coaching supports is developed and based on phases of implementation, relevant tiers, and data-indicated need.	<ul style="list-style-type: none"> Coaching and Technical Assistance Plan Evaluation Plan 	<p>0 = A plan for differentiated levels of coaching is not documented and/or no coaching supports are consistently provided.</p> <p>1 = A coaching plan is documented but is not differentiated according to phase or level of implementation or by data-indicated need and/or coaching supports are available but tend to be delivered with the same intensity for all or inconsistently across school sites.</p> <p>2 = A plan for differentiated coaching is readily available (e.g., website) and indicated levels of support are consistently implemented across school sites in the district.</p>
7.5 District Coach Networks Training and support (e.g., clear scope and sequence, technical assistance) are provided to district coaching networks to establish and sustain PBIS expertise and implementation.	<ul style="list-style-type: none"> Professional Development Plan Professional Development Participant Evaluations PBIS Professional Development Blueprint Trainer/Coach Self-Assessment Data 	<p>0 = No process for support coaching exists.</p> <p>1 = District coaches training process is informal.</p> <p>2 = A written system is used to train coaches and provide access to coaching networks.</p>
7.6 Coaching Functions Support emphasizes coaching functions (responsibilities and activities, not people or positions) for internal (school level) and external (district/regional level) implementation supports.	<ul style="list-style-type: none"> Coaching Manual 	<p>0 = No process for determining coaching functions.</p> <p>1 = Process to determine coaching functions is informal.</p> <p>2 = A written process exists outlining the coaching functions for implementation.</p>



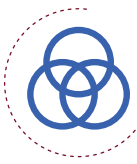
Feature	Possible Data Sources	Scoring Criteria
7.7 Local Coaching Capacity District has transitioned from outside/external to local/internal/in-district coaching capacity (e.g., core group identified and supported in leading efforts, embedded in job descriptions).	<ul style="list-style-type: none">List of District PBIS Coaching PersonnelJob Descriptions	0 = District has no local coaching capacity. 1 = District has informal local coaching capacity that does not include a core group of individuals identified to provide support and/or the related tasks are not embedded in job descriptions. 2 = District has local coaching capacity, including a core group of individuals that have been identified to provide support and have related tasks embedded in job descriptions.
7.8 Classroom Implementation District coaches review classroom implementation of Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) to verify that they are implemented with fidelity in classrooms and consistent with schoolwide systems across the district.	<ul style="list-style-type: none">Walkthrough ProcessClassroom DataProgress Monitoring Data	0 = Classrooms are not implementing Tier 1 features. 1 = Classrooms are informally implementing Tier 1 but no formal systems exists, OR less than 80% of classrooms in the district are formally implementing all core Tier 1 features. 2 = 80% or more of classrooms in the district are formally implementing all core Tier 1 features.

**Table 7.1. Guiding Questions for Coaching**

DSFI Item and Main Idea	Guiding Questions
7.1 Technical Assistance: Informational materials detailing the who, what, when, where, and why of PBIS implementation should be available to all partners across the district.	<ul style="list-style-type: none">• Does the district have a documented or formalized message about the rationale for implementing PBIS?• Is this message consistently used with implementation materials or training events?• Does the district have a documented or formalized message about the process for implementing PBIS and how it connects to the larger district goals/priorities?• Are the materials organized so that they are readily available to all internal partners (e.g., staff) with clear indicators of relevance?• Are the materials organized so that they are readily available and accessible to all external partners?
7.2 Coaching: Coaching supports with social-emotional-behavioral (SEB) expertise exists throughout the district and can connect data, systems, and practices across all tiers.	<ul style="list-style-type: none">• Has the district identified individuals who will function in the capacity of a coach?• Has the district assessed/identified the SEB expertise of these individuals?• Has the district worked to align/match those individuals with SEB expertise with the needs at the appropriate tiers and/or grade levels?
7.3 Implementation Process: Sustaining PBIS at the school level requires ongoing, systemic professional development (PD) from the district to impact effective implementation.	<ul style="list-style-type: none">• What PBIS professional development (i.e., training & coaching) has been delivered?• Who provided the PD?• To what extent was the PD delivered with fidelity?• Have participants perceived PD events as useful and effective?• What is the system for schools to request additional support?• To what extent is the process to request additional support used?• What do district-level coaches do to support buildings with emergent needs?
7.4 Differentiated Coaching Support: Tiered coaching support driven by data is available, accessible, and documented for all schools in the district.	<ul style="list-style-type: none">• To what extent is coaching support defined, provided, and documented?• How is coaching capacity determined?• What data are used to determine the level of coaching support that schools need?• Where is the coaching plan documented and shared?
7.5 District Coaching Networks: Ongoing PD for both district and school coaches is necessary to build and sustain internal capacity.	<ul style="list-style-type: none">• What PBIS professional development (i.e., training & coaching) has been delivered for district-level coaches? School-based coaches?• To what extent does PD cover the full continuum of support (Tier 1, Tier 2, and Tier 3)?• To what extent does PD cover skills and habits of coaching as a practice?• To what degree has the district differentiated (i.e., outlined) the coaching supports offered and content areas for district- vs. school-level coaches?



DSFI Item and Main Idea	Guiding Questions
7.6 Coaching Functions: Coaching roles are made up of professional development functions for the purpose of providing technical assistance (TA) to teams.	<ul style="list-style-type: none">• Has the district identified people to function as coaches at the school level? District level?• Has the district defined the role of a school-level coach with identified activities and responsibilities?• Has the district defined the role of a district-level coach with identified activities and responsibilities?
7.7 Local Coaching Capacity: A group of individuals employed by the district have been identified and tasked to provide coaching support to schools.	<ul style="list-style-type: none">• Who provides coaching support to schools in the district? Are they internal district employees?• What coaching responsibilities are outlined in the job descriptions for those individuals?• What PD is available to increase the coaching capacity in the district?
7.8 Classroom Implementation: Students spend most of their day in the classroom engaged in learning (i.e., seldom removed for problem behavior). Implementation in the classroom with fidelity is an important factor for sustainability.	<ul style="list-style-type: none">• What is the district expectation for implementing PBIS at the classroom level?• What is the district expectation for collecting classwide PBIS implementation data?• What is the district process for collecting classwide PBIS implementation data?<ul style="list-style-type: none">• What is collected?• Who collects it?• When is it collected?• How is it used?



CHAPTER 8: EVALUATION

Introduction to Evaluation (DSFI Section 8)

Evaluation

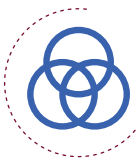
A key aspect of PBIS, at any level of implementation, is ongoing data-based decision making. Data tools (e.g., fidelity measures, outcome measures) and data-based decision-making protocols have been developed and extensively tested to assist school team implementation. This section of the [PBIS District Systems Fidelity Inventory \(DSFI\)](#) highlights the extension of the use of data to drive decisions from the individual school to districtwide. The key is to use evaluation data to (a) address student needs through differentiated supports and (b) ensure staff have the skills and resources to implement a full continuum of support for all students. This chapter provides an overview of the data sources, practices, and systems necessary to sustain implementation of PBIS across all schools in a district by articulating what data to collect, when to collect the data, and how to collect the data.

Data-based decision making is a defining feature of PBIS (Horner et al., 2014; McIntosh et al., 2017). "Good schools happen, in part, because educators work together to collect, analyze, and act on information about student behavior (Irvin et al., 2006,

p. 10)." Valid and reliable measures are needed to analyze key questions including the following (Horner et al., 2004):

- To what extent is PBIS implemented with fidelity in each of our schools (*Are we doing it*)?
- Does PBIS professional learning, coaching, and technical assistance lead to improved practice (*Is it informing our practice*)?
- Does implementation of PBIS result in improvements in social and academic student outcomes (*Is it working*)?

Research demonstrates, at the state and school level, readily accessible to data and engagement in ongoing data-based decision making are critical to sustaining and scaling up implementation (e.g., George et al., 2018). Therefore, it is logical to conclude engagement in and facilitation of active, ongoing, data-based decision making is a primary responsibility of the District Leadership Team (DLT; Horner et al., 2014). The upward extension of data-based decision making from the school to the district level requires the creation of an evaluation plan, including clearly identified assessment tools, evaluation questions, school implementation data, and important district outcomes.



In order to promote continuous data-based decision making within and across schools, the DLT is advised to follow effective data-based decision-making practices including (Charlton et al., 2018; Horner et al., 2014; Irvin et al., 2006):

- use of common data collection tools and systems across the district
- capacity to readily adjust level of analysis from district to school to classroom to individual student
- development of definitions of problem behaviors that are observable, mutually exclusive, and exhaustive
- clear delineation of who intervenes and what decisions are made for given behaviors
- using data already routinely collected at the school or district level
- establishment of systems for cyclical data-based decision making (e.g., district assessment calendar, standing agenda item for team meetings)

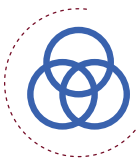
When developing an evaluation plan, consider collecting data to address questions regarding the context of implementation, the input of resources, the fidelity of implementation, the impact of implementation and the possibility for replication, sustainability, and continuous improvement. Figure 8.1 includes potential evaluation questions from the [PBIS Evaluation Blueprint](#) (Center on PBIS, 2020, p. 10). It is also essential that equity be at the front and center of all data-based decision making. The [Centering Equity in Data-Based Decision-Making Guide](#) (Romer et al., 2023) can assist teams in that endeavor.

The remaining sections provide additional definitions and examples of the items from the DSFI and recommended steps to consider if items are not fully in place. Specific to the section on Evaluation, see (1) [Table 8.0](#) for the DSFI items and scoring criteria, (2) [Table 8.1](#) for guiding questions to assist with scoring, and (3) [Embedded Hyperlinks](#) for online resources.

What to Collect (DSFI 8.2, 8.6, 8.7, 8.8)

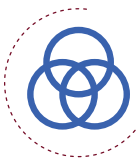
Data collection systems should support continuous data-based decision-making processes at the individual school level and provide summary data for district level decision making (Irvin et al., 2006). In other words, consider what questions you want to answer to guide data selection versus focusing solely on the data to be collected. The DLT is encouraged to identify critical outcomes to achieve and collect data to monitor progress towards those outcomes (Charlton et al., 2018). However, outcome data must be interpreted in the context of fidelity data (Luiselli, et al., 2002), because "[w]Without reliable and valid assessment of fidelity, there is a danger of assuming that implementation is adequate when it is not (McIntosh et al., 2017, p. 10)." Beyond these analyses, the DLT might consider conducting a cost analysis, as discussed in [Chapter 3: Funding and Alignment](#) to determine the feasibility of initiating and maintaining PBIS and a cost-benefit analysis to determine the relative benefits of implementation (Blonigen et al., 2008).

Multiple measures and data sources are available to monitor school-wide implementation fidelity, classroom implementation, and student outcomes. It is not



Area	Common Questions	Common Measures
Reach. Who is participating in PBIS?	<ul style="list-style-type: none"> How many students/schools/districts/community organizations are involved? To what extent has PBIS implementation scaled across the district/region/state? To what extent has PBIS implementation sustained? 	<ul style="list-style-type: none"> Counts of schools Counts of students
Process. What is happening with the PBIS initiative?	<ul style="list-style-type: none"> What leadership team activities have been completed? What PBIS professional development (i.e., training, coaching, evaluation) has been delivered? To what extent was the professional development delivered with fidelity? 	<ul style="list-style-type: none"> DSFI/TFI Action plan completion PD Calendar PD activity evaluations FIS: Feedback and Input Surveys
Capacity. What is the ability of the organization to implement and sustain PBIS?	<ul style="list-style-type: none"> What is the organization's capacity to implement and sustain PBIS? What resources are available to support PBIS adoption, installation, and sustained implementation? To what extent has PBIS implementation improved capacity for the organization to replicate, sustain, or scale up PBIS? 	<ul style="list-style-type: none"> DSFI FIS: Feedback and Input Surveys
Fidelity. Are the core features of PBIS being implemented?	<ul style="list-style-type: none"> What percent of implementing schools measured fidelity of implementation? (Tier 1, Tier 2, Tier 3) To what extent is PBIS implemented as intended in schools? (Tier 1, Tier 2, Tier 3) Are the specific practices within PBIS implemented as intended? What schools can serve as model schools for local implementation demonstrations? 	<ul style="list-style-type: none"> TFI Team Meeting Fidelity Checklist SEB Lesson Plan Calendar CICO-FIM Tool Wraparound Integrity Tool
Outcomes. Is the initiative achieving valued outcomes and worth sustaining?	<ul style="list-style-type: none"> To what extent do schools implementing PBIS with fidelity show desired changes in student outcomes? (e.g., discipline rates, academic achievement, graduation, SEB outcomes, student satisfaction, equity)? To what extent do schools implementing PBIS with fidelity show desired changes in other areas of schooling? (e.g., adult perception, staffing, policies)? 	<ul style="list-style-type: none"> Office Discipline Referrals (ODRs) Exclusionary Practices Data (isolated time-out, seclusion, detention, suspension, expulsion) Restraint Data Disproportionality Data Academic Achievement Attendance Tardiness SEB Competence Measures School Climate Surveys

Figure 8.1. Questions to guide evaluation planning.



necessary, nor recommended, to administer all of the measures described in the following sections. Select measures from each category to answer the questions identified as the focus of the evaluation plan.

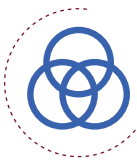
FIDELITY – ARE WE CORRECTLY IMPLEMENTING ESSENTIAL FEATURES?

Fidelity instruments measure the extent to which schools implement PBIS as intended (Mercer, McIntosh, & Hoselton, 2017). The DLT can use data from these instruments to (a) determine need for implementation, (b) assess current levels of implementation, and (c) inform action planning (e.g., resource allocation, professional development or training, policy modifications; Childs, et al., 2016; McIntosh et al., 2017; Mercer et al., 2017). Additionally, decision making and communication based on a continuous review of implementation fidelity lessens the chance of abandoning implementation (McIntosh et al., 2017).

Horner et al. (2014) note, “the message from implementation science has been that focusing on the quality of the core features of any practice (literacy, numeracy, writing, behavioral support) is necessary but insufficient (p. 200).” Therefore, the DLT may choose to assess schools’ phase of implementation in addition

to implementation fidelity (Bradshaw, et al., 2009). Assessment of implementation phase(s) (Getting Ready, Getting Started, Getting Better) as outlined in the [PBIS Implementation Blueprint](#) (see pp. 52-56), provides a way to visualize an organization’s movement towards sustainability. Triangulating implementation fidelity data with stages of adoption/implementation data allows for action planning to address sustainability (Horner et al., 2014). Finally, data from fidelity instruments (e.g., [TFI](#), [BoQ](#), [SAS](#), [DSFI](#)) can assist in identifying school teams in need of additional training and coaching support. A sample DLT action planning template can be found in the DSFI (pp. 31-32). The practice brief, [Drilling Down District Data: Analyzing Reach and Fidelity of PBIS Implementation](#) provides a framework for DLTs to examine school-level fidelity and self-assessment data to guide resource, training and technical assistance (TA) decision making.

Several [Assessments are available on the Center on PBIS website](#) regarding implementation fidelity across implementation phases. Further descriptions can also be found within the [PBIS Implementation Blueprint](#) (see p. 48), the [PBIS Evaluation Blueprint](#) (pp. 14-21) and [PBISApps](#). When planning assessment of implementation fidelity, it is recommended that the DLT keep in mind that (Bradshaw et al., 2009;



McIntosh et al., 2017; Mercer et al., 2017; Steed & Webb, 2013):

- fidelity measures may be used alone or in combination
- measures need to be cost effective and manageable given the districts' staff and resources for evaluation
- instruments used by the team in conjunction with an external evaluator are likely to be more accurate
- if needed, there are also data-based decision-making tools that have been developed to evaluate the effectiveness of implementation efforts in early childhood ([Pyramid Model BoQ](#); [EC-BoQ](#)) and alternative settings ([FW-TFI](#)) like juvenile justice and other residential settings.

CLASSROOM IMPLEMENTATION - IS IT INFORMING OUR PRACTICE?

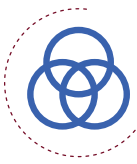
Classroom implementation plays an important role in overall implementation fidelity and student outcomes (Childs et al., 2016). Assessing classroom implementation allows districts to plan for ongoing professional development (i.e., training) and coaching to support teachers within and between schools. The [Supporting and Responding to Educators' Classroom PBIS Implementation Needs: Guide to Classroom Systems and Data](#) defines the systems and data required to support scaled implementation of effective classroom practices. For more information on the data sources, practices, and systems to support classroom implementation, see [Chapters 6: Training](#) and [Chapter 7: Coaching](#) and [the resources available on Classroom PBIS](#).

STUDENT OUTCOMES – IS IT WORKING?

It is recommended all schools within the district collect common academic, social behavior, and climate data in order to make reasonable comparisons and aggregations within and across schools (Irvin et al., 2006). Further, schools will need a common system to track the proportion of students participating in Tier 2 and Tier 3 interventions, as well as to monitor the progress of those students. Common measures of student outcomes are further described in Figure 8.2.

STUDENT IDENTIFICATION AND TRACKING FOR TIERS 2 AND 3

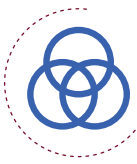
Even when universals are implemented with fidelity, some students will need additional supports, including those who display internalizing concerns (e.g., anxiety, depression). Central to the logic of PBIS is implementing differentiated supports as early as possible. Local school data decision rules (e.g., X number of major infractions or Y number of minor infractions), teacher referral, and universal screening will allow schools to follow a process for supporting all students while simultaneously allowing the district to review social-emotional-behavioral (SEB) expertise resource allocation within schools that are showing signs of a high risk student population (see [Screening Resources](#) and [Data-based Decision Making](#) for more information).



Measure	Description	Evaluation Questions
School Safety Survey *	<ul style="list-style-type: none">Determines risk and protective factors for school safety and violence	<ul style="list-style-type: none">What are the most pressing safety needs in schools?What topics are important for professional development?What are the barriers to school safety?
School Climate Survey *	<ul style="list-style-type: none">Measures student perception of school climate	<ul style="list-style-type: none">How do students perceive school climate?How do families and other partners perceive school climate?
Academic Achievement	<ul style="list-style-type: none">Standardized test scoresGradesReadiness and Benchmark tools	<ul style="list-style-type: none">Are students meeting local, state, and federal thresholds for academic achievement?What is the level of academic readiness of students in a given grade/subject area?
Truancy	<ul style="list-style-type: none">AbsencesTardiesDrop Out	<ul style="list-style-type: none">Are students attending school on a regular basis?Are students graduating from school?
Office Discipline Referrals (ODRs)	<ul style="list-style-type: none">Behavior referred to the office for management and assignment of consequence	<ul style="list-style-type: none">What percentage of students receive 0-1 ODRs?What percentage of students receive 2-6 ODRs?What percentage of students receive 6+ ODRs?
In-school Suspensions (ISS)	<ul style="list-style-type: none">Exclusionary discipline action - students are removed from the classroom environment, but remain on campus	<ul style="list-style-type: none">What percentage of students receive exclusionary discipline?Is the use of exclusionary discipline reasonable as a response to the behavior resulting in the referral?Is exclusionary discipline used equitably?
Out-of-school Suspensions (OSS)	<ul style="list-style-type: none">Exclusionary discipline action - students are removed from campus for a brief period of time	
Expulsion	<ul style="list-style-type: none">Exclusionary discipline action - students are removed from the school permanently	

*more information available at [PBISApps](#)

Figure 8.2. Student outcome measures.



Related to using data to identify and progress monitor students receiving Tier 2 and 3 supports, the DLT may consider conducting a cost analysis as part of the district audit and resource alignment process. More information regarding a cost-benefit analysis can be found in [Chapter 3: Funding and Alignment](#).

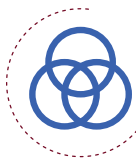
When to Collect (DSFI 8.5)

The DLT should develop an assessment and evaluation schedule for all levels of implementation. The assessment and evaluation calendar should specify the data collection windows for all data sources, such as:

- implementation fidelity (e.g., TFI, SAS)
- staff perceptions on implementation status (e.g., SAS, Feedback & Input Surveys)
- classroom implementation (e.g., walkthroughs, see [Chapter 7: Coaching](#))

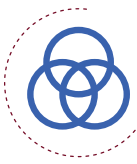
- student outcomes (e.g., attendance, ODRs)
- utilization of Tier 2 and Tier 3 interventions (e.g., number of students supported, progress monitoring)

Fidelity data are typically collected annually to assess implementation status and set action plan goals (McIntosh et al., 2017). Data collection on student outcomes should be ongoing with monthly reviews minimally at the school and district level. Universal screening is typically conducted in the fall and spring. Tier 2 and Tier 3 systems data should be reviewed two to three times across the school year and at least annually at the conclusion of the school year. While these are minimum recommendations, districts may add data sources or points to address specific action plan items. An example district assessment calendar can be seen in Figure 8.3.



Fulton District PBIS Assessment Calendar							August '19						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
											1	2	3
4	5	6	7	8	9	10	11	12	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	28	29	30	31
September '19							October '19						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		
November '19							December '19						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				
January '20							February '20						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
March '20							April '20						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30		
May '20													
Su	M	Tu	W	Th	F	Sa							
					1	2							
3	4	5	6	7	8	9							
10	11	12	13	14	15	16							
17	18	19	20	21	22	23							
24	25	26	27	28	29	30							
31													

Figure 8.3. Example district assessment calendar.



How to Collect (DSFI 8.5)

DATA COLLECTION/ADMINISTRATION

It is critical to streamline the process of data collection and entry in order to make it feasible and cost efficient (Charlton et al., 2018). As discussed earlier, several

implementation fidelity tools are available electronically on [Assessments](#) and [PBISApps](#). Figure 8.4 provides details on the data collection protocols for common instruments and outcomes, a suggested timeline, and average amount of time allocation needed for collection.

Type	What	Who	When	Format	Time
Fidelity Measure	Tiered Fidelity Inventory (TFI)	<ul style="list-style-type: none">External CoachSchool Team	Spring	<ul style="list-style-type: none">Paper formPBISApps	15 minutes per scale
	Benchmarks of Quality (BoQ)	<ul style="list-style-type: none">External CoachSchool Team	Spring	<ul style="list-style-type: none">Paper formPBISApps	Approx. 40 minutes
	School-wide Evaluation Tool (SET)	<ul style="list-style-type: none">External Coach	Spring	<ul style="list-style-type: none">Paper formPBISApps	2-4 hours
Outcome Measure	Office Discipline Referrals (ODRs)	<ul style="list-style-type: none">TeacherAdministratorData Entry Clerk	When reported	<ul style="list-style-type: none">NCR formPaper formElectronic form	Variable
	Exclusionary Discipline	<ul style="list-style-type: none">AdministratorData Entry Clerk	When assigned	<ul style="list-style-type: none">Paper formElectronic form	Variable
	School Climate	<ul style="list-style-type: none">RespondentData Entry Clerk	Spring	<ul style="list-style-type: none">Paper formElectronic form	Variable
	Attendance	<ul style="list-style-type: none">TeacherAttendance Clerk	Daily	<ul style="list-style-type: none">Paper formElectronic form	1-5 minutes
	Graduation Rate	<ul style="list-style-type: none">Attendance Clerk	Spring	<ul style="list-style-type: none">District data system	Variable
Other Measure	Tier 2 Utilization	<ul style="list-style-type: none">Tier 2 CoachTier 2 Data Person	Monthly	<ul style="list-style-type: none">Paper formElectronic form	Variable
	Tier 2 Outcomes	<ul style="list-style-type: none">Tier 2 CoachTier 2 Data Person	Monthly	<ul style="list-style-type: none">Paper formElectronic form	Variable
	Tier 3 Utilization	<ul style="list-style-type: none">Tier 2 CoachTier 2 Data Person	Monthly	<ul style="list-style-type: none">Paper formElectronic form	Variable
	Tier 3 Outcomes	<ul style="list-style-type: none">Tier 2 CoachTier 2 Data Person	Monthly	<ul style="list-style-type: none">Paper formElectronic form	Variable

Figure 8.4. Data collection protocols, sample timelines and length of time to complete.



Alignment between the district's Student Code of Conduct and office discipline referral (ODR) forms ensures that Board policy can be followed consistently when working with students regarding discipline (see [Chapter 4: Policy](#) for more information). For example, the terms stated in the Code of Conduct should be the exact same terms (i.e., aligned) utilized on the ODR form. Lack of alignment may open the district up to potential lawsuits. For example, the term "other" is often on ODR forms; however, the same term may not be listed in the Code of Conduct. If a student received discipline (i.e., a negative consequence) for "other," then the student technically received punishment for something that is not in the Code of Conduct. Following the Student Code of Conduct terminology is critical as it has been approved by the Board of Education with legal representation to ensure compliance with state and federal mandates. Additionally, it is important for a district-wide ODR form to be utilized so that data collection is "equal" across the district. If schools are collecting data on different infractions, then the district has no way of identifying how they can best support schools and staff members with appropriate training and coaching on how to respond to behaviors. Lastly, collecting the same discipline data allows for work to be done regarding resource alignment and allocation of said resources ([Chapter 3: Funding and Alignment](#)).

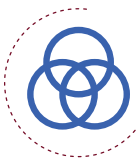
In order to efficiently and effectively identify students in need of Tier 2 or Tier 3 supports, it is recommended the DLT develop written guidelines detailing the use of multiple sources of data to inform school

level identification processes. Typical methods for identifying students in need of Tier 2 supports include teacher nominations, review of existing school data, and the use of universal screening tools. While the use of common data sources across all schools is recommended, the DLT may choose to allow each school to establish specific data decision rules.

Additionally, the DLT is encouraged to develop a system to track the proportion of students participating in Tier 2 and Tier 3 interventions within schools and across the district. The DLT should provide a protocol for progress monitoring students participating in Tier 2 and Tier 3 interventions and tracking the proportion of students experiencing success with those supports.

DATA ENTRY

District level data analysis relies on school level data entry. When data are not entered and shared with faculty, it is likely data entry will be increasingly viewed as a meaningless job rather than an essential element of the evaluation of school-wide systems (Scott & Martinek, 2006). Typically, classified staff input the data. However, administrators or teachers may also be responsible for some data entry tasks (Irvin et al., 2006). For ODRs, data entry should take place at least weekly, and the time required for data entry may range from 10-60 minutes in elementary schools and up to 120 minutes per week in secondary schools (Irvin et al., 2006). Further, it is recommended that data entry for ODRs take place as those referrals are received so that school teams can make accurate decisions based on up-to-date data.



For fidelity measures administered electronically, the data entry will be completed by the individual completing the instrument. If paper forms are used, the school coach or external coach will need to enter the data into the related system (e.g., [PBISApps](#)). The time required will vary depending on the instrument and the number of staff members completing the instrument.

DATA ANALYSES

At the school level, a designated member of the PBIS team pulls and summarizes the data for monthly team meetings. School teams typically review ODR data once a month using some variation of the “Big 5” review (i.e., frequency of who, what, when, where, and why; Irvin et al., 2006). Similarly, at the district level, the data coordinator (see [Chapter 1: Leadership Teaming](#) for more details) will need to pull relevant data and conduct any analyses necessary for the DLT to use the data for decision making and action planning (e.g., implementation fidelity data, classroom implementation data, student outcome data).

For fidelity measures, it is recommended that the data coordinator pull the scores for each school in the district. In order to compare and contrast the perceptions of school teams with district staff, the data coordinator is encouraged to triangulate the findings from various fidelity measures for the DLT. Also, the DLT may choose to triangulate phase of implementation data with implementation fidelity.

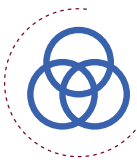
Data-based Decision Making and action planning (DSFI 8.1, 8.4)

Based on annual completion of the DSFI, the DLT will develop a 3 to 5 year action plan. For example, an

Coaching Tip: To ensure data-based decision making, differentiated supports, and a comprehensive data collection system...

- Identify an internal district coordinator, as identified in [Chapter 1: Leadership Teaming](#) (team roles and responsibilities), to open and close surveys, pull reports, and compile data to share with the DLT to guide planning for training and coaching.
- Analyze data across schools. The DLT can identify similar challenges and ensure resources are focused on each school's needs and utilized efficiently.
- Build systems and structures to report and analyze academic, social, emotional, and behavioral (SEB) data sources. One method includes sharing data with partners quarterly, while providing an overview of how each data source influences/impacts student success. These data are also used to monitor goals and add to the action plan.

action plan template, with instructions, can be found in the [Missouri Schoolwide Positive Behavior Support Tier 1 Team Workbook](#), including the [DSFI](#) (pp. 31-32). Effective DLTs engage in data-based decision making and action planning at every meeting. The data used to guide decision making and action planning may include any of the sources discussed in this chapter. For any given data source, the DLT engages in an examination of the data, similar to the school level process, such as the “Big 5.” This Big 5 style data review includes identifying who, what, when, and where specific fidelity issues or outcomes are occurring. The DLT can drill down into the data to identify specific



characteristics of barriers to implementation fidelity or undesired student outcomes. These activities inform training and coaching (i.e., TA) at the district level and allow for differentiation in supports provided to individual schools.

The DLT can address [equity with resources from the Center on PBIS](#) such as:

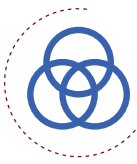
- [Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams](#)
- [Integrated Tiered Fidelity Inventory Companion Guide](#)

Data Reporting and Performance Feedback (DSFI 8.3, 8.9, 8.10, 8.11)

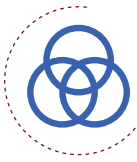
In order to reach all partners, district-level data reporting will take many forms. The DLT is advised to share positive outcomes and accomplishments with all partners at least quarterly. The DLT is encouraged to share findings with executive level leadership, external coaches, internal coaches, and school PBIS/MTSS teams as part of the ongoing implementation process. In addition to data sharing to mark success and action planning to address areas of need, data should guide all training (i.e., professional learning) and coaching (i.e., technical assistance). See [Chapter 7: Coaching](#) for more information. In essence, districts provide

differentiated support along a continuum for schools (and further for groups of staff within a school) similar to supports provided for students. For example, school teams attend training based on their current level of implementation (e.g., universal Tier 1 support system for all), structures may be developed within schools to provide peer coaching for teachers not meeting benchmarks (e.g., Tier 2 support system for some), and coaching may be provided to school teams that target current needs based on achievement and action plans (e.g., intensive Tier 3 support system for few).

It is recommended that the DLT provide an annual report to internal partners addressing the extent to which (a) teams are implementing PBIS, (b) PBIS implementation is improving student outcomes, and (c) the District Leadership Team's action plan is implemented. Additionally, the DLT is advised to provide an annual report tailored to external partners outlining the activities and outcomes related to PBIS fidelity of implementation and student behavior goals across all tiers of implementation. See the [PBIS Evaluation Blueprint](#) for more information and [examples of annual reports](#) from state-level PBIS projects such as [Florida](#), [Missouri](#), [Nevada](#), and [Vermont](#), [Wisconsin](#) and [New Bedford Public Schools](#) (Massachusetts).

**Table 8.0. DSFI Section 8: Evaluation**

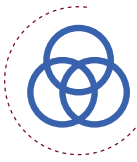
Feature	Possible Data Sources	Scoring Criteria
8.1 Evaluation Plan District Leadership Team completes a 3 to 5 year evaluation plan guided by district assessment schedule and school implementation data, social validity survey results, and important district outcomes.	<ul style="list-style-type: none">• Evaluation Plan• action plan	<p>0 = District Leadership Team has no 3 to 5 year evaluation plan.</p> <p>1 = District Leadership Team has an evaluation plan that is less than 3 to 5 years in length or does not include use of an evaluation process.</p> <p>2 = District Leadership Team completes a comprehensive 3 to 5 year evaluation plan using an evaluation process. The plan includes: clearly identified assessments, evaluation questions, school implementation data, social validity survey results, and important district outcomes.</p>
8.2 Data Collection Systems District and school level data systems (e.g., data collection tools and applications) are in place to (a) promote consistent collection and entry of common data (e.g., team accomplishments, schools involved, fidelity, outcomes disaggregated by subgroup), (b) reflect a range of settings and stakeholders (e.g., community data, student and family perceptions), (c) identify schools or classrooms needing additional training and coaching support, and (d) enable continuous decision-making and feedback at all levels (i.e., district, school, classroom).	<ul style="list-style-type: none">• Data System Reports• PBIS Fidelity Data (e.g., TFI, BoQ, SAS)• Student Outcome Data (e.g., discipline, school climate)• District Reports• School/Community Demographic Data• Evaluations	<p>0 = No data collection systems are in place or existing data systems do not allow easy access to information needed for evaluation of efforts and impact.</p> <p>1 = Data systems are in place to collect common data that allow for continuous decision making, but data are not disaggregated by student group or aggregated into a district-level report for decision making at all levels (i.e., district, school, classroom).</p> <p>2 = Data systems are in place to collect common data that allow for continuous decision making, and data are both disaggregated by student group and aggregated for decision making at all levels (i.e., district, school, classroom).</p>
8.3 Evaluation Feedback Loop Data systems are used to provide feedback, according to a district determined schedule, that internal coaches share with school teams to use for problem solving and action planning.	<ul style="list-style-type: none">• Data Decision Rules• Staff Professional Development Calendar• Staff Handbook• Team Meeting	<p>0 = Data systems are not available to provide performance feedback.</p> <p>1 = Data systems are used to provide regular performance feedback to school teams and coaches, but data is not used for problem solving and action planning.</p> <p>2 = Data systems follow a written process to provide regular performance feedback to school teams and coaches for problem solving and action planning.</p>



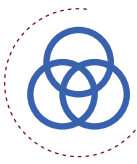
Feature	Possible Data Sources	Scoring Criteria
8.4 Differentiated Supports Data system is in place for identifying school teams in need of additional training and coaching support.	<ul style="list-style-type: none"> • Data System Reports • Fidelity Data (e.g., TFI, BoQ) • District Reports 	0 = No data system exists to identify schools in need of additional training and coaching support. 1 = A data system exists to identify schools in need of additional training and coaching support, but it is not utilized to make decisions. 2 = A data system exists to identify schools in need of additional training and coaching support and it is utilized to determine necessary supports.
8.5 Assessment and Evaluation Process Assessment and evaluation schedule and process is used at all implementation levels (e.g., student, classroom, district) for examining the extent to which: (a) teams are implementing PBIS, (b) PBIS implementation is improving student outcomes, and (c) the District Leadership Team's action plan is implemented.	<ul style="list-style-type: none"> • Feedback and Input Survey • Student Outcome Data • Walkthrough Data • Informal Surveys 	0 = District does not have an assessment and evaluation schedule and process. 1 = District has an assessment and evaluation schedule and process that is used at all implementation levels and examines 1 or 2 of the items listed in (a) - (c). 2 = District has an assessment and evaluation schedule and process that is used at all implementation levels and examines all 3 of the items listed in (a) - (c).
8.6 Student Identification Data District provides schools with written guidelines to develop the creation of school-specific data-decision rules to identify students who may need Tier 2 or Tier 3 supports. Guidelines include using multiple sources of data (e.g., discipline events, screening scores, attendance, teacher request for assistance).	<ul style="list-style-type: none"> • Multiple Data Sources Used • District Decision Rubric • Meeting Minutes • School Policy 	0 = No written guidelines exist that include multiple sources of data are provided to inform school level identification of students who may need Tier 2 or Tier 3 supports. 1 = Written guidelines exist that include multiple sources of data are to inform school level identification of students who may need Tier 2 or Tier 3 supports, but it is not consistently followed or is used with only one data source. 2 = Written guidelines that include multiple sources of data are provided to inform school level identification of students who may need Tier 2 or Tier 3 supports (e.g., discipline events, screening scores, attendance, nomination).



Feature	Possible Data Sources	Scoring Criteria
8.7 Level of Use A documented system is utilized to track proportion of students participating in Tier 2 and Tier 3 supports across the district and enrollment is proportionate.	<ul style="list-style-type: none">• Tier 2 Enrollment Data• Tier 3 Enrollment Data	<p>0 = District does not track proportion of students enrolled in Tier 2 and Tier 3 supports.</p> <p>1 = A documented system is utilized to track proportion of students participating in Tier 2 and Tier 3 supports across the district, but fewer than 5% of students are enrolled at Tier 2 and/or fewer than 1% are enrolled at Tier 3.</p> <p>2 = A documented system is utilized to track proportion of students participating in Tier 2 and Tier 3 supports across the district, with at least 5% of students enrolled at Tier 2 and 1% of students enrolled at Tier 3.</p>
8.8 Student Performance Data District Leadership Team tracks proportion of students experiencing success and uses Tier 2 and Tier 3 outcome data and decision rules for system-wide progress monitoring and modification.	<ul style="list-style-type: none">• Progress Monitoring Data• Student Outcome Data	<p>0 = Student data is not monitored.</p> <p>1 = Student data is monitored but no decision rules are established to alter (e.g., intensify or fade) support.</p> <p>2 = Student data (% of students being successful) is monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) district-level support, and shared with stakeholders.</p>
8.9 Annual Evaluation Annual progress reports tailored to external stakeholders are created and distributed at least annually on the activities and outcomes related to PBIS fidelity of implementation and student behavior goals across all tiers of implementation.	<ul style="list-style-type: none">• Staff, Student, Family surveys• PBIS Handbooks• Fidelity Tools• School Policy• Student Outcomes• District Reports• School Newsletters	<p>0 = Annual progress reports tailored to external stakeholders are not created.</p> <p>1 = Annual progress reports are created and distributed on the activities and outcomes related to PBIS fidelity of implementation and student behavior goals across all tiers of implementation, but are not tailored to stakeholders OR are distributed less than annually.</p> <p>2 = Annual progress reports tailored to external stakeholders are created and distributed at least annually on the activities and outcomes related to PBIS fidelity of implementation and student behavior goals across all tiers of implementation.</p>



Feature	Possible Data Sources	Scoring Criteria
8.10 Acknowledgement of Progress Outcomes and accomplishments are disseminated and acknowledged among stakeholder groups, at least quarterly.	<ul style="list-style-type: none">• Fidelity Tools• Student Outcomes• District Reports• School Newsletters• District Newsletter/Website/Social Media• District Key Stakeholders List• Stakeholder Engagement Plan	<p>0 = Outcomes and accomplishments are not disseminated or acknowledged among district-identified stakeholder groups.</p> <p>1 = Outcomes and accomplishments are disseminated and acknowledged among district-identified stakeholder groups, at least once per year.</p> <p>2 = Outcomes and accomplishments are disseminated and acknowledged among district-identified stakeholder groups, at least quarterly.</p>
8.11 Internal Evaluation Capacity District has transitioned from external to internal evaluation and performance feedback capacity (e.g., the District Leadership Team has developed an assessment schedule and performance feedback activities and in district coaches support schools in administering assessments and analyzing results).	<ul style="list-style-type: none">• Assessment Calendar• Performance Feedback Activities Calendar• School fidelity scores (e.g., TFI, BoQ)	<p>0 = There is no assessment or feedback about implementation and/or data about implementation is only provided through an external agent (e.g., consultant).</p> <p>1 = Some assessment of implementation occurs but is partially or completely dependent on an external agent rather than administered by in-district personnel.</p> <p>2 = District has internal resources available to facilitate evaluation and performance feedback regarding implementation and does so according to a district devised plan/schedule/calendar.</p>

**Table 8.1. Guiding Questions for Evaluation**

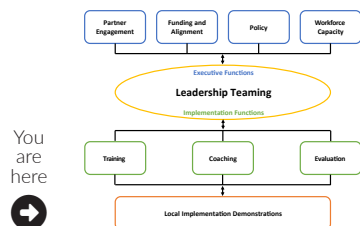
DSFI Item and Main Idea	Guiding Questions
8.1 Evaluation Plan: The district has formalized a long-term plan for monitoring implementation throughout the district across all tiers and grade levels.	<ul style="list-style-type: none">• Is the district currently collecting fidelity data?• Is the district currently collecting student outcome data? If so, in what areas?• Does the district have an assessment schedule to efficiently organize data collection?• Does the district have an evaluation plan?• If so, how broad is the scope (months, years)?• Has the district identified data that align with key district outcomes/improvement goals?• Review 3.3 and 3.4 in the Alignment section. What conversations did the district have about those items?
8.2 Data Collection Systems: Common structures and systems for data collection and use promote equitable outcomes for every student, tier, and building.	<ul style="list-style-type: none">• Has the district identified the common data that will be collected in every school?• Does the district have a system that will facilitate collection of common data?• Does the system allow for outcome data to be disaggregated by subgroups?• Does the district collect feedback data from community partners (e.g., families) connected to progress and outcomes?• Does the district data system allow for community feedback to be collected and accessed easily?• Does the district collect fidelity of implementation data, staff requests for additional support, screening data, and office discipline referral data to tailor/target support for schools and classrooms?• Does the district data system allow for this data to be collected and accessed easily?• Review team conversations on item 7.4. Does the district data system allow for instantaneous access to graphed reports to facilitate efficient feedback and decision-making across all tiers and levels?
8.3 Evaluation Feedback Loop: The district has established systems for sharing data with coaches and school teams and using them to guide coaching, problem solving, and action planning.	<ul style="list-style-type: none">• Does the district have a documented process that is used to provide feedback (in the form of data) to school teams and coaches?• Is the feedback (i.e., data) used for problem-solving and action planning?• What is the routine/schedule for sharing and receiving data? Consider the district's feedback and data cycles for academics.• How do feedback systems/loops for social, emotional, behavioral (SEB) data compare?
8.4 Differentiated Supports: District systems allow for efficient use of fidelity and outcome data to identify buildings in need of additional professional development.	<ul style="list-style-type: none">• Connection to 8.1: Does the district collect fidelity of implementation data, staff requests for additional support, screening data, and office discipline referral data to tailor/target support for schools and classrooms?• Does the district data system allow for this data to be collected and accessed easily?• Review team conversations on item 7.4. Are the data from the system used to make decisions regarding differentiated training and coaching supports?• How are training and coaching supports differentiated?



DSFI Item and Main Idea	Guiding Questions
8.5 Assessment and Evaluation Process: The district has actionable steps for facilitating its evaluation plan and assessing the reach, fidelity, and outcomes of PBIS implementation.	<ul style="list-style-type: none"> Which schools (i.e. elementary, middle, high) are participating in PBIS? Where is the district in PBIS implementation efforts (i.e., what tiers implemented with fidelity in each school)? Are the essential features of PBIS being implemented with integrity? Is the district achieving valued implementation outcomes (e.g. staff satisfaction and retention)?
8.6 Student Identification Data: The district identifies data to be collected to identify students who may need Tier 2 or 3 support and provides guidance to schools on the data decision rules.	<ul style="list-style-type: none"> Does the district have written guidelines? Do the guidelines include multiple district established data sources? Are teams responsible for Tier 2 or 3 action planning actively using those guidelines?
8.7 Level of Use: The district has a system for knowing the number of students participating in Tier 2 and 3 support.	<ul style="list-style-type: none"> Does the district have a tracking system in place to monitor the number of students in interventions? Does the system identify the level of use of interventions provided at Tier 2 and 3?
8.8 Student Performance Data: The percentage of students that have responded positively to Tier 2 and 3 support is monitored. Data are used monthly to determine if interventions are meeting student needs and what district supports are necessary.	<ul style="list-style-type: none"> Is there a system for schools to share and review the percentage of students responding to interventions? Does the district team review the school data regarding Tier 2 and 3 supports? How does the district team utilize the school data to identify support needed at Tier 2 and 3?
8.9 Annual Evaluation: Implementation data and activities across all tiers, and its impact on student outcomes, is shared with partners annually.	<ul style="list-style-type: none"> Does the district collect implementation data, across all three tiers, to develop a report? Does the district develop and share a report that is user-friendly for all partners? Is the report shared and easily accessible for partners on an annual basis?
8.10 Acknowledgement of Progress: Outcomes and accomplishments are shared at least quarterly regarding implementation.	<ul style="list-style-type: none"> Does the district have a system to collect accomplishments and outcome data on a quarterly basis? Does the district have a system to acknowledge and share accomplishments among staff and partners?
8.11 Internal Evaluation Capacity: The district has internal capacity to assess, evaluate, and provide feedback across all tiers.	<ul style="list-style-type: none"> Does the district have an internal individual(s) responsible for developing and monitoring data systems? Does the individual(s) have time allotted to assess implementation and provide feedback? Is a schedule/calendar developed to review implementation data and provide feedback as part of the continuous cycle of improvement? Does the team/individual(s) follow the district developed schedule/calendar and utilize a continuous cycle of improvement?

CHAPTER 9: LOCAL IMPLEMENTATION DEMONSTRATIONS

Introduction to Local Implementation Demonstrations (DSFI Section 9.0)



As the District Leadership Team (DLT) guides school teams in their implementation of PBIS, equal attention should be paid on how

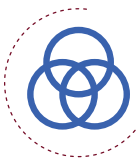
to sustain implementation over time. Each chapter within the PBIS District Practice Guide has placed a focus on building district capacity while also stating the importance of documenting decisions, practices, and protocols. These items provide the framework for identifying when schools will begin implementation, which schools will be utilized as exemplars and/or model demonstration sites, and how to ensure efforts in scaling occur. Demonstration sites allow the district to target a range of schools (e.g., elementary, secondary, title one) as initial implementation sites and encourage the district initiative to adapt/adopt their work to differ instructional, cultural, linguistic, and contexts to other schools. The remaining sections provide additional definitions and examples of the items from the [PBIS District Systems Fidelity Inventory \(DSFI\)](#) and recommended steps to consider if items are not fully in place. Specific to the section on Local Implementation Demonstrations, see (1) [Table 9.0](#) for the DSFI items and scoring criteria, (2) [Table 9.1](#) for guiding questions to assist with scoring, and (3) [Embedded Hyperlinks](#) for online resources.

Site Selection (DSFI 9.1)

While schools and districts vary in size, all DLTs have the same responsibility in determining the process of how implementation of PBIS across the district will unfold. While some opt to have all schools begin PBIS implementation at the same time, other districts choose to onboard schools through a cohort process over a set number of years. When making the decision regarding how best to move forward in starting and/or expanding PBIS implementation across the district, it is recommended that certain criteria be considered. “Without careful planning, such district-wide implementation efforts will likely fail, as district personnel will be unfamiliar with the available resources and with the supports necessary to implement and sustain such district-wide systems change efforts” (George & Kincaid, 2008, p. 20).

As a district moves forward in building a system to support the implementation of PBIS, it is important to develop a process that identifies readiness criteria at each of the three tiers. Since many states have active projects with established readiness criteria aligned with the training and technical assistance provided, it will be important to check into the readiness criteria for your area. Regardless, below are some items that districts may want to consider when determining the selection of schools for Tier 1 implementation:

- The school improvement plan includes a goal related to social-emotional-behavioral (SEB) support and/or school climate.
- PBIS school team has been formed.



- The school administrator commits to being an active member of the PBIS team and agrees to attend all SEB trainings and meetings.
- The school administrator and at least 80% of staff agree to implement PBIS (if they don't, teams will have more work to do with onboarding staff prior to implementation).
- The PBIS Tier 1 team agrees to meet at least monthly.
- The school has allocated/secured funding to support the implementation of PBIS.
- The DLT has identified a contact for the school regarding implementation support.
- The school administrator agrees to adopt the district discipline data system and to utilize data-based decision making.
- The school administrator agrees to designate a certain amount of time each month to provide updates and or professional learning to the staff regarding implementation of PBIS (Missouri Schoolwide Positive Behavior Supports, 2018; Florida PBIS: MTSS Project, 2024).

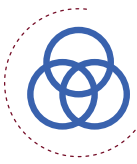
While many schools are eager to start the development of Tier 2 and Tier 3 systems, it is imperative that Tier 1 be implemented school-wide with fidelity, including classroom-focused supports. As Freeman et al. (2016) state:

"Implementation of Tier 2 is likely to be more effective and efficient if foundational Tier 1 systems are implemented with high fidelity to improve the accuracy with which teams identify and deliver appropriate levels of support to the most appropriate students" (p. 1).

A number of data points should be looked at when identifying which schools are ready to begin Tier 2 and the Center on PBIS has developed a [Tier 2 Systems Readiness Guide](#) to assist with this process. For more resources on implementing Tier 3 at the District level, please review the [Tier 3 District-Level Systems Guide](#). It is important to note that many states have developed specific resources for readiness and advanced tiers. [Contact your PBIS State Coordinator](#) for more information. If no requirements are already established in your area, the DLT should consider creating their own readiness criteria based upon the resources provided. Once readiness requirements are determined, it will be essential that a member of the DLT or a district PBIS Coach attends that school team meeting to provide support in completing the Tier 2 or Tier 3 Readiness Checklist and help answer questions and/or coach the team in next steps based upon the results.

Model Demonstration (DSFI 9.2)

As districts begin to expand in their implementation of PBIS, they are encouraged to identify an initial cohort of schools to serve as demonstration (i.e., model, exemplar) sites. Once the schools achieve implementation fidelity and can demonstrate positive impact (e.g., improved student outcomes), they can serve as resources for the remaining schools. Some sites will thrive early on with their initial implementation across tiers. Those showing data with fidelity will be strong candidates to serve as a model demonstration site. Other sites, while working toward implementation fidelity across one or more tiers, may serve as an exemplar for a certain area/feature within PBIS.



Both model demonstration sites and exemplars showcase the systems and processes developed to serve their partners (i.e., students, staff, family, and community members), including the outcomes achieved. These sites build awareness and visibility within the district and provide rationale to maintain or increase the supports needed to sustain their efforts.

As model demonstration sites are selected for the multiple tiers, the next step in this process is for the DLT to create a system and/or resource where others (e.g., non-implementing schools, coaches from low implementing schools) can easily access these demonstrations for direct learning.. As a means to ensure this process is beneficial, it is recommended that the DLT develop and implement a communication plan, routines and procedures for learning, and that evaluation and assessment loops be established.

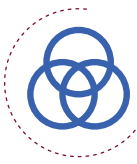
Processes for developing this system can be found in [Chapter 2: Partner Engagement](#), [Chapter 6: Training](#), and [Chapter 8: Evaluation](#).

MODEL DEMONSTRATION SITES

As a means to identify model demonstration sites or schools, it is recommended that the DLT develop a process and identify baseline scoring criteria to aid in the decision-making process. It is recommended that annual implementation data (e.g., SAS, TFI, intervention implementation, walkthroughs) and student outcome data (e.g., school climate, discipline and academic achievement data, attendance) be utilized to identify those schools implementing Tiers 1, 2, and/or 3 with fidelity.

Coaching Tip: To ensure the District Leadership Team creates a culture of learning from and across schools...

- Understand the strength and growth of all schools and use data to guide selection of model demonstration (exemplar) sites to build trust and transparency.
- Consider the definition (i.e., criteria) of a model demonstration site for your district and the schools implementing PBIS with fidelity based on the multiple data sources available (e.g., TFI, SAS, School Climate Survey, ODRs, intervention implementation, walkthroughs).
- Consider identifying multiple exemplars that represent the diverse contexts within your district (e.g. dual language middle school, alternative placement high school, STEM magnet elementary school).
- Develop and document an annual communication plan, including procedures for contacting schools implementing successfully, and engage in routines and activities for collaborative learning experiences.
- Review data annually to determine if school sites maintain the distinction (i.e., criteria) of a model demonstration site. If yes, secure recommitment from the principal. If no, then the DLT partners with the school to action plan with the school leader and pauses distinction as a model demonstration site until data show improvement in implementation with fidelity across tiers.



The baseline scoring criteria utilized to identify model demonstration sites should be utilized annually to identify new model demonstration sites while also ensuring current sites are continuing to implement with fidelity. Should a site have data indicating implementation concerns, it is recommended that the DLT have a conversation with the school administrator and school team to action plan. Keep in mind that if you reside in a state with a robust system of statewide supports, that state project may provide their own guidance for model demonstrations (e.g., [Florida Model School Prerequisites and Application Criteria](#)). Therefore, the state may lead the development of the criteria for this recognition process.

EXEMPLARS

Schools having data that indicate a large amount of growth in one particular area/feature or within a short period of time may be considered as an exemplar. As the DLT reviews implementation and student outcome data, consideration should be given to identify those that are exceeding expectations (i.e., exemplars) and have multiple sources of data to demonstrate the growth/improvement during this timeframe.

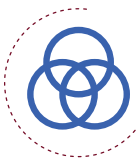
It is recommended that a meeting be held with the school administrator and school team to congratulate them on their exemplar status. It should be clarified that the purpose of the exemplar sites is to provide an opportunity to showcase the areas in which they are implementing well to sites that (a) are struggling and/

or needing assistance with that particular area/feature, and (b) are interested in implementing but want to see it firsthand before committing to training. Additionally, data should be reviewed annually to determine if the school site continues to qualify for exemplar status.

The takeaway is that research is growing in this area and key district variables have been found to facilitate successful PBIS implementation in schools (e.g., George et al., 2018; Kittelman et al., 2020; McIntosh et al., 2018). An example of a district level model demonstration can be found in [Building Momentum for PBIS Implementation in High Need Districts](#).

Scaling Up (DSFI 9.3)

As the district moves towards implementation across multiple sites (i.e., scaling up and/or broadening the delivery of PBIS), it is imperative that the focus remains not only on the foundational pieces of PBIS but also in building capacity and sustainability. As a means to do this, districts should move towards scaling up the number of schools that achieve implementation fidelity (at each tier and across all tiers) and student outcomes and consider how to best use the local demonstrations (i.e., pilot and model/exemplar schools) as part of the strategic plan for expansion (George & Kincaid, 2008; George et al., 2018). As a result of scaling up, the district would have multiple sites, including alternative education settings, across all tiers and at all levels (e.g., pre-school through secondary) achieving district goals.

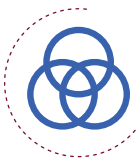


It is recommended that the DLT engage in ongoing communication with school teams to identify the support necessary to sustain implementation and model demonstration site status. Additionally, model demonstration sites might also develop a checklist of items that were key in maintaining implementation fidelity over time. This information can benefit the DLT in developing a process to provide additional support to ensure all meet key implementation markers and student outcomes. Remember, DLTs and schools are learning and working together.

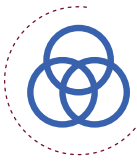
Another step in district scale-up includes providing the opportunity for DLT members, in addition to currently implementing PBIS school team members, to provide training and coaching to those upcoming school team

cohorts (George et al., 2018). This also helps build the visibility of this school within their own district. Creating this opportunity allows for school teams to hear/see what is occurring within other schools in the district while providing an opportunity for select team members to grow as trainers and coaches.

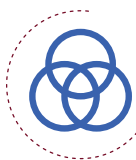
Lastly, as the district moves toward expanding and building implementation capacity across schools, it is critical that the DLT continue to focus on their own sustainability. It is recommended that the team develop a PBIS/MTSS DLT handbook which outlines and explains the systems and processes that have been developed. Some additional resources can be found in [Building and Sustaining PBIS Implementation](#).

**Table 9.0. DSFI Section 9: Local Implementation Demonstrations**

Feature	Possible Data Sources	Scoring Criteria
9.1 Site Selection Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed, adopted, and consistently used to select: (a) select initial pilot schools and (b) expand to new schools within the district.	<ul style="list-style-type: none">• Readiness Requirements• Commitment Procedures	<p>0 = No formal site selection process exists for school participation in PBIS.</p> <p>1 = Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed/adopted but not used to select: (a) initial (pilot) and (b) new (expansion, scaling) participating schools within the district.</p> <p>2 = Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed/adopted and used to select: (a) select initial pilot schools and (b) expand to new schools at Tiers 1, 2, and 3.</p>
9.2 Model Demonstrations District has identified model demonstration schools to serve as local examples of process and outcomes across tiers (1, 2, 3) and levels (preschool, elementary, middle, high). Demonstration schools have annual data indicating sustained high levels of fidelity of implementation and visible activities, data, and products.	<ul style="list-style-type: none">• Case Studies• Site Descriptions• District Reports• SWPBIS Tiered Fidelity Inventory	<p>0 = No demonstration schools are identified or demonstration schools do not report annual data.</p> <p>1 = Demonstration schools have annual data, but it does not indicate sustained high levels of fidelity of implementation.</p> <p>2 = Demonstration schools have annual data indicating sustained high levels of fidelity of implementation and visible activities, data, and products to serve as local examples of process and outcomes across tiers (1, 2, 3) and levels (preschool, elementary, middle, high).</p>
9.3 Scaling Up Plan for additional demonstrations, including replication and scaling of PBIS across tiers and levels (preschool, elementary, middle, high) in the organizational unit, is developed and followed.	<ul style="list-style-type: none">• 3-5 Year action plan• Strategic Plan	<p>0 = No formal plan exists for replicating and scaling PBIS within the district.</p> <p>1 = Plan for further demonstrations, including replication and scaling of PBIS across tiers and levels in the organizational unit, is developed.</p> <p>2 = Plan for additional model demonstrations, including replication and scaling of PBIS across tiers and levels in the organizational unit, is developed and followed.</p>

**Table 9.1. Guiding Questions for Local Implementation Demonstrations**

DSFI Item and Main Idea	Guiding Questions
9.1 Site Selection: Readiness criteria to begin training, piloting, and implementing at each of the three tiers exists, is easily accessible, and followed.	<ul style="list-style-type: none">• Is there a checklist of items that are to be “in place” at each tier to help identify pilot schools and/or additional cohorts?• How is implementation fidelity data (e.g., TFI, SET, SAS) included in the selection criteria?
9.2 Model Demonstrations: A data-based decision-making process is developed and used annually to identify potential exemplar sites (across tiers) for other schools and teams to visit and learn from.	<ul style="list-style-type: none">• How is implementation fidelity data (e.g., TFI, SET, SAS) included in the selection criteria?• How is student outcome data (e.g., School Climate Survey, reductions in ODRs or suspensions) included in the selection criteria?• What is the process for regularly reviewing data from model demonstration sites to ensure appropriateness of selection?• What are the expectations of model demonstration sites to ensure they are accessible and available for on-site visits?• What data or reports will model demonstration sites share with other schools?
9.3 Scaling Up: A long-term plan is developed and annually documented regarding school implementation across all tiers.	<ul style="list-style-type: none">• What is the district’s long-term plan for implementation?• How many schools will begin each year at each tier?• What is the process for adjusting the implementation plan based on fidelity and outcome data?



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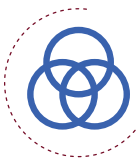
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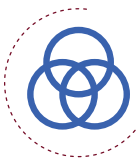
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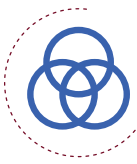
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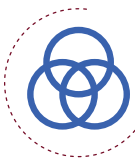
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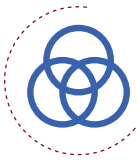
Organized as presented within the chapter.

Online Resources for Introduction

1. PBIS District Systems Fidelity Inventory (DSFI) - <https://www.pbis.org/resource/dsfi>
2. Center on PBIS [Website] - www.pbis.org
3. PBIS Implementation Blueprint - <https://www.pbis.org/resource/pbis-implementation-blueprint>
4. PBIS Training and Professional Development Blueprint - <http://www.pbis.org/resource/training-and-professional-development-blueprint-for-pbis>
5. PBIS Evaluation Blueprint - <http://www.pbis.org/resource/evaluation-blueprint-for-pbis>
6. PBIS District Systems Fidelity Inventory (DSFI) Manual - <https://www.pbis.org/resource/dsfi>
7. PBISApps [Website] - <https://www.pbisapps.org>
8. District & State PBIS [Website] - <https://www.pbis.org/topics/districtstate-pbis>

Online Resources for Chapter 1

1. PBIS District Systems Fidelity Inventory (DSFI) - <https://www.pbis.org/resource/dsfi>
2. Enhancing Team Functioning in Schools' Multi-Tiered Systems of Support - <https://www.pbis.org/resource/enhancing-team-functioning-in-schools-multi-tiered-systems-of-support>
3. Equity [Website] - <https://www.pbis.org/topics/equity>
4. PBIS Implementation Blueprint - <https://www.pbis.org/resource/pbis-implementation-blueprint>
5. PBIS Evaluation Blueprint - <https://www.pbis.org/resource/pbis-evaluation-blueprint>
6. Tiered Fidelity Inventory (TFI) - <https://www.pbis.org/resource/tfi>
7. Self-Assessment Survey (SAS) - <https://www.pbis.org/resource/sas>
8. Why Implement PBIS? [Website] - <https://www.pbis.org/pbis/why-implement-pbis>
9. Team-Initiated Problem Solving (TIPS) Process Overview - <https://www.pbis.org/video/team-initiated-problem-solving-tips-overview>
10. Team-Initiated Problem Solving (TIPS) Meeting Minutes Template - <https://www.pbis.org/resource/tips-meeting-minutes-template>
11. Data-based Decision Making [Website] - <https://www.pbis.org/topics/data-based-decision-making>



12. How School Teams Use Data to Make Effective Decisions: Team-Initiated Problem Solving (TIPS) - <https://www.pbis.org/resource/how-school-teams-use-data-to-make-effective-decisions-team-initiated-problem-solving-tips>
13. TIPS District Readiness Checklist - <https://www.pbis.org/resource/tips-district-readiness-checklist>
14. Missouri Schoolwide Positive Behavior Support Tier 1 Team Workbook - <https://pbissmissouri.org/wp-content/uploads/2018/05/MO-SW-PBS-Tier-1-2018.pdf>

Online Resources for Chapter 2

1. PBIS District Systems Fidelity Inventory (DSFI) - <https://www.pbis.org/resource/dsfi>
2. PBIS Implementation Blueprint - <https://www.pbis.org/resource/pbis-implementation-blueprint>
3. Equity [Website] - <https://www.pbis.org/topics/equity>
4. Feedback and Input Survey (FIS) - <https://www.pbis.org/resource/feedback-input-surveys-fis-manual>
5. Interconnected Systems Framework Monograph - <https://www.pbis.org/resource/interconnecting-school-mental-health-and-pbis-volume-2>
6. Family and Community Engagement in Tiered Systems of Support [Webinar] - <https://www.youtube.com/watch?v=MkpwjZSE2nc>
7. Aligning and Integrating Family Engagement in Positive Behavior Interventions and Support (PBIS): Concepts and Strategies for Families and Schools in Key Contexts - <https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis>
8. Florida's PBIS: MTSS Project Family Engagement Resources - <https://www.livebinders.com/b/2285988?tabid=58c558ac-8fb8-c1b1-8130-c846709161d1>
9. 11 Easy Tips to Really Engage with Families - <https://www.pbisapps.org/community/Pages/11-Easy-Tips-to-Really-Engage-with-Families.aspx>
10. Self-Assessment Survey (SAS) - <https://www.pbis.org/resource/sas>
11. PBIS Tiered Fidelity Inventory (TFI) - <https://www.pbis.org/resource/tfi>
12. School Climate Survey Suite - <https://www.pbis.org/resource/school-climate-survey-suite>
13. Excelsior Springs School District Communications Plan - http://essd40.com/UserFiles/Servers/Server_663380/File/ESSD COMMUNICATIONS PLAN.pdf
14. Tips for Communicating with your Community about Systematic Screening: What Does your District and School Leadership Team Need to Know? - <https://www.pbis.org/resource/tips-for-communicating-with-your-community-about-systematic-screening-what-does-your-district-and-school-leadership-team-need-to-know>

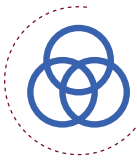


15. Omaha Public Schools [Video] - <https://www.youtube.com/watch?v=iPu7NiYLyRE&feature=youtu.be>

16. Why Implement PBIS? [Website] - <https://www.pbis.org/pbis/why-implement-pbis>

Online Resources for Chapter 3

1. PBIS Implementation Blueprint - <https://www.pbis.org/resource/pbis-implementation-blueprint>
2. PBIS District Systems Fidelity Inventory (DSFI) Manual - <https://www.pbis.org/resource/dsfi>
3. Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide PBIS, Volume 2: An Implementation Guide - <https://www.pbis.org/resource/interconnecting-school-mental-health-and-pbis-volume-2>
4. What Does it Cost to Implement School-wide PBIS? - <http://www.pbis.org/resource/what-does-it-cost-to-implement-school-wide-pbis>
5. Fiscal Guidance for Implementing a Multi-Tiered System of Supports (May 2020) - https://www.michigan.gov/-/media/Project/Websites/mde/mtss/mimtss_fiscal_guidance_v1_05-20-21.pdf?rev=da80b0f6db024eeb86cba11b9176984f
6. National Center for Rural Mental Health Cost Calculator - <https://ruralsmh.com/cost-calculator/>
7. Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts - <https://www.pbis.org/resource/technical-guide-for-alignment-of-initiatives-programs-and-practices-in-school-districts>
8. The Hexagon: An Exploration Tool - https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN_Hexagon_Discussion_Analysis_Tool_v2.2.pdf
9. PBIS Evaluation Blueprint - <https://www.pbis.org/resource/pbis-evaluation-blueprint>
10. Mental Health/Social-Emotional Well-Being [Website] - <https://www.pbis.org/mental-health-social-emotional-well-being>
11. National Implementation Research Network (NIRN) [Website] - <https://nirn.fpg.unc.edu/>
12. Plan, Do, Study, and Act (PDSA Cycles Description) - <https://nirn.fpg.unc.edu/practicing-implementation/pdsa-cycles-improvement-and-implementationw>
13. The Critical Importance of Costs for Education Decisions - https://ies.ed.gov/ncee/pubs/REL_2017274/pdf/REL_2017274.pdf
14. Cost Out - CBCSE Cost Tool Kit - <https://www.cbcsecosttoolkit.org/>
15. PBIS Implementation in Massachusetts Can Save Billions of LEA Dollars [Example Flyer] - <https://www.pbis.org/resource/pbis-implementation-in-massachusetts-can-save-billions-of-lea-dollars>

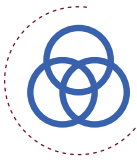


Online Resources for Chapter 4

1. PBIS District Systems Fidelity Inventory (DSFI) - <https://www.pbis.org/resource/dsfi>
2. PBIS Implementation Blueprint - <https://www.pbis.org/resource/pbis-implementation-blueprint>
3. MTSS Implementation Components: Ensuring Common Language and Understanding - <https://www.pbis.org/resource/mtss-implementation-components-ensuring-common-language-and-understanding>
4. Los Angeles Unified School District [Website] - <https://www.lausd.org/Page/11925>
5. Restraint and Seclusion Alternatives in All U.S. States and Territories: A Review of Legislation and Policies - <https://www.pbis.org/resource/restraint-and-seclusion-alternatives-in-all-us-states-and-territories-a-review-of-legislation-and-policies>
6. U.S. Department of Education Restraint and Seclusion Resource Document - <https://www2.ed.gov/policy/seclusion/index.html>
7. National Center on Safe Supportive Learning Environments (NCSSLE) Policy Resource Compendium - <https://safesupportivelearning.ed.gov/school-discipline-compendium>
8. Checklist for Analyzing District Policies and Procedures for Equity (CADPPE) - <https://www.pbis.org/resource/checklist-for-analyzing-discipline-policies-and-procedures-for-equity-cadppe>
9. Key Elements of Policies to Address Discipline Disproportionality - <https://www.pbis.org/resource/key-elements-of-policies-to-address-discipline-disproportionality-a-guide-for-district-and-school-teams>
10. Equity [Website] - <https://www.pbis.org/topics/equity>

Online Resources for Chapter 5

1. PBIS Implementation Blueprint - <https://www.pbis.org/resource/pbis-implementation-blueprint>
2. PBIS District Systems Fidelity Inventory (DSFI) - <https://www.pbis.org/resource/dsfi>
3. School Climate Survey - <https://www.pbis.org/resource/school-climate-survey-suite>
4. Self-Assessment Survey (SAS) - <https://www.pbis.org/resource/sas>
5. PBIS Tiered Fidelity Inventory (TFI) - <https://www.pbis.org/resource/tfi>
6. Training and Professional Development Blueprint for Positive Behavioral Interventions Supports - <https://www.pbis.org/resource/training-and-professional-development-blueprint-for-pbis>

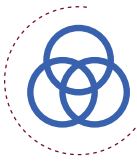


Online Resources for Chapter 6

1. PBIS Implementation Blueprint - <https://www.pbis.org/resource/pbis-implementation-blueprint>
2. Self-Assessment Survey (SAS) - <https://www.pbis.org/resource/sas>
3. PBIS Tiered Fidelity Inventory (TFI) - <https://www.pbis.org/resource/tfi>
4. PBIS District Systems Fidelity Inventory (DSFI) - <https://www.pbis.org/resource/dsfi>
5. Training and Professional Development Blueprint for Positive Behavioral Interventions and Supports - <https://www.pbis.org/resource/training-and-professional-development-blueprint-for-pbis>
6. Florida's Skill Building Modules - https://flpbis.cbcs.usf.edu/online/skill_dev.html
7. Be+ App - <https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app>
8. Tier 3 District-Level Systems Guide - <https://www.pbis.org/resource/tier-3-district-level-systems-guide>

Online Resources for Chapter 7

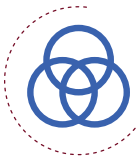
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2. PBIS District Systems Fidelity Inventory (DSFI) - <https://www.pbis.org/resource/dsfi>
3. District Level Coaching Practice Brief - <https://www.pbis.org/resource/district-level-coaching>
4. Florida's District Level Coaching [Website] - <https://flpbis.cbcs.usf.edu/coaching/district.html>
5. Florida Coaching Skills Survey - https://www.livebinders.com/media/get_centered/MjQ5MzlyMzA=
6. PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches - <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>
7. Equity [Website] - <https://www.pbis.org/topics/equity>
8. Classroom Management: Self-Assessment Revised - <https://www.pbis.org/resource/positive-behavior-support-classroom-management-self-assessment>
9. Florida PBIS 5 Essential PBIS Classroom Practices Tip Sheets & Observation Tools - <https://www.livebinders.com/b/2115332?tabid=cc805c16-ccf0-917a-8911-2388c55b0df2>
10. Florida Tier 1 PBIS Walkthrough - <https://www.livebinders.com/b/2127037?tabid=141b1997-7e16-c60e-330d-41ff61223628>
11. Missouri School-wide PBIS Effective Classroom Practices - <https://pbissmissouri.org/tier-1-effective-classroom-practices/>
12. Northeast PBIS Classroom Management Observation Tool -



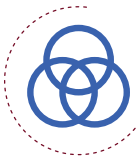
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Online Resources for Chapter 8

1. PBIS District Systems Fidelity Inventory (DSFI) - <https://www.pbis.org/resource/dsfi>
2. PBIS Evaluation Blueprint - <https://www.pbis.org/resource/evaluation-blueprint-for-pbis>
3. Centering Equity in Data-Based Decision-Making: Considerations and Recommendations for Leadership Teams - <https://www.pbis.org/resource/centering-equity-in-data-based-decision-making-considerations-and-recommendations-for-leadership-teams>
4. PBIS Implementation Blueprint - <https://www.pbis.org/resource/pbis-implementation-blueprint>
5. Tiered Fidelity Inventory (TFI) - <https://www.pbis.org/resource/tfi>
6. Tier 1 Benchmarks of Quality (BoQ) - <https://www.pbis.org/resource/boq>
7. Self-Assessment Survey (SAS) - <https://www.pbis.org/resource/sas>
8. Drilling Down District Data: Analyzing Reach and Fidelity of PBIS Implementation - <https://www.pbis.org/resource/drilling-down-district-data-analyzing-reach-and-fidelity-of-pbis-implementation>
9. Assessments [Website] - <https://www.pbis.org/resource-type/assessments>
10. Center on PBIS [Website] - <http://www.pbis.org/>
11. PBIS Evaluation Blueprint - <https://www.pbis.org/resource/pbis-evaluation-blueprint>
12. PBISApps [Website] - <https://www.pbisapps.org/>
13. Pyramid Model Benchmarks of Quality - <https://www.pbis.org/resource/pyramid-model-early-intervention-part-c-benchmarks-of-quality>
14. Early Childhood Benchmarks of Quality (EC-BoQ) - <https://www.pbis.org/resource/early-childhood-program-wide-pbs-benchmarks-of-quality-ec-boq>
15. Facility-Wide Tiered Fidelity Inventory (FW-TFI) - <https://www.pbis.org/resource/facility-wide-tiered-fidelity-inventory-fw-tfi>
16. Supporting and Responding to Educators' Classroom PBIS Implementation Needs: Guide to Classroom Systems and Data - <https://www.pbis.org/resource/supporting-and-responding-to-educators-classroom-pbis-implementation-needs-guide-to-classroom-systems-and-data>
17. Classroom PBIS [Website] - <https://www.pbis.org/classroom-pbis>
18. School Safety Survey - <https://www.pbis.org/resource/school-safety-survey>



- 19.** School Climate Survey - <https://www.pbis.org/resource/school-climate-survey-suite>
- 20.** Screening Resources [Website] - <https://www.pbis.org/resource/screening-resources>
- 21.** Data-based Decision Making [Website] - <https://www.pbis.org/topics/data-based-decision-making>
- 22.** Feedback & Input Surveys (FIS) - <https://www.pbis.org/resource/feedback-input-surveys-fis-manual>
- 23.** Missouri Schoolwide Positive Behavior Support Tier 1 Team Workbook -
<https://pbissmissouri.org/wp-content/uploads/2018/05/MO-SW-PBS-Tier-1-2018.pdf>
- 24.** Equity [Website] - <https://www.pbis.org/equity>
- 25.** Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams -
<https://www.pbis.org/resource/using-discipline-data-within-swpbis-to-identify-and-address-disproportionality-a-guide-for-school-teams>
- 26.** Integrated Tiered Fidelity Inventory Companion Guide -
<https://www.pbis.org/resource/integrated-tiered-fidelity-inventory-companion-guide>
- 27.** Examples of Annual Reports [Website] - <https://www.pbis.org/resource-type/examples>
- 28.** Florida PBIS: MTSS Project 2022-2023 Annual Report -
<https://www.pbis.org/resource/florida-pbis-mtss-project-2022-2023-annual-report>
- 29.** Missouri PBIS Annual Report (2022-2023) -
<https://www.pbis.org/resource/missouri-pbis-annual-report-2022-23>
- 30.** Nevada MTSS Evaluation Report: 2022-2023 -
<https://www.pbis.org/resource/nevada-mtss-evaluation-report-2022-2023>
- 31.** Vermont PBIS 2021 Annual Report - <https://www.pbis.org/resource/vermont-pbis-2021-annual-report>
- 32.** Wisconsin RtI Network Evaluation Report 2019-20 -
<https://www.pbis.org/resource/wisconsin-rti-network-evaluation-report-2019-20>
- 33.** New Bedford Public Schools (MA) Evaluation Report 2020 -
<https://www.pbis.org/resource/new-bedford-public-schools-ma-evaluation-report-2020>



Online Resources for Chapter 9

1. PBIS District Systems Fidelity Inventory (DSFI) - <https://www.pbis.org/resource/dsfi>
2. Tier 2 Systems Readiness Guide - <https://www.pbis.org/resource/tier-2-systems-readiness-guide>
3. Tier 3 District-Level Systems Guide - <https://www.pbis.org/resource/tier-3-district-level-systems-guide>
4. PBIS State Coordinator [Website] - <https://www.pbis.org/about/pbis-state-coordinators>
5. Florida Model School Prerequisites and Application Criteria - https://www.livebinders.com/media/get_centered/MjQ2OTA0Mjl=
6. Building Momentum for PBIS Implementation in High Need Districts - <https://www.pbis.org/resource/building-momentum-for-pbis-implementation-in-high-need-districts>
7. Building and Sustaining PBIS Implementation [Website] - <https://www.livebinders.com/play/play?id=2277600#anchor>