



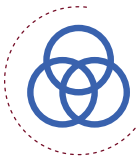
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# **PBIS DISTRICT SYSTEMS FIDELITY INVENTORY (DSFI) MANUAL**

Version 1 | January 2023



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PBIS DISTRICT SYSTEMS FIDELITY INVENTORY

# PBIS District Systems Fidelity Inventory (DSFI) Manual

Center on Positive Behavioral Interventions and Supports  
U. S. Department of Education, Office of Special Education Programs  
and Office of Elementary and Secondary Education

Version 1 | January 2023

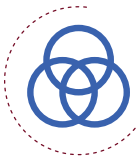
[www.pbis.org](http://www.pbis.org)

This document was supported from funds provided by the Center on Positive Behavioral Interventions and Supports cooperative grant supported by the Office of Special Education Programs (OSEP) and Office of Elementary and Secondary Education (OESE) of the U.S. Department of Education (H326S180001). Mohamed Soliman, MA, EdS serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or enterprise mentioned in this document is intended or should be inferred.

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## **Suggested Citation for this Publication**

Center on PBIS. (January 2023). *PBIS District Systems Fidelity Inventory (DSFI)*. University of Oregon. [www.pbis.org](http://www.pbis.org).



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## Introduction & Purpose

The purpose of the District Systems Fidelity Inventory (DSFI) is to provide an efficient instrument that can be used to guide districts exploring or actively implementing a multi-tiered social-emotional-behavioral system of support and practices.

The DSFI is divided into 9 categories:

- |                           |                                        |
|---------------------------|----------------------------------------|
| 1. Leadership Teaming     | 5. Workforce Capacity                  |
| 2. Stakeholder Engagement | 6. Training                            |
| 3. Funding and Alignment  | 7. Coaching                            |
| 4. Policy                 | 8. Evaluation                          |
|                           | 9. Local Implementation Demonstrations |

The DSFI is completed by a District Leadership Team with representation from a range of affected parties including representation from individuals:

- able to influence district-level professional development
- knowledgeable about the operations of the district across grade level and programs
- having access to district-level executive leadership
- coordinating community and family engagement
- having special education administrative authority

- having administrative authority with social-emotional-behavioral support providers (e.g., counselors, social workers, school psychologists, Director of Student Services)
- representing the local community (e.g., community center leader, school board member).

The DSFI items and assessment process have been designed to serve as a guide for action planning, progress monitoring, and annual assessment of short- and long-term district improvement priorities as well as fidelity of implementation and impact.

The DSFI may be completed using paper and pencil, or by accessing the forms on [www.pbisapps.org](http://www.pbisapps.org). Any district working with a PBIS Assessment coordinator may access the website, DSFI content, and reports. The DSFI may also be downloaded from [www.pbis.org](http://www.pbis.org).

## Intended Participants

The DSFI is intended to be completed by members of the District Leadership Team with representation from a range of stakeholders (a-g above) and composed of personnel who have been identified to establish and lead implementation of the district-wide multi-tiered social, emotional, and behavioral systems of support and practices. Additionally, the District Leadership Team should be led and facilitated by a coordinator(s) with designated time, experience in data-based



decision making, authority to implement team decisions, and access to district-level data (academic and behavioral).

The sample team roster template which follows can assist in ensuring that all necessary roles are present on the team.

### Sample Team Roster Template

Team Member	Position/Title

\*insert additional rows as needed

It is recommended that an external state or regional facilitator actively guide the self-assessment.

### Schedule of Administration

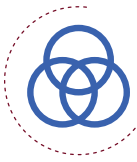
The DSFI is intended for use by districts considering or actively implementing tiered systems of behavior support. It is recommended that a District Leadership Team complete the self-assessment prior to installation of a multi-tiered social-emotional-behavioral system of support and practices, and then annually thereafter to progress monitor ongoing implementation.

### Preparation for Administration/Completion Time

Given the importance of the process and the complexity of the items, the anticipated time required to complete the DSFI is one to two hours. Exact times will depend on the number of individuals participating in the DSFI and familiarity of the team with the items and constructs assessed by the instrument. Assembling relevant data and resources (see recommendations below) prior to completing the self-assessment will aid efficiency.

#### Prior to Administering the DSFI

1. Identify an internal or external facilitator who is fluent in implementation of a tiered behavioral system, the critical features of the DSFI, and data for action planning.
2. Establish a District Leadership Team with representation from a range of parties (a-g above) and composed of personnel who have been identified to establish and lead implementation of the district-wide multi-tiered social-emotional-behavioral systems of support and practices and who meet monthly with a standard problem-solving process.
3. Gather and review existing district data related to:
  - a. student behavior (e.g., suspension/expulsions, screening outcomes, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates, school climate, student/family surveys)



- b.** organizational knowledge (e.g., district leadership structure, professional development plans with outcomes, coaching resources, current behavioral initiatives)
- c.** program implementation fidelity (e.g., Tiered Fidelity Inventory, Benchmarks of Quality, school action plans)

A consensus approach is used for scoring features on the DSFI. Teams discuss ratings for each feature and reach agreement for scoring. For later action planning purposes, it is recommended that a recorder be identified to note details of the consensus conversation to aid action step development.

## Outcomes

Criteria for scoring each item of the DSFI reflect degrees of implementation (0 = Not implemented, 1 = Partially implemented, 2 = Fully implemented) for items within each of the 9 categories assessed.

## Use for Decision Making

Outcomes are intended to guide action planning, progress monitoring, and annual assessment of short- and long-term district improvement priorities, as well as fidelity of implementation and impact. Refer to page 27 for more guidance on using DSFI results for action planning and progress monitoring.

### Complete the DSFI Action Plan Online

District Leadership Teams can complete the DSFI on paper, or they can take the survey online in Field Test at <https://www.pbisapps.org>. When they take the survey online, teams can fill in action items related to each subscale. Then, once they submit their survey responses, the app compiles the action plan items into a full action plan ready to be printed and used in future meetings. Teams access their completed action plan by going to Reports and selecting Action Plan Items from the drop-down menu of available reports for the DSFI.





## Glossary

**Behavioral Expertise:** Knowledge and skills in application of behavioral science to systems. It includes an understanding of principles of human behavior, organizational behavior change, effective instructional practices, mental health support, and social-emotional learning.

**Coaching:** Job-embedded professional learning provided to support implementation of new skills and practices. Frequently involves modeling, observing, and/or providing performance feedback.

**Cultural and Contextual Adaptation:** Implementing features of PBIS based on behavioral principles and with attention to tailoring for the specific context, such as age and developmental level, community resources, disability status, grade levels, and race/ethnicity.

**Executive Leadership:** Provides the funding, visibility, and political support needed to allow school teams to travel through the full sequence of adoption stages.

**Leadership Team:** Local team comprised of representation from leadership, stakeholders, implementers, consumers, and content experts that is responsible for ensuring high implementation fidelity, management of resources, and data-based decision making.

**Model Demonstrations:** Schools that are implementing evidence-based PBIS practices with fidelity and are designated as learning/observation sites for other schools.

**Multi-tiered Systems of Support (MTSS):** The practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions (Batsche et al., 2005). An integrated MTSS is integration of several MTSSs into one coherent strategically combined system meant to address multiple domains in content areas in education (McIntosh and Goodman, 2016).

**Positive Behavioral Interventions and Supports (PBIS):** A framework for implementing evidence-based practices to support improved social, emotional, behavioral, and academic outcomes for all student groups through systems and data-based decision making.

**Professional Learning:** A systematic process of support for all staff that can include face-to-face training, observation, coaching, resource banks of materials, communication plans, or virtual supports to help educators establish and sustain evidence-based practices.

**Resource Alignment:** Thoughtful allocation of budgets and other resources to achieve desired education outcomes for students (California Department of Education, n.d.).



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**Resource Mapping:** A system-building process historically utilized by communities, organizations, schools, and service centers to align resources, strategies, and outcomes available (Crane & Mooney, 2005).

### **Social-Emotional-Behavioral Initiatives and Programs:**

Interventions, systems, or practices implemented to improve social, emotional, or behavioral competencies. Examples include PBIS, mental health, and social-emotional learning programs.

**Stakeholders:** Anyone who has an interest in or is affected by the success of a school. Key stakeholders include students, family members, community groups, and agency employees.

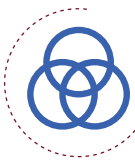
**Technical Assistance:** Process of providing support to an organization with an identified problem or need.

**Training:** Provision of instruction in new concepts and skills for implementing systems and practices. Training is less likely to lead to durable change in behavior without coaching.

**Transitions:** Moving from one school to another school within a district.

**Workforce Capacity:** Internal experience and expertise to collaborate, implement and sustain evidence-based practices, and improve outcomes for all student groups.



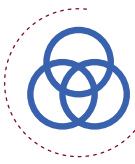


Individuals Completing: \_\_\_\_\_ Current Date: \_\_\_\_\_

Next Date: \_\_\_\_\_

## Section 1: Leadership Teaming

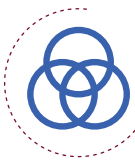
Feature	Possible Data Sources	Scoring Criteria
<b>1.1 Leadership Authority</b> One or more members of the District Leadership Team has the authority to make key decisions (e.g., decision-making for budget, implementation, policy, data systems).	<ul style="list-style-type: none"><li>District Organizational Chart</li><li>Team Roles &amp; Responsibilities</li></ul>	<p>0 = No members of the District Leadership Team have authority to make key decisions.</p> <p>1 = At least one member of the District Leadership Team has influence on key decision making within the organization.</p> <p>2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions and attends regularly.</p>
<b>1.2 Team Membership</b> 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"><li>District Organizational Chart</li><li>Team Roles &amp; Responsibilities</li><li>District Key Stakeholders List</li></ul>	<p>0 = District Leadership Team does not have representation from a range of stakeholders with investment in youth outcomes from the community.</p> <p>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.</p> <p>2 = District Leadership Team includes stakeholders from at least (a) – (e), stakeholders attend meetings regularly, and membership is audited annually.</p>
<b>1.3 Team Expertise</b> 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"><li>District Organizational Chart</li><li>Teaming Protocols</li><li>Team Roles &amp; Responsibilities</li></ul>	<p>0 = District Leadership Team does not include individuals with social-emotional-learning expertise.</p> <p>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.</p> <p>2 = District Leadership Team includes individuals with social-emotional-behavioral expertise across all three tiers and from agencies representing P-12</p>



Feature	Possible Data Sources	Scoring Criteria
<b>1.4 Team Leadership</b> 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"> <li>District Organizational Chart</li> <li>Teaming Protocols</li> <li>Team Roles &amp; Responsibilities</li> <li>District Leadership Team Meeting Agenda and Minutes</li> </ul>	0 = District Leadership Team does not have an assigned coordinator.  1 = District Leadership Team has an assigned coordinator but does not have (a) time for coordinator or (b) experience with data-based decision making  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.
<b>1.5 Team Operating Procedures</b> District Leadership Team meets monthly, uses standard meeting agenda and problem-solving process (e.g., Team-Initiated Problem Solving or data-cased decision making) with clearly defined operating procedures.	<ul style="list-style-type: none"> <li>District Leadership Team Agenda and Minutes</li> <li>Team Roles &amp; Responsibilities</li> <li>Teaming Protocols</li> </ul>	0 = District Leadership Team does not meet monthly, use a standard agenda, or problem-solving process.  1 = District Leadership Team has one of the three operating procedures, monthly meetings, standard meeting agenda or problem-solving process.  2 = District Leadership Team meets at least monthly, uses a standard meeting agenda, and has adopted a problem-solving process.
<b>1.6 Action Planning</b> 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"> <li>District Action Plan</li> <li>Strategic Plan</li> </ul>	0 = District Leadership Team meets without an action plan to guide the work.  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.  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.



Feature	Possible Data Sources	Scoring Criteria
<b>1.7 Communication with Executive Leadership</b> 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"> <li>• Communication Plan</li> <li>• Teaming Protocols</li> <li>• District Leadership Team Agenda and Minutes</li> </ul>	0 = District Leadership Team does not regularly communicate with executive leaders.  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.  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.
<b>1.8 Communication with Key Stakeholders</b> 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"> <li>• Communication Plan</li> <li>• Teaming Protocols</li> <li>• District Website</li> <li>• District Newsletters</li> <li>• District Leadership Team Agenda and Minutes</li> <li>• District Key Stakeholders List</li> </ul>	0 = District Leadership Team does not communicate progress or ask for input from key stakeholders.  1 = District Leadership Team communicates progress with some but not all key stakeholders and/or does not ask for input.  2 = District Leadership Team communicates progress with and seeks input from all key stakeholders connected to progress and linked to district outcomes.
<b>1.9 Goal Identification</b> 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"> <li>• District Handbook</li> <li>• Strategic Plan</li> </ul>	0 = District does not have goals or priorities focused on positive school climate or social-emotional-behavioral health.  1 = District has documented goals or priorities focused on positive school climate or social-emotional-behavioral health but not in the top 5 goals.  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.



## Section 2: Stakeholder Engagement

Feature	Possible Data Sources	Scoring Criteria
<b>2.1 Stakeholder Involvement</b> 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"><li>• District Handbook</li><li>• Strategic Plan</li><li>• Teaming Protocols</li><li>• Leadership Team Agenda and Minutes</li><li>• Team Roles &amp; Responsibilities</li><li>• Website</li><li>• Stakeholder Engagement Plan</li></ul>	<p>0 = No process exists to involve stakeholders.</p> <p>1 = Stakeholders are on the team but active involvement is not monitored.</p> <p>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.</p>
<b>2.2 Information Dissemination</b> 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"><li>• Stakeholder Engagement Plan</li><li>• Products</li></ul>	<p>0 = Information, data and accomplishments are not disseminated.</p> <p>1 = Communication systems are developed to assist in disseminating 1 but not all 3 components (i.e., information, data, and accomplishments).</p> <p>2 = Multiple systems for communication are established to assist in disseminating information, data, and accomplishments at least annually.</p>
<b>2.3 Stakeholder Participation</b> 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"><li>• Attendance</li><li>• Event Agendas</li></ul>	<p>0 = District leaders do not participate in PBIS activities.</p> <p>1 = District leaders actively participate in PBIS events but do not engage stakeholders.</p> <p>2 = District leaders actively participate in PBIS events and engage stakeholders.</p>

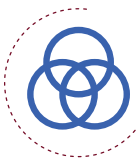


## Section 3: Funding and Alignment

Feature	Possible Data Sources	Scoring Criteria
<b>3.1 Budget Plan</b> 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"> <li>District Budget</li> </ul>	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.
<b>3.2 Community Agency Alignment</b> 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"> <li>District Handbook</li> <li>District Policy</li> <li>Alignment/Leveraging Procedures</li> </ul>	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.
<b>3.3. Alignment to District Outcomes</b> Academic and social-emotional-behavioral frameworks are aligned with key district outcomes/improvement goals.	<ul style="list-style-type: none"> <li>Strategic Plan</li> </ul>	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.
<b>3.4 Alignment to Initiatives</b> 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"> <li>District Organizational Chart</li> <li>Audit Spreadsheet</li> <li>Graphic Organizer Displaying Initiative Alignment</li> </ul>	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).



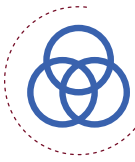
Feature	Possible Data Sources	Scoring Criteria
<b>3.5 Initiative Adoption Procedures</b> A written process is followed for district-level review of fit for new social-emotional-behavioral initiatives or practices with PBIS framework (i.e., evidence base, capacity, contextual fit) before deciding whether to adopt, align, or integrate them.	<ul style="list-style-type: none"> <li>Recommended Procedures</li> <li>Initiative Adoption Guide</li> </ul>	<p>0 = Clear procedures for reviewing new programs, prior to adoption do not exist.</p> <p>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.</p> <p>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.</p>
<b>3.6 Options for Tiered Interventions</b> 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"> <li>Intervention Guidelines</li> </ul>	<p>0 = No Tier 2 or Tier 3 district supported evidence-based interventions are identified.</p> <p>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.</p> <p>2 = A formal district process is used to identify and support Tier 2 and Tier 3 evidence-based interventions.</p>
<b>3.7 Annual Alignment Review</b> 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"> <li>Audit Spreadsheet</li> <li>Technical Guide for Alignment</li> </ul>	<p>0 = No review of related social-emotional-behavioral initiatives exists.</p> <p>1 = Related social-emotional-behavioral initiatives are reviewed periodically but fidelity of implementation and/or effectiveness are not part of the process.</p> <p>2 = Related social-emotional-behavioral initiatives are reviewed periodically and both fidelity of implementation and effectiveness are part of the process.</p>
<b>3.8 Operations for Tiered Interventions</b> Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.	<ul style="list-style-type: none"> <li>District Budget</li> </ul>	<p>0 = Funding and organizational resources are not assessed.</p> <p>1 = Funding and organizational resources across related initiatives are assessed, but not aligned to sustain implementation.</p> <p>2 = Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.</p>



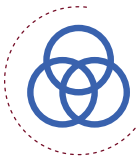
## Section 4: Policy

Feature	Possible Data Sources	Scoring Criteria
<b>4.1 Vision/Mission Statement</b> 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"> <li>District Vision/Mission Statement</li> <li>Informal Administrator Interview</li> </ul>	<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>
<b>4.2 Instructional Approach</b> 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"> <li>Discipline Policy</li> <li>Student Handbooks</li> <li>Code of Conduct</li> <li>Informal Administrator Interview</li> </ul>	<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>
<b>4.3 Discipline Guides</b> Discipline policy and procedural guides are posted and distributed at least annually.	<ul style="list-style-type: none"> <li>Discipline Policy</li> <li>Student Handbooks</li> <li>Code of Conduct</li> <li>Informal Administrator Interview</li> <li>Website</li> <li>Stakeholder Engagement Plan</li> </ul>	<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>



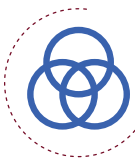


Feature	Possible Data Sources	Scoring Criteria
<b>4.4 Discipline Policy Review</b> District Leadership Team regularly reviews and refines discipline policy to enhance their effects on fidelity of implementation and social-emotional-behavioral and academic outcomes for all student groups.	<ul style="list-style-type: none"> <li>Discipline Policy</li> <li>Behavior Screening Policy</li> <li>Policies for Alternative Student Placement</li> <li>Strategic Plan</li> <li>Student Handbooks</li> <li>Informal Administrator Interview</li> </ul>	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.
<b>4.5 Transition Systems</b> 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"> <li>Recommended Policies</li> </ul>	0 = Hiring criteria, recruitment, and selection do not explicitly consider knowledge, skill, and experience implementing PBIS.  1 = Hiring criteria, recruitment, and selection processes and documents informally consider knowledge, skill, and experience implementing PBIS.  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.



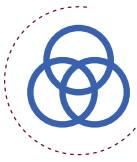
## Section 5: Workforce Capacity

Feature	Possible Data Sources	Scoring Criteria
<b>5.1 Personnel Selection Criteria</b> 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"><li>Recommended Policies</li></ul>	<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>
<b>5.2 Job Descriptions</b> PBIS implementation activities (e.g., training, coaching) are embedded into job descriptions and dedicated time is allotted.	<ul style="list-style-type: none"><li>Job Descriptions</li></ul>	<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>
<b>5.3 Performance Evaluation</b> 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"><li>Evaluation Rubrics</li></ul>	<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>



## Section 6: Training

Feature	Possible Data Sources	Scoring Criteria
<b>6.1 District Professional Development Plan</b> 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"><li>Professional Development Plan</li></ul>	<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>
<b>6.2 District Professional Development Calendar</b> 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"><li>Professional Development Plan</li><li>District Professional Development Calendar</li><li>Website</li></ul>	<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>
<b>6.3 Professional Development Alignment</b> PBIS professional development materials and professional development practices are aligned with other relevant evidence-based district initiatives.	<ul style="list-style-type: none"><li>Professional Development Materials</li></ul>	<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
<b>6.4 Ongoing Professional Development</b> 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"> <li>Professional Development Plan</li> </ul>	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.
<b>6.5 Communities of Practice</b> 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"> <li>Professional Development Plan</li> </ul>	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.
<b>6.6 Internal Professional Development</b> District-wide, internal training capacity is established to build and sustain a PBIS framework.	<ul style="list-style-type: none"> <li>Capacity Building Plan</li> <li>Trainer Roster (across tiers and levels)</li> <li>PBIS Professional Development Blueprint</li> <li>Trainer/Coach Self-Assessment Data</li> </ul>	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.

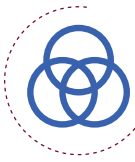


## Section 7: Coaching

Feature	Possible Data Sources	Scoring Criteria
<b>7.1 Technical Assistance</b> 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"> <li>Orientation Materials</li> <li>Website</li> </ul>	<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>
<b>7.2 Coaching</b> 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"> <li>Knowledge/Skills Assessment/Evaluations</li> </ul>	<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>
<b>7.3 Implementation Process</b> 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"> <li>Coaching and Technical Assistance Plan</li> <li>Trainer/Coach Roster (across tiers and levels)</li> <li>Coaching Assistance Form</li> <li>Evaluation Plan</li> </ul>	<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
<b>7.4 Differentiated Coaching Support</b> 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"> <li>Coaching and Technical Assistance Plan</li> <li>Evaluation Plan</li> </ul>	<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>
<b>7.5 District Coach Networks</b> 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"> <li>Professional Development Plan</li> <li>Professional Development Participant Evaluations</li> <li>PBIS Professional Development Blueprint Trainer/Coach Self-Assessment Data</li> </ul>	<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>
<b>7.6 Coaching Functions</b> 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"> <li>Coaching Manual</li> </ul>	<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
<b>7.7 Local Coaching Capacity</b> 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"><li>List of District PBIS Coaching Personnel</li><li>Job Descriptions</li></ul>	<p>0 = District has no local coaching capacity.</p> <p>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.</p> <p>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.</p>
<b>7.8 Classroom Implementation</b> 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"><li>Walkthrough Process</li><li>Classroom Data</li><li>Progress Monitoring Data</li></ul>	<p>0 = Classrooms are not implementing Tier 1 features.</p> <p>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.</p> <p>2 = 80% or more of classrooms in the district are formally implementing all core Tier 1 features.</p>



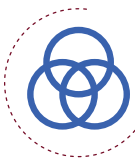


## Section 8: Evaluation

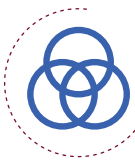
Feature	Possible Data Sources	Scoring Criteria
<b>8.1 Evaluation Plan</b> District Leadership Team completes a 3 to 5 year evaluation plan guided by district assessment schedule and school implementation data, social validity survey results, and important district outcomes.	<ul style="list-style-type: none"> <li>Evaluation Plan</li> <li>Action Plan</li> </ul>	0 = District Leadership Team has no 3 to 5 year evaluation plan.  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.  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.
<b>8.2 Data Collection Systems</b> 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"> <li>Data System Reports</li> <li>PBIS Fidelity Data (e.g., TFI, BoQ, SAS)</li> <li>Student Outcome Data (e.g., discipline, school climate)</li> <li>District Reports</li> <li>School/Community Demographic Data</li> <li>Evaluations</li> </ul>	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.  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).  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).
<b>8.3 Evaluation Feedback Loop</b> 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"> <li>Data Decision Rules</li> <li>Staff Professional Development Calendar</li> <li>Staff Handbook</li> <li>Team Meeting</li> </ul>	0 = Data systems are not available to provide performance feedback.  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.  2 = Data systems follow a written process to provide regular performance feedback to school teams and coaches for problem solving and action planning.



Feature	Possible Data Sources	Scoring Criteria
<b>8.4 Differentiated Supports</b> Data system is in place for identifying school teams in need of additional training and coaching support.	<ul style="list-style-type: none"> <li>Data System Reports</li> <li>Fidelity Data (e.g., TFI, BoQ)</li> <li>District Reports</li> </ul>	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.
<b>8.5 Assessment and Evaluation Process</b> 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"> <li>Feedback and Input Survey</li> <li>Student Outcome Data</li> <li>Walkthrough Data</li> <li>Informal Surveys</li> </ul>	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).
<b>8.6 Student Identification Data</b> 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"> <li>Multiple Data Sources Used</li> <li>District Decision Rubric</li> <li>Meeting Minutes</li> <li>School Policy</li> </ul>	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
<b>8.7 Level of Use</b> 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"> <li>Tier 2 Enrollment Data</li> <li>Tier 3 Enrollment Data</li> </ul>	<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>
<b>8.8 Student Performance Data</b> 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"> <li>Progress Monitoring Data</li> <li>Student Outcome Data</li> </ul>	<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>
<b>8.9 Annual Evaluation</b> 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"> <li>Staff, Student, Family surveys</li> <li>PBIS Handbooks</li> <li>Fidelity Tools</li> <li>School Policy</li> <li>Student Outcomes</li> <li>District Reports</li> <li>School Newsletters</li> </ul>	<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
<b>8.10 Acknowledgement of Progress</b> Outcomes and accomplishments are disseminated and acknowledged among stakeholder groups, at least quarterly.	<ul style="list-style-type: none"> <li>Fidelity Tools</li> <li>Student Outcomes</li> <li>District Reports</li> <li>School Newsletters</li> <li>District Newsletter/Website/Social Media</li> <li>District Key Stakeholders List</li> <li>Stakeholder Engagement Plan</li> </ul>	0 = Outcomes and accomplishments are not disseminated or acknowledged among district-identified stakeholder groups.  1 = Outcomes and accomplishments are disseminated and acknowledged among district-identified stakeholder groups, at least once per year.  2 = Outcomes and accomplishments are disseminated and acknowledged among district-identified stakeholder groups, at least quarterly.
<b>8.11 Internal Evaluation Capacity</b> 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"> <li>Assessment Calendar</li> <li>Performance Feedback Activities Calendar</li> <li>School fidelity scores (e.g., TFI, BoQ)</li> </ul>	0 = There is no assessment or feedback about implementation and/or data about implementation is only provided through an external agent (e.g., consultant).  1 = Some assessment of implementation occurs but is partially or completely dependent on an external agent rather than administered by in-district personnel.  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.



## Section 9: Local Implementation Demonstrations

Feature	Possible Data Sources	Scoring Criteria
<b>9.1 Site Selection</b> 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"> <li>Readiness Requirements</li> <li>Commitment Procedures</li> </ul>	<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>
<b>9.2 Model Demonstrations</b> 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"> <li>Case Studies</li> <li>Site Descriptions</li> <li>District Reports</li> <li>SWPBIS Tiered Fidelity Inventory</li> </ul>	<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>
<b>9.3 Scaling Up</b> 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"> <li>3-5 Year Action Plan</li> <li>Strategic Plan</li> </ul>	<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>



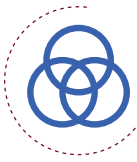
## Action Planning

Upon completion of the DSFI, it is recommended that the District Leadership Team use the results, along with other district-level data (e.g., implementation phases, levels, and fidelity by building; student outcomes within and between buildings; evidence of teacher practices; etc.), to organize an action plan. The purpose of the District Action Plan is to guide District Leadership Teams in the development, execution, and progress monitoring of action steps that promote high-fidelity implementation of MTSS.

District Leadership Teams can use the assessment results, and other district data, to establish a short-term action plan (1 year) to focus on highest priority items. Lower priority items can be flagged to address later in a long-term action plan (3-5 years). The 9 categories of the DSFI should be reviewed for prioritization and organization into action plan steps. An Action Plan template, with instructions, is available [here](#). The goals of the District Action Plan can be targeted to ensure equitable outcomes for all students by aligning resources, needs, and outcome data.

### District Example: Truman School District

- The Truman School District provided members of the PBIS District Leadership Team with a copy of the DSFI to complete individually prior to a team meeting for formal completion of the DSFI.
- Team members reviewed the items across the 9 categories of the DSFI and selected a score based upon their perspective and informal assessments of PBIS implementation across the district.
- Team members shared their copies and scores with the team's facilitator so the data could be compiled for discussion and consensus scoring. The facilitator organized the data so the team could easily see items of agreement and consensus in comparison to items which warranted further discussion before reaching consensus on an implementation score.
- DSFI items with a score of 0 or 1 were then charted and posted around the room. Team members received identical sets of different colored dots to represent action plan priority (e.g., green for a 1-year action plan, yellow for a 3-5-year action plan).
- Members then used their dots to vote which DSFI items not fully in place should be represented on which action plan.
- Later the team repeated the process with a third colored dot to indicate which of the DSFI items having earned a 2 should be communicated with stakeholders as items of achievement and success.



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## PBIS DISTRICT SYSTEMS FIDELITY INVENTORY

In addition to the DSFI results and other district data, District Leadership Teams consider both the unique needs of the community and other larger and/or related district improvement initiatives and priorities. By working to align with and integrate within other district goals and implementation efforts, the District Leadership Team can reduce redundancies, inefficiencies, and conflicting messages while efficiently using resources to leverage consistent and improved outcomes.

### **District Example: Truman School District**

The Truman School District has written into their District Improvement Plan the goal to reduce suspensions and expulsions. Because of this larger district priority, the District Leadership Team for PBIS works to create an action plan which aligns and integrates PBIS implementation with efforts to reduce suspensions and expulsions. The team establishes a goal to integrate PBIS into the existing district-wide professional development plan to show how high-fidelity implementation of PBIS from the universal to individual level is targeted to reduce behavioral challenges. Similarly, the team works to emphasize how PBIS efforts can enhance academic related behaviors (e.g., increases in time in instruction) and overall achievement (Horner, Sugai, Todd, & Lewis-Palmer, 2005; Lassen, Steele, & Sailor, 2006; Luiselli, Putnam, Handler, & Feinberg, 2005).





As teams are establishing action plans, the DSFI scoring criteria and item descriptions can be used to write goals that are specific, measurable, attainable, relevant, and time-bound.

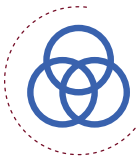
**District Example:**  
**Truman School District**

When assessing item 6.2 on the DSFI, the Truman School District earned a score of 0. The District Leadership Team for PBIS used the feature description and the criteria for a level 2 score to craft a goal that was specific, measurable, attainable, relevant, and time-based.

*By July 1, in preparation for the next academic year, dedicated professional development time and training plans (with a clear scope and sequence) will be scheduled for PBIS implementation and events will be publicly posted in an effort to define the goals and shape the process of implementing PBIS.*

Just as the District Leadership Team engages in data-based decision making at each meeting, they also engage in action planning at each meeting. Once the District Action Plan is created, the District Leadership Team reviews progress toward action plan steps, activities, and outcomes on a regular basis (e.g., quarterly) in an effort to progress monitor implementation and outcomes. The data used to

guide decision making and action planning may include implementation fidelity, evidence of teacher practices, and student outcomes within and between buildings. One facilitative strategy is to develop District Leadership Team meeting agendas using items from the District Action Plan. By regularly reviewing goals and progress monitoring, teams can make timely adjustments for improved outcomes.

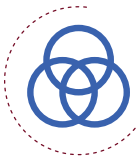


## Sample District Leadership PBIS Action Planning Template

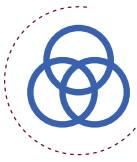
Individuals Completing Self-Assessment: \_\_\_\_\_

Current Date: \_\_\_\_\_

Feature	Action Plan Items	Who	When
1. Leadership Teaming	a.		
	b.		
	c.		
	d.		
	e.		
2. Stakeholder Engagement	a.		
	b.		
	c.		
	d.		
	e.		
3. Funding and Alignment	a.		
	b.		
	c.		
	d.		
	e.		
4. Policy	a.		
	b.		
	c.		
	d.		
	e.		



Feature	Action Plan Items	Who	When
<b>5. Workforce Capacity</b>	a.		
	b.		
	c.		
	d.		
	e.		
<b>6. Training</b>	a.		
	b.		
	c.		
	d.		
	e.		
<b>7. Coaching</b>	a.		
	b.		
	c.		
	d.		
	e.		
<b>8. Evaluation</b>	a.		
	b.		
	c.		
	d.		
	e.		
<b>9. Local Implementation Demonstrations</b>	a.		
	b.		
	c.		
	d.		
	e.		



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