Leadership team
--- Team has people with multiple perspectives and skills to implement SWPBIS
- **Representation:** Targeted Recruitment, “Go to Pool”; multiple subcommittees
- **Facilitators:** add’l planning period, common planning for co-facilitators, Supported by stipends, FTE, etc.

--- Clear role for students and families
- Active student involvement and input
- Re-engage families

--- Clear line of communication and decision making between team and administration
- *This is what we are thinking; This is what we are struggling with; Can we . . . ?*

--- Meetings are scheduled at predictable times and at least monthly
- *Use common planning time*
- Two 45 or one 90 minute meeting
- *Additional Planning time: Mid year and summer planning days*

--- Meetings are effective for action planning and tracking progress
- Use agenda and distribute minutes within 3 days
- *If admin does not attend responds to items in the minutes within 2 days*

Schoolwide Behavioral Expectations
--- 3-5 behavioral expectations selected
- *Ensure that there is only ONE set of behavioral expectations*
- *Ensure addresses academic and social behavior*

--- Develop routines and rules, especially in the classroom
--- Teach the expectations and routines
- Teaching matrix developed (across locations - assemblies, athletics, open lunch)
- Plans built by all faculty & students for each major location, including classroom
- Schedule defined for how to deliver the teaching plans (student role; across locations)

--- Follow-up activities (e.g., 4-weeks before Winter and Spring breaks, prom, testing)
--- Orientation plan for new students, substitutes and new faculty
--- Strategy for informing families

Data-Based Decision Making
--- Team has “instantaneous” access to summarized reports
- Graphed data
- Problem behavior includes frequency by behavior, location, time of day and student.

--- Data is reviewed by Team monthly for decision making
- Behavior & Academic Engagement
- Use of an efficient problem solving process

--- Faculty are shown school-wide data regularly?
- at least every 12 months
- provides input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences)

--- Team uses fidelity data to gauge implementation of practices at least annually
--- Team conducts an evaluation of fidelity and effectiveness
- Annually
- Year by Year comparisons
• Shared with key stakeholders

**Discipline System**

___ Formal discipline policy and logic
___ Clear definitions for problem behaviors
___ Guidelines for responding to problem behaviors
  • Incident referral form with relevant information
  • One-page flowchart outlining staff-managed vs. office-managed behaviors
  • Matrix to clarify warning, minor... expected behaviors
  • Clarification of subjective or major/minor items (e.g., disruptive, disrespect, tardy)
___ Professional development plan for orienting all staff and students to the discipline system
___ Data-based decision making practices using discipline data
  • Consistency of implementation by staff (Tally by teacher names, Teacher distribution quota)
  • Rate of problem behavior (Tally by grade, ethnicity, subject, etc.)
___ School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches

**Acknowledgement System**

___ Guidelines for organizing and communicating about acknowledgement system for staff and students
  • Linked to SW expectations
  • Includes all students across all settings (consider off campus; differentiate across grades)
  • Determine the criteria and frequency ...layered: daily, weekly, monthly, quarterly, etc.
  • Group, individual, competition... drawings, large events
  • Age appropriate acknowledgements – social, tangible, things need,...
  • Consider BOTH students and staff
___ Professional development plan for orienting all staff and students to the acknowledgement system
___ Data-based decision making practices using acknowledgement data
  • Rate receive acknowledgements (Tally by grade, ethnicity, subject, etc.)
  • Selection of acknowledgements (what selected; what left over)
  • Consistency of implementation by staff (Tally by teacher names, Teacher distribution quota)
  • Examine fidelity of implementation

**Classroom System**

___ Establish Tier I features in all classrooms consistent with SW expectations
  • School-wide expectations
  • Routines
  • Acknowledgements
  • In-class continuum of discipline consequences
___ Support implementation of classroom PBIS practices that may
  • Decrease disruption/increase instructional time
  • effectively implemented with all students in a classroom
  • intensified to support small groups or a few individual students
___ Professional development plan for orienting all staff to expectations re: classrooms and classroom practices