

PBIS Fall Tool Packet



PBIS Fall Kick-off Checklist

- ✓ PBIS Team members have been identified, including point person and administrative person
- ✓ PBIS Team meeting schedule has been determined
- ✓ PBIS agenda time at staff meetings has been scheduled
- ✓ PBIS Team has review last year's ODR, attendance, and survey data
- ✓ 3 – 5 school rules/expectations have been developed
- ✓ Major and minor behaviors have been defined
- ✓ System for teaching school rules has been developed and articulated to staff
- ✓ Calendar creation of: teaching rules to students, PBIS meetings, boosters sessions, activities, data sharing, PBIS report at staff meetings, etc.
- ✓ Matrix of school rules has been developed for all common areas
- ✓ School rules and matrix are posted
- ✓ Office Referral Form has been created
- ✓ PBIS Team has scheduled a time to review PBS systems with staff members before the first day of school begins, including: rules/expectations, acknowledgement system, correction system, including major and minor behaviors defined
- ✓ Assemblies and/or PBIS celebrations and activities have been developed and scheduled
- ✓ Social/Emotional/Character Ed curriculum has been determined and schedule for teaching developed
- ✓ Demonstrate social/emotional/character ed lesson for staff
- ✓ Update school PBIS Notebook

PBIS Parent Kick-off

Objectives:

- Communicate to parents the goal of creating a positive school culture
- Communicate to parents the 3 – 5 positively stated school rules/expectations
- Communicate to parents the school's acknowledgement system
- Communicate to parents the school's correction system
- Share with parents the curriculum that will be used to teach social/emotional/character ed. skills
- Share with parents your school's communication policy
- Obtain parent assistance as needed to increase and support your PBS school efforts.

PBIS Student Kick-off

Objectives:

- To know and understand the goal of creating a positive school culture
- To know and understand how we will build our positive school culture
 - 3 – 5 positively stated school-wide rules/expectations
 - All adults and all students will be expected to follow these rules
 - Students will be systematically taught the rules
 - Students will know and understand the rules/expectations for all common areas and settings
 - Students will be taught a social/emotional/character ed. curriculum
- To know and understand the school-wide acknowledgement system
- To know and understand the school-wide correction system
 - Classroom versus office handled behaviors
 - Difference between minor and major behaviors
 - Illegal behaviors
 - When parent communication will occur
- To know and understand school-wide goals
 - Attendance
 - Behavior
 - Academic

School PBIS Ideas for Fall Kick-Off

Preparing for Implementation and Planning Ahead

I. Ideas for Students

- Assembly – make it fun and memorable for students and staff
 - ✓ Introduce school rules and acknowledgement programs
 - ✓ Use charismatic staff members in the assembly
- Rules Rodeo for Teaching Recess or Common Area Rules
- Poster Contest/Videos/ Etc.
- Ideas are endless! Be explicit!

II. Ideas for Staff

- PBIS Kick-Off Schedule
- PBIS Survey – important to get staff feedback and buy-in – also helps in action planning and goal setting for the year
- Review last year's data and survey data – from TIC and SET or BofQ
- Calendar Creation
 - ✓ Schedule of PBIS Team Meetings
 - ✓ Booster Training Sessions for Students (based on data)
 - ✓ Sharing of data/Communicating/Reporting at Staff Meetings
 - ✓ Assembly/Celebrations/Acknowledgement/Character Ed.
 - ✓ Etc.
- Staff Visibility in specific settings, reinforcing/teaching expected behaviors in those areas
- Obtain and Organize Materials
 - ✓ Get School Rules/Expectations Posters up!
 - ✓ Communicate Acknowledgement and Correction Systems with Teachers
 - ✓ Share PBIS Components with your staff!!
- Teach/Practice/Model a behavioral lesson to staff



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PBIS Planning Calendar 2015-2016

Month	PBIS Activities (Mtg. schedule, teaching, boosters, activities, etc.)
September	PBIS Team Mtg:
	Staff Mtg./Review Data:
	Activities:
October	PBIS Team Mtg:
	Staff Mtg./Review Data:
	Activities:
November	PBIS Team Mtg:
	Staff Mtg./Review Data:
	Activities:
December	PBIS Team Mtg:
	Staff Mtg./Review Data:
	Activities:
January	PBIS Team Mtg:
	Staff Mtg./Review Data:
	Activities:
February	PBIS Team Mtg:
	Staff Mtg./Review Data:
	Activities:
March	PBIS Team Mtg:
	Staff Mtg./Review Data:
	Activities:
April	PBIS Team Mtg:
	Staff Mtg./Review Data:
	Activities:
May	PBIS Team Mtg:
	Staff Mtg./Review Data:
	Activities:
June	PBIS Team Mtg:
	Staff Mtg./Review Data:
	Activities:

Sept/Oct Fall Kick-off Planning Form

Activity	For Staff	For Kids	Who's in charge	Support Persons	Planning Notes

Bend-La Pine Schools
2015 – 2016 PBIS Acknowledgement Tracking Data

MONTH	Acknowledgement Activity				TOTAL
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					

PBIS TEAM MEETING AGENDA/MINUTES

Date: _____ Time: _____ to: _____ Location: _____

Facilitator: _____ Timekeeper: _____

Recorder: _____ Snackmaster: _____

Participants: _____

Next meeting date, time and location: _____

Next Facilitator: _____ Next Snackmaster: _____

Applaud & Assess

Things that got done well:

Critical Issues:

Items

- Data Review/Info to date
- Review progress on Action Plan
- Follow Up Items from previous meeting
- _____
- _____

Action/Results

Next steps/To do list:	Who is responsible?

Insert Your
School's
Logo or
Mascot

(Your School Name Here) Expectations Matrix

	Classrooms	Bathrooms	Office	Cafeteria	Arrival/ Departure	Hallways	Recess/ Playground
Be Respectful							
Be Responsible							
Be Safe							



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PBIS Decision Making Rules: Meeting Individual Student Needs Through Progress Monitoring

Student: _____ Grade: _____ School: _____ Date: _____

Y = Yes, N = No, E = Exceeds

Y	N	Universal (green)	E	Y	N	Targeted (yellow)	Y	N	Individualized (red)
✓	✓		✓	✓	✓		✓	✓	
		Attendance at 94% or above? Currently at _____ %				Attendance between 89- 93%? Currently at _____ %			Attendance at 89% & less? Currently at _____ %
		Office referrals 0 – 1 per month? Currently at _____				Office referrals 2 – 3 per month? Currently at _____			Office referrals 4 or more per month? Currently at _____
		Is passing all classes? Failing # _____				Is passing all classes? Failing # _____			Is passing all classes? Failing # _____
		Total Yes/No				Total Exceeds/Yes/No			Total Yes/No
✓ Selected:			✓ Selected:			✓ Selected:			
2 – 3 Yes' – Continue with Universal Interventions			2 – 3 Exceeds – Go to Universal Interventions			2 – 3 Yes' – Continue/modify Universal, Targeted and Individualized Interventions			
2 – 3 No's – Continue with Universal Interventions and also implement a Targeted Intervention			2 – 3 Yes' – Continue with Universal Interventions and Target Interventions			2 – 3 No's – Group think to determine appropriate intervention as a team, based on current data			
			2 – 3 No's – Continue with Universal and Targeted Interventions and proceed to individualized interventions as well						

Menu of Interventions & Action Plan

✓	School-wide PBIS – rules taught	✓	Check In/Check Out	✓	Functional Behavior Assessment
	Receiving instruction from evidence-based research-based curriculum		Mentoring Program		504 plan/PEP
	Multi-tiered instruction		Small group for _____		Behavior Intervention Plan
	Parent contact & conferences		Further diagnostic evaluation		Special Education Evaluation
	School-wide social skills program		Title/ELL/First Steps/etc.		Community Wrap-Around
	School resources utilized (SMART, FAN, Nurse, etc.)		Engagement Activity/Club/Helper Role		Mentoring Program

Team Discussion:	Team Members:
Meeting date: _____	
Meeting date: _____	



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Bend-La Pine PBIS Systems Decision Rules

If...	Focus on...
<ul style="list-style-type: none"> • > 40% of students received 1+ ODR • > 2.5 ODR/student 	School-wide System
<ul style="list-style-type: none"> • > 60% of referrals come from classroom • > 50% of ODR come from < 10% of classrooms 	Classroom System
<ul style="list-style-type: none"> • > 35% of referrals come from non-classroom settings • > 15% of students referred from non-classroom settings 	Non-Classroom Systems
<ul style="list-style-type: none"> • > 10-15 students receive > 5 ODR 	Targeted Group Interventions
<ul style="list-style-type: none"> • < 10 students with > 10 ODR • < 10 students continue rate of referrals after receiving targeted group support • Small # students destabilizing overall functioning of school 	Individualized Action Team Systems

Sprague, Sugai, Horner, & Walker (2000)
 ODR = Office Discipline Referral

Attendance/Behavior Risk Analysis Chart

		Attendance	
		88% - 92%	88% or less
Office Discipline Referrals (ODR's)	2-5 Ref.		
	6+ Ref.		High Risk

Grade Level: _____