

The PBIS Evaluation **Blueprint**: Choosing Measures and District-Level Planning



2023 APBS Conference Jacksonville, FL - Session F05

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Session Description

This session will describe example measures of reach, process, capacity, fidelity, and outcomes described in the PBIS Evaluation Blueprint and examples of district evaluation planning procedures and schedules from districts at various stages of implementation.

Session Objectives

1. Review features of the PBIS Evaluation Blueprint
2. Identify popular and new measures of reach, process, capacity, fidelity, and outcomes available through PBISApps
3. Describe evaluation planning in two districts implementing PBIS

Presenter Introductions

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Session Expectations



Be Respectful

- Listen attentively
- Communicate when issues arise
- Assume Positive Intent

Be Responsible

- Engage with the content/group
- Protect your learning/focus time
- Use and share the information

Be a Team Player

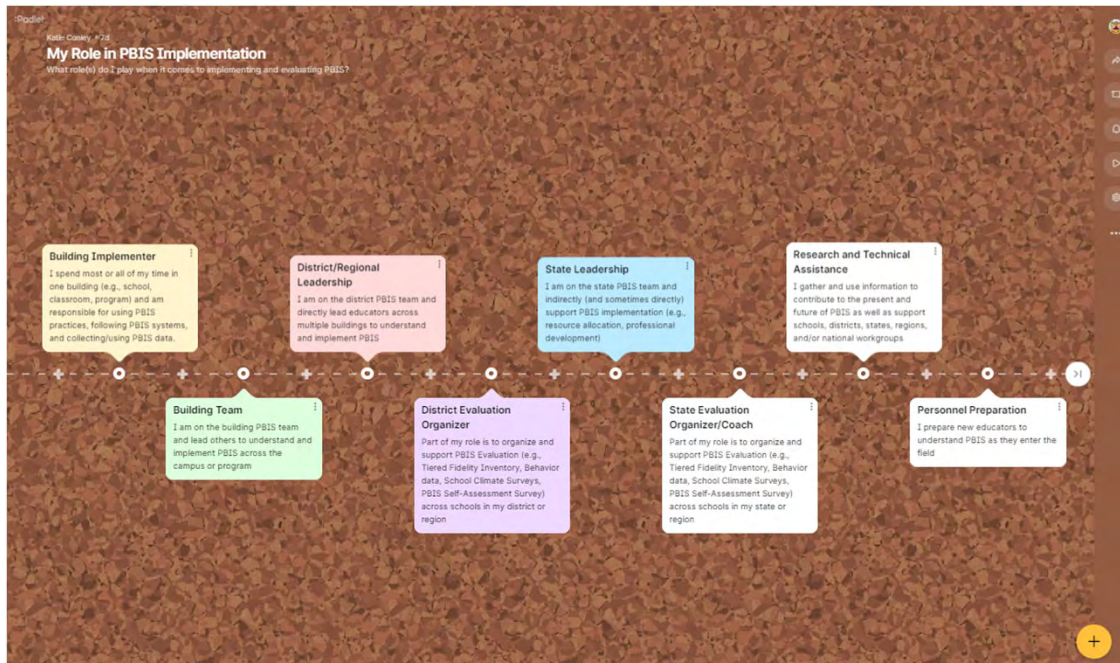
- Share your perspective/examples
- Encourage others to participate
- Make connections for now & later

Activity 1: Audience Intro and Roles



Padlet: <https://padlet.com/kconley12/pbis-implementation-phase-c4qcl4bngz9b43w9>

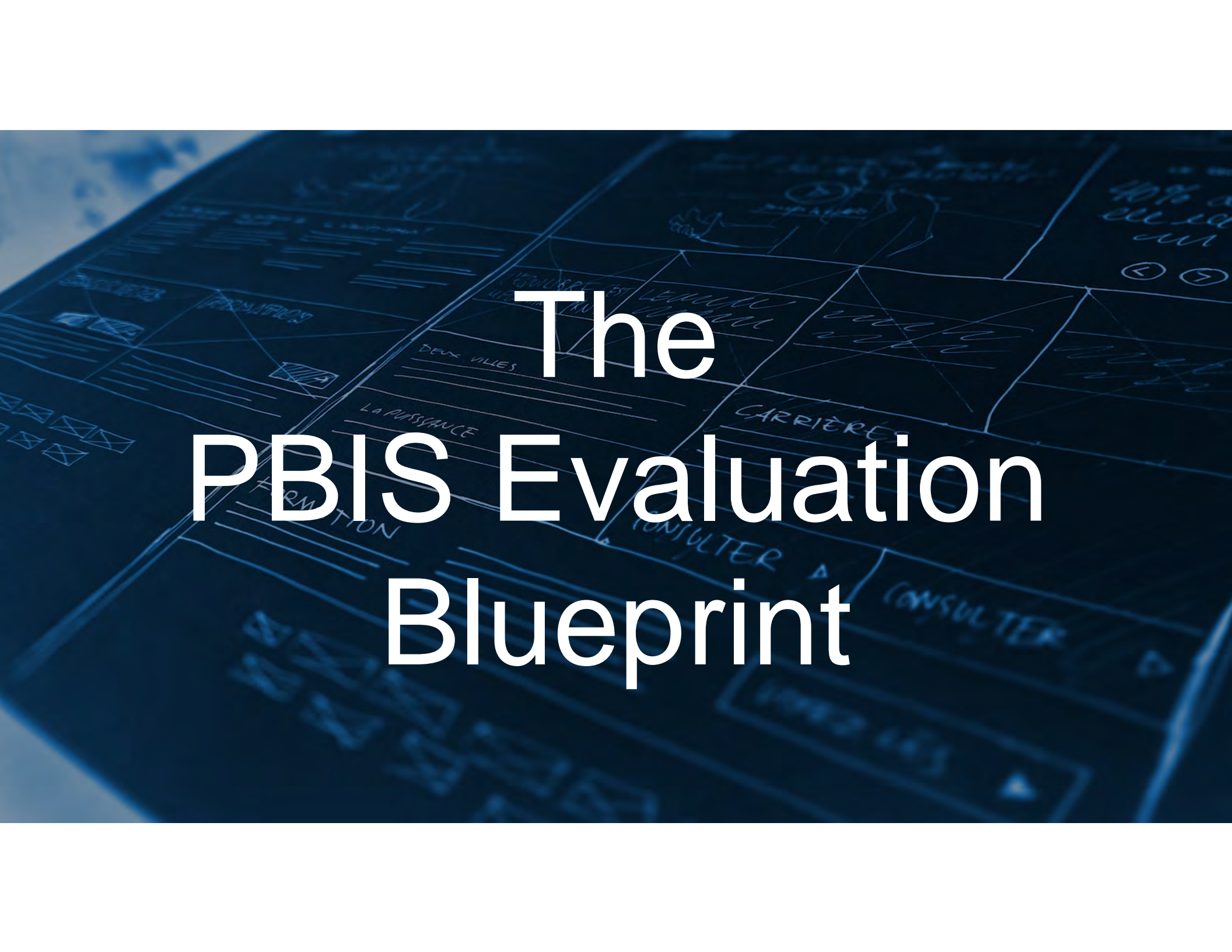
Activity 2: Where is my district (or region or state)?



<https://padlet.com/kconley12/my-role-in-pbis-implementation-equdwdql95qwux1b>

Agenda

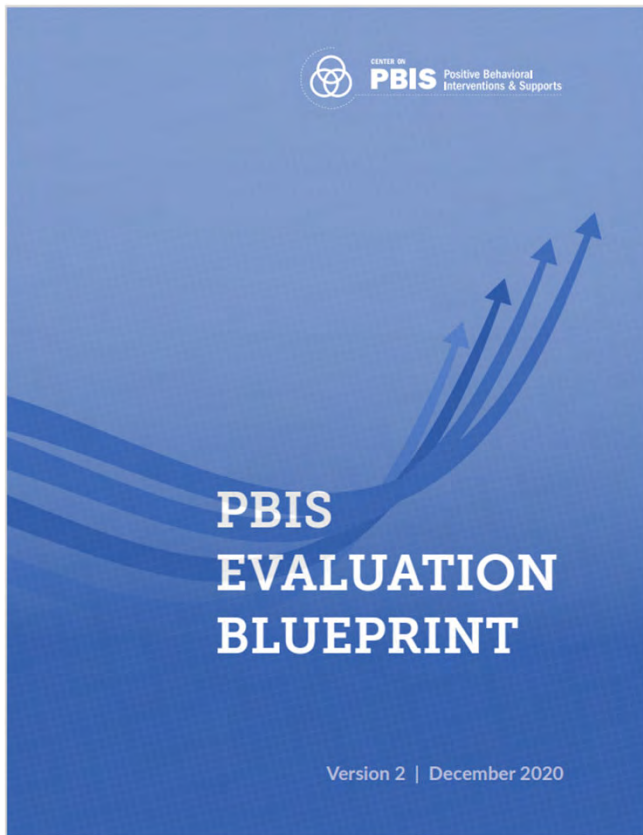
1. The PBIS Evaluation **Blueprint**
2. PBISApps Decision System Tools
3. Evaluation Stories from the Field



The
PBIS Evaluation
Blueprint

The background image is a blue-tinted photograph of a hand-drawn blueprint or architectural plan. The drawing features a grid of rectangular sections, some of which are labeled with text in French. Visible labels include "DEUX VILLES", "LA PUSSANCE", "CARRIÈRE", "CONSULTER A", and "CONSULTER". There are also various lines, arrows, and small diagrams scattered throughout the plan, suggesting a complex layout or process flow. The overall aesthetic is technical and professional, consistent with the title "Blueprint".

PBIS Evaluation Blueprint




Do Less Better!

Table 1. Common Evaluation Questions by Area and Measures

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 SISS: Stakeholder Input and Satisfaction Survey
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: District Systems Fidelity Inventory DCA/RCA/SCA: District/Regional/State Capacity Assessment SSF: State Systems Fidelity Inventory
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: Tiered Fidelity Inventory Team Meeting Fidelity Checklist SEB Lesson Plan calendar
Outcomes. Is the initiative achieving valued outcomes and worth sustaining?	<ul style="list-style-type: none"> To what extent do schools implementing PBIS with show desired changes in student outcomes? (e.g., rates, academic achievement, graduation, SEB outcomes, student satisfaction, equity) To what extent do schools implementing PBIS with show desired changes in other areas of schooling? (adult perception, staffing, policies) 	



Planning

1. Identify the Purpose -
Summative or Formative? How
are we going to use the data?
2. Identify Key Stakeholders 
3. Select the Evaluation Team -
Who will be responsible for
collecting, summarizing, and
reporting out on the data.



Key stakeholders to keep in mind

- Family members
- Students
- Educators (e.g., teachers or other direct implementers)
- Administrators and board members (school, district, region, state)
- Community partners and agency representatives and partners

Conducting Evaluations

Define the Timeline

Take into consideration personnel commitments as well as adequate time for collection, summarization, and decision making based on reports.



Choose your Measures

It's rare that one measure will capture all the data you're looking for.

Are you trying to measure student outcomes?

Are you trying to measure adult fidelity of implementation?

It's a great idea to explore the surveys that are available to you so that you can make an informed decision on which ones will be the best fit for your situation.

DO LESS BETTER

Reporting Evaluation Results

1. Introduction -

Go over context, goals and objectives, introduce the key stakeholders, and the evaluation questions.

1. Process -

Discuss which measures were used, how the data was collected, and how that data was analyzed.

3. Results -

These will be tailored based on the specific context, goals, and measures used.

4. Summary and Recommendations -

What is the status of the initiative, how successful is it, and what changes need to be made to improve it?

Using Results for Continuous Improvement

1. Share results with key stakeholders
2. Use evaluation results to improve the initiative
3. Identify improvements for the next evaluation cycle



Evaluation Timeline and Organization Ideas

Measure	Year 1			Year 2			Year 3		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
TFI	T1	T1	T1			T1			T1
TFI	T2		T2	T2	T2				
TFI	T3		T3						
SAS	X		X						
Climate		X				X			
	Grade Levels	School Name	Tier 1	Coach	Tier 2	Coach	Tier 3	Coach	
	K-5	█████████ Elementary	Phase: Installation TFI Score: 53% Date Given: 8/2020	█████████	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:		
	9-12	█████████ High School	Phase: Installation TFI Score: 27% Date Given: 8/2021	█████████	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:		
	9-12	█████████ High School	Phase: Full TFI Score: 87% Date Given: 3/2021	█████████	Phase: Installation TFI Score: 50% Date Given: 3/2021	█████████	Phase: TFI Score: Date Given:		
	K-8	█████████ Community K-8	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:		
	K-5	█████████ Elementary	Phase: ??? TFI Score: 87% Date Given: 12/2019	█████████	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:		
	6-8	█████████ Middle School	Phase: TFI Score: Date Given:	█████████	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:		
	K-5	█████████ Elementary	Phase: Full TFI Score: 93% Date Given: 8/2021	█████████	Phase: Full TFI Score: 92% Date Given: 8/2021	Heather / Jessica	Phase: Full TFI Score: 88% Date Given: 8/2021	█████████	
	6-8	█████████ Middle School	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:		
	K-5	█████████ Elementary	Phase: ??? TFI Score: 87% Date Given: 3/2019	█████████	Phase: ??? TFI Score: 58% Date Given: 10/2019	█████████	Phase: TFI Score: Date Given:		
	9-12	█████████ High School	Phase: Exploration TFI Score: Date Given:		Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:		

PBISApps.org Tools and Resources for Eval

The screenshot shows the PBISApps.org website. The browser address bar displays 'pbisapps.org'. The website header includes the PBISApps logo, a search icon, and buttons for 'Pay Invoice', 'Demos', and 'Log In'. The main navigation menu consists of 'Products', 'Resources', 'Training', 'Help', and 'About'. The central banner features the text 'Teach By Design—Dust Off Your Practices: 4 Tools to Refresh Your PBIS Framework' with a 'Read All About It' button. Below the banner, a dark green section contains the text 'Our apps empower educators to make data-driven decisions in real time for the best student outcomes.' and three columns of product information:

The SWIS Suite	PBIS Assessment	PBIS Evaluation
Powerhouse reports for schools.	Measure effectiveness and school climate.	Reports for districts, regions & states.

PBIS Assessment

PBIS Apps Products Resources Training Help About

Pay Invoice Demos Log In

PBIS Assessment

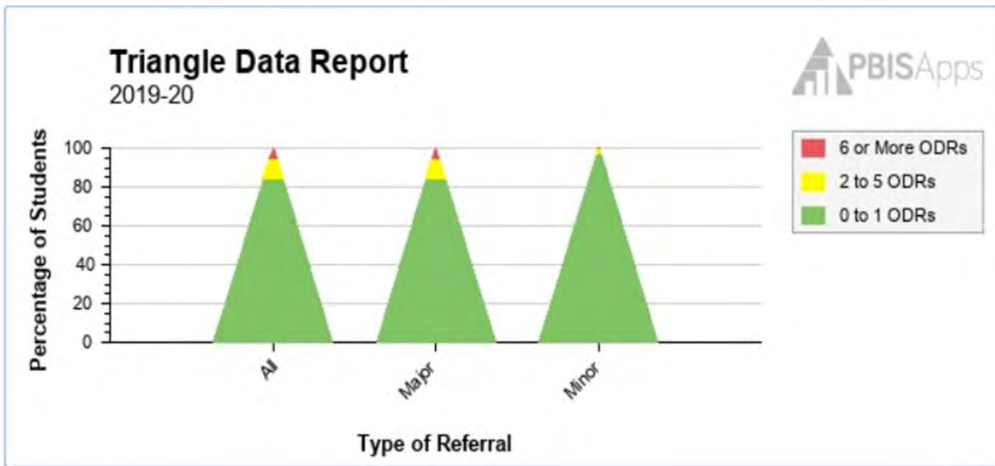
Get to know your PBIS implementation with our free, online app for conducting evidence-based surveys like the TFI and the School Climate Survey.

Get PBIS Assessment

Free to use, tell your PBIS Coach to sign up!

- Reports On Demand**
Reports available as soon as you click Submit on your survey.
- Data Exports**
Export any survey's raw data as either an Excel or CSV file.
- Anonymous Data**
Protect privacy with the option to submit anonymous responses.
- Back-enter Data**
Add data from surveys you took years ago to see changes over time.
- Intuitive Data Entry**
Click-through screens and drop-down menus keep data consistent and accurate.
- Manage Team Members**
Add a new team member or delete a former one.
- Edit Responses**
Mistakes happen. Correct them inside the app.
- Dashboard Details**
Get an overview of survey details on the very first screen.
- Role-Based Access**
Let users access the information they need to support their roles on your team.
- Unlimited Users**
Set up and manage as many users as your school needs at no additional cost.
- Encrypted & Secure**
Protect your data with end-to-end encryption, on servers housed behind a secure firewall.
- Inclusive Pricing**
All features are included for free; no hidden fees or subscription levels.

SWIS (Referrals)



Triangle Data Report

Students With (n) Referrals

		0	1	0 or 1	2-5	6+	Total
All	#	314	112	426	55	23	504
All	%	62.30%	22.22%	84.52%	10.91%	4.56%	100.00%
Major	#	325	101	426	55	23	504
Major	%	64.48%	20.04%	84.52%	10.91%	4.56%	100.00%
Minor	#	454	39	493	11	0	504
Minor	%	90.08%	7.74%	97.82%	2.18%	0.00%	100.00%

SWIS Suite Dashboard

SWIS Dashboard

Average Referrals Per Day Per Month

Referrals By Time

Referrals By Location

Referrals By Day Of Week

Referrals By Problem Behavior

Referrals By Grade

Referrals By Student

User, Demo, you have 5 draft referrals sent to you for review. Click to be taken to your referral management workspace.

Latest Referrals

When	Where	What
3/31/19, 1:00 PM	Hall	Tardy
3/31/19, 1:00 PM	Bus	Disruption
3/31/19, 10:00 ...	Class	Defiance
3/29/19, 1:00 PM	Hall	Tardy
3/29/19, 11:45 ...	Café	PAgg
3/28/19, 3:30 PM	Bus zn	Inapp Lan
3/28/19, 12:45 ...	Class	Inapp Lan
3/28/19, 12:45 ...	Class	M-Contact
3/28/19, 12:00 ...	Café	PAgg
3/28/19, 11:00 ...	Class	Defiance
3/28/19, 10:00 ...	Hall	Inapp Lan
3/28/19, 8:00 AM	Class	Inapp Lan

Data Integrity Summary

Category	Problems Detected
Student	2
School Enrollment	3
Referral	1

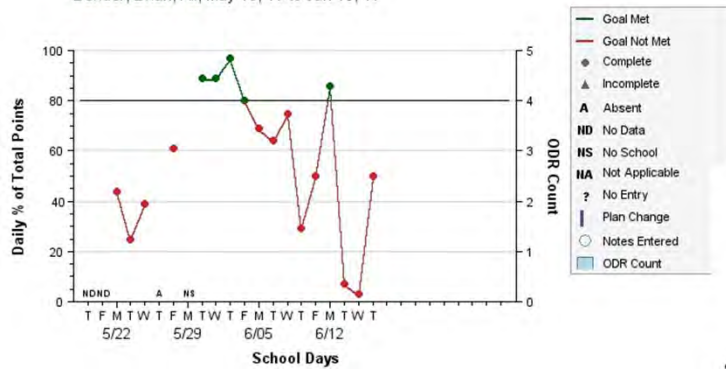
SWIS Version 6.0.0 b53 - Copyright © 2019 May, Ard, Todd, Horner, Glasgow, Sugai, & Sprague All rights reserved.
 APA Citation: May, S., Ard, W., Todd, A., Horner, R., Glasgow, A., Sugai, G., & Sprague, J. (2019) School-wide Information System 6.0.0 b53. University of Oregon, Eugene, Oregon.

Check-In Check-Out SWIS (point cards)

Individual Student Count Report

CONFIDENTIAL

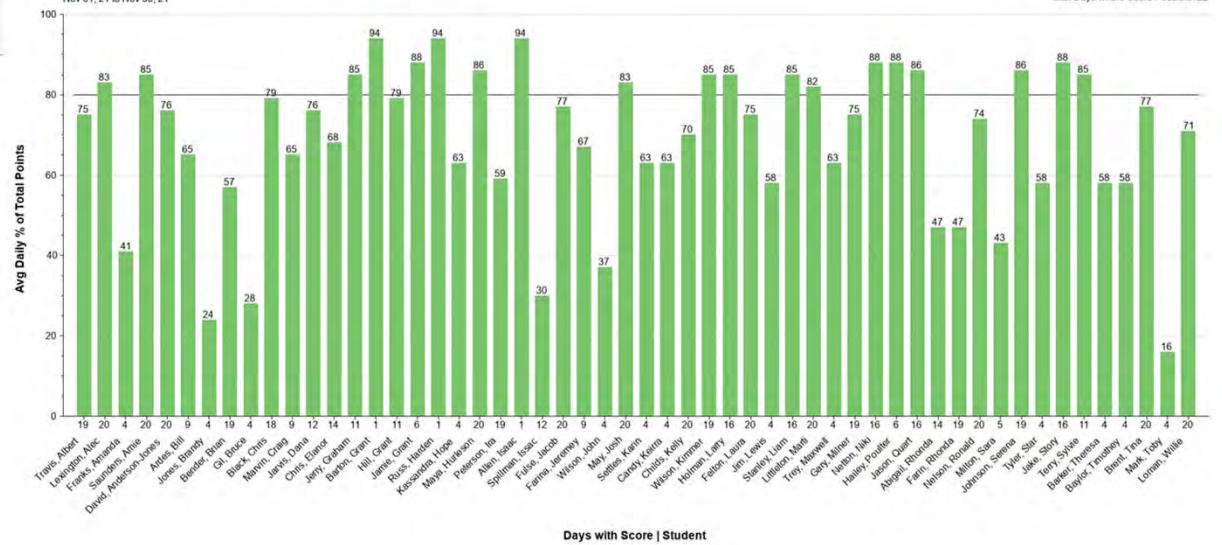
Bender, Brian, All, May 18, 17 to Jun 15, 17



Average Daily Points By Student Report

CONFIDENTIAL
Nov 01, 21 to Nov 30, 21

Max Days where Score Possible: 22



Enrolled Students

Student	District ID	% Goal
Bender, Brian	73262	80%
Black, Chris	236644	80%
Jones, Danna	34657	80%
Johnson, Danna	74424	80%

Student Success (Last 4 Weeks)

Student	Avg % of Points
Alton, Travis	84.20%
Bender, Brian	80.17%
Black, Chris	80.47%
Borger, Chuan	80.13%
Danning, Carson	80.13%
Jones, Danna	76.20%
Johnson, Danna	84.14%
Saunders, Anna	83.94%

PBIS Evaluation

[Products](#) [Resources](#) [Training](#) [Help](#) [About](#)

[Pay Invoice](#) [Demos](#) [Log In](#)

PBIS Evaluation

Monitor referral patterns, CICO implementation, and fidelity of implementation across a whole district, region, or state.

[Get PBIS Evaluation](#)

- Cohort Builder**
 Group schools together by similarities and view their data collectively.
- More Survey Info**
 View BoQ, TIC, SAS, SET, and SSS data for schools using these surveys.
- Multi-Year Reports**
 Limit reports to a single year or span across multiple years.
- Disaggregated Equity Data**
 Report discipline patterns broken out by race/ethnicity.
- Anonymous Data**
 View school data, never individual student or staff data.
- Personalized Training**
 Receive a 2-hour training included with your subscription.
- Data Exports**
 Export any report's raw data as either an Excel or CSV file.
- Drill Down**
 Summarize data across all schools, cohorts, or down to the individual school.
- Alternative Schools**
 Include or exclude alternative schools' data from reports as needed.
- Unlimited Users**
 Add as many users as your organization needs at no additional cost.
- Encrypted & Secure**
 Protect your data with end-to-end encryption, on servers housed behind a secure firewall.
- Inclusive Pricing**
 All PBIS Evaluation features are included out of the box; no hidden fees or subscription levels.

Standard **CICO** **BOQ**

Select the Report Type

Individual School
 Summary Across Schools

Academic Year

Select up to 5 year range

Select the start year: To: Select the end year:

Include Alternative Schools

Summary of Schools Adopting SW-PBIS

What schools are Adopting SW-PBIS per Grade-level?

Are Schools Implementing SW-PBIS to Criterion?

Are Schools Implementing SW-PBIS Perceived as Safe? (School Safety Survey)

What are the Office Disciplinary Patterns?

State
 District(s)
 Cohorts
 School(s)

ODR/100/Day (Data for the current year will be available on the 1st of July)
 ODR by Gender
 ODR by Problem Behavior
 ODR by Location
 ODR by Ethnicity
 ODR by Time of Day
 Suspension
 Student Suspension
 Triangle (Data for the current year will be available on the 1st of July)

[View Report](#) [Excel](#)

Is SW-PBIS Affecting Student's Outcomes?

SWPBIS Tiered Fidelity Inventory (TFI)

PBIS Positive Behavioral Interventions & Supports
www.pbis.org

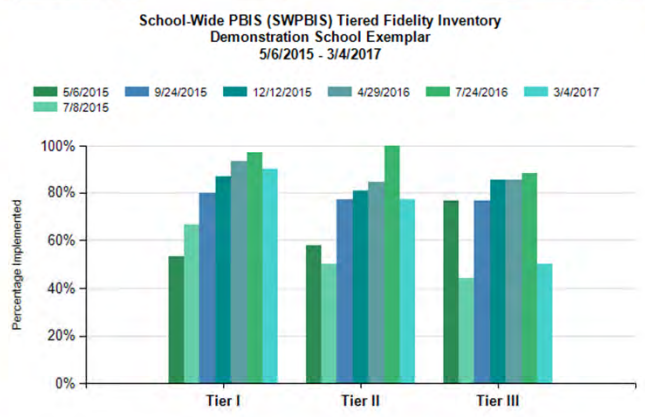
February 2017

SWPBIS Tiered Fidelity Inventory

version 2.1

Citation for this Publication
Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

The Center is supported by a grant from the US Department of Education's Office of Special Education Programs (H326S150004). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.



SWPBIS TFI 2.1 - Items - SWPBIS TFI 2.1 - Demonstration School Exemplar

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

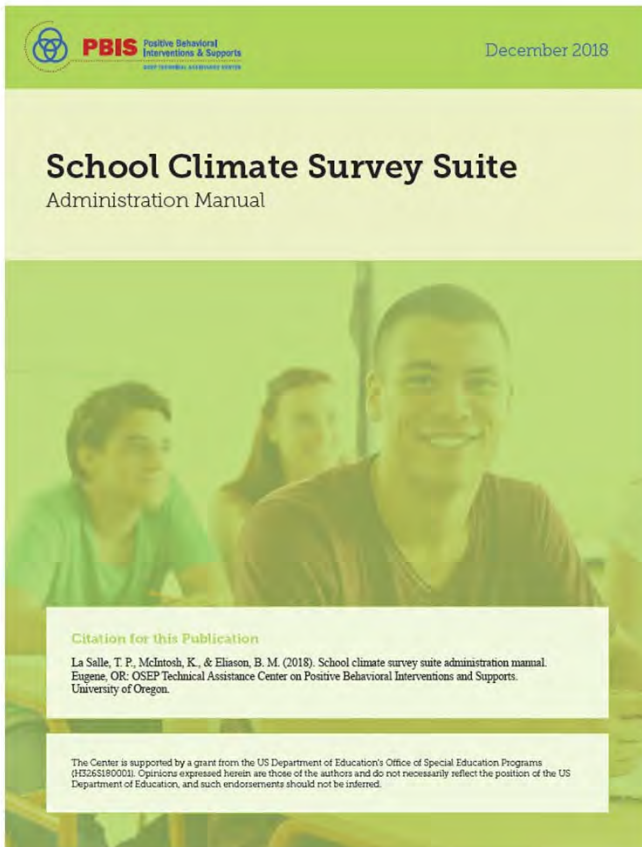
Demonstration School Exemplar
Zenith, Winnemac
School Year: 2016-17
Date Completed: 5/6/2015 - 3/4/2017

Tier I: Universal SWPBIS Features

Teams	5/6/15	7/8/15	9/24/15	12/12/15	4/29/16	7/24/16	3/4/17
1. Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	1	1	2	2	2	2	1
2. Team Operating Procedures: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	2	2	2	1	2	2	2
Feature 1 Total:	3 of 4	3 of 4	4 of 4	3 of 4	4 of 4	4 of 4	3 of 4

Implementation	5/6/15	7/8/15	9/24/15	12/12/15	4/29/16	7/24/16	3/4/17
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	1	1	2	2	2	2	2
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	0	1	1	1	2	2	2

School Climate Survey Suite (Student, Family, Staff)



School Climate Survey

The [School Climate Survey \(PDF\)](#) is a set of multi-dimensional surveys to measure student perceptions of school climate. The surveys are brief, reliable, and valid for assessing perceived school climate among students in grades 3-12. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-type response options. Surveys include:

- School Climate Survey: Elementary
- School Climate Survey: Middle/High

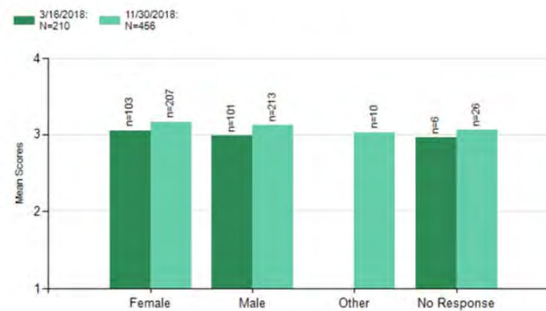
Students take the survey under the guidance of teachers or other school personnel.

Who: School teams wanting to gain a student perspective on the overall climate in the building will use the School Climate Survey. To know which survey a school should administer – the Elementary vs. the Middle/High – follow the guidance below:

- **Elementary:** Survey students between grades 3-5. (If the elementary school includes grade 6, these students should also complete the elementary survey.)
- **Middle/High:** Survey students between grades 6-12.

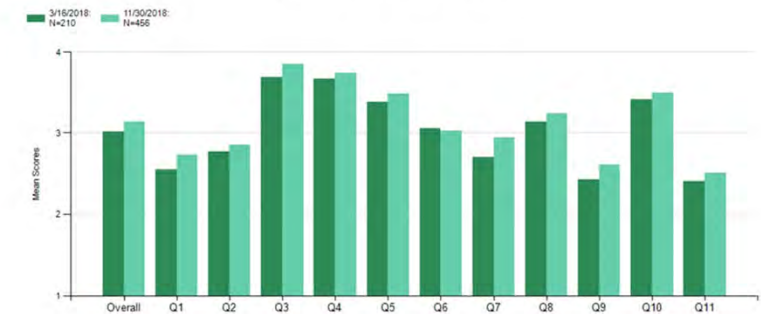
When: As an outcome tool, the School Climate Survey is taken annually. If taken twice a year, the first administration should happen in the first 45 days of school and the last should happen in the last 45 days of school.

School Climate Survey: Elementary
 – Scores By Gender –
 School Years: 2017 - 2018



N=Number of respondents
 n=number of subset of respondents

School Climate Survey: Elementary
 – Scores By Items--
 Demonstration School Exemplar: 2017 - 2018



N=number of respondents

PBIS Evaluation Stories from the Field





Reach



Who is participating in PBIS?

MSAD #17

- 2nd year of District Wide implementation of PBIS
 - ~3,200 students
- Expectation that all schools and programs implement PBIS
 - 10 schools on 11 campuses
 - 1 HS, 2 MS, 8 Elem (K-6)
- Strong state support of PBIS

Pittsfield Public Schools

- 20+ years of PBIS implementation
- Expectation that all schools and programs implement PBIS
 - 15 schools and programs
- Strong state support of PBIS - Academy model implemented in 2014
 - Schools have participated in multiple academy rounds for implementation support



1

Katie to find state outlines for top corners

PBIS Applications, 2/22/2023



Process



What is happening with the PBIS initiative?

MSAD #17

- Participation in the PBIS Cohort
 - Yearly PBIS Conference
 - Coaches meetings
 - Team meetings
- District PBIS team meetings w/ external coach
 - DSFI completion
 - Biweekly meetings to determine action steps
- PBIS check-ins during all admin meetings
- Monthly PBIS coaches meetings
- Building based PBIS work integrated in PD calendar
- First “annual” Healthy & Resilient Student Summit to combine district’s PBIS Coaches, SEL, and MTSS teams for one of our four strategic pillars

1

HEALTHY AND RESILIENT STUDENTS

MSAD #17 cultivates resourceful, resilient citizens by teaching social, emotional, and academic skills in a positive learning environment where all students have a voice and are empowered to learn.

Pittsfield Public Schools

- Twice yearly district-wide planning summits
 - All schools bring their PBIS teams to 2 four hour summits
 - June and August
 - Professional development and team time to update handbook
 - Review data and plan for year
- Monthly PBIS Coaches meetings
- NEPBIS Conference attendance



Capacity



What is the ability of the organization to implement and sustain PBIS?

MSAD #17

- Cohort model fades support over three year commitment for sustainability of Tier I
- Advanced cohorts are available through state structure
- District level team develops systems reflective of the DSFI without external coach
- District leader participation in ToT
- ME PBIS Fall Conference through Title II
- SWIS and Panorama to inform action steps at building and student levels
- Action step within our Healthy and Resilient strategic pillar

Pittsfield Public Schools

- No formal evaluation process (yet!)
- Panorama intervention data
 - Do students in the “red” for behavior have a plan?
- Universal Screening
- Capacity to meet Tier 1 needs but continue to work on Tier 2 and Tier 3 outside of the special education process
- Tier 2/Tier 3 Academy through NEPBIS



Fidelity



Are the core features of PBIS being implemented?

MSAD #17

- All schools participate in the Tiered Fidelity Inventory (TFI) 1-2 times yearly
- HS and MS have new principals this year so are at the beginning of implementation
- Two of the elementary schools were in previous cohorts so have “rebooted” to reach the threshold of implementation fidelity
- One of the elementary schools in year two of the cohort has met the threshold for implementation fidelity

Pittsfield Public Schools

- Tiered Fidelity Inventory (TFI)
 - Completed once per year
 - Reviewed at yearly summit
- TFI Tiers 2 & 3
 - Completed by high schools (participating in advanced tiers cohort)
- District TFI Team supports



Outcomes



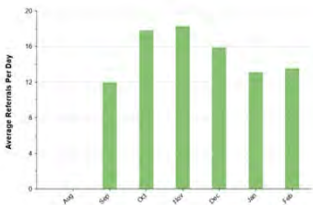
Is the initiative achieving valued outcomes and worth sustaining?

MSAD #17

- Otisfield Community School Admin Interventions
 - 18% 20-21
 - 15% 21-22
- Guy E Rowe Elementary Suspensions
 - 13.39% 18-19
 - 6.32% 19-20
 - 4.43% 20-21
 - 1.45% 21-22
- Oxford Hills Middle School
 - 45% Chronically absent (<90% attendance)
 - 54% 21-22
 - 45% 22-23
 - Serious attendance issues (<80% attendance)
 - 18% 21-22
 - 13% 22-23
 - Unable to participate in PBIS Celebration (dances)
 - October- 20 Students
 - November- 40 Students
 - February- 17 Students
 - March- 13 students

Pittsfield Public Schools

- Monthly data pulls connected to SST data (behavior, attendance, academic grades & assessment data, SEL)
 - PBIS teams are drivers of Tier 1
- Student survey data reviewed at the district and school level -
 - Student survey data shows increases in Sense of Belonging and Engagement in school

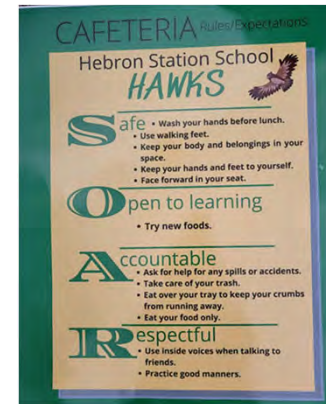




MSAD 17 Artifacts



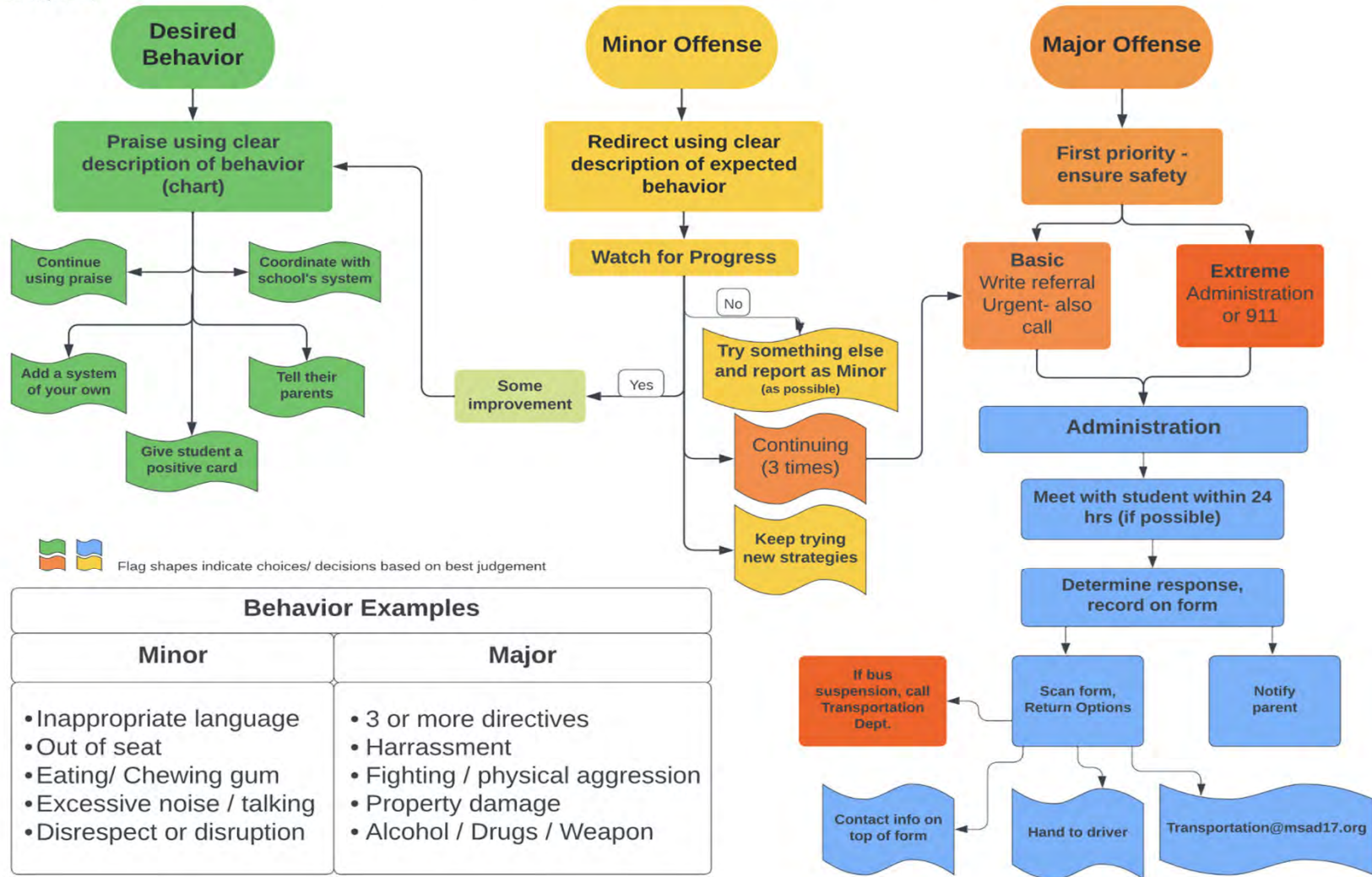
HEBRON HAWKS S.O.A.R!							
SAFE OPEN TO LEARNING ACCOUNTABLE RESPECTFUL							
	All School Gatherings	Hallways/Stairwells	Restrooms	Cafeteria	Playground	Bus	Field Trips
SAFE	Stay with your class. Use the stairs on the bleachers.	Use walking feet. Keep hands and feet to yourself. Give space to the person in front of you. Face the direction you are walking. Stay to the right.	Wash your hands. Keep your feet on the floor. Watch where you are "going".	Wash your hands before lunch. Use walking feet. Keep your body and belongings in your space. Keep your hands and feet to yourself. Face forward in your seat.	Use the equipment properly. Dress for the weather. Sanitize. Watch where you are running.	Wait at a safe distance until signaled by the driver. Stay on your bottom, facing forward, in your seat on the bus. Keep your hands and feet to yourself. Stay seated until the doors open. Wait for the driver's signal when crossing.	Stay with your class. Follow the teacher's directions.
OPEN TO LEARNING	Be an active participant.	Understand why we use the basics. Use a quiet voice to help others learn.	Learn why we use the right amount of soap and paper products. Practice the Five 2s.	Try new foods.	Learn and follow the rules of the games. Try new games.	Learn and practice emergency procedures.	Listen and learn from presenters. Share your learning with others.
ACCOUNTABLE	Ignore distractions.	Quietly close locker doors. Keep the hallways clean and clear.	Use sign out sheets when necessary. Flush the toilet. Clean up after yourself.	Ask for help for any spills or accidents. Take care of your trash. Eat over your tray to keep your crumbs from running away. Eat your food only.	Line up quietly. Include others. Pick up after yourself.	All bus stop 5 minutes before the bus. Plan ahead for transporting large items. Be aware of your stop. Leave the bus clean. Keep items and food in backpack. Report problems when the bus is stopped.	Leave no trace behind. Keep track of your belongings.
RESPECTFUL	Use appropriate responses like rapping. Listen with your whole body.	Help others with their belongings. Hold the door for others. Close the door if you are last. Watch out for others' things.	Leave it better than you found it. Be mindful of others' space and privacy.	Use inside voices when talking to friends. Practice good manners.	Keep your hands and feet to yourself. Use kind words. Take turns with the equipment.	Use quiet voices. Use inappropriate language and actions. Treat others with kindness. Follow the bus driver's directions.	Keep your hands and feet to yourself. Listen with your whole body. Use quiet voices.





Positive Behavioral Interventions and Support

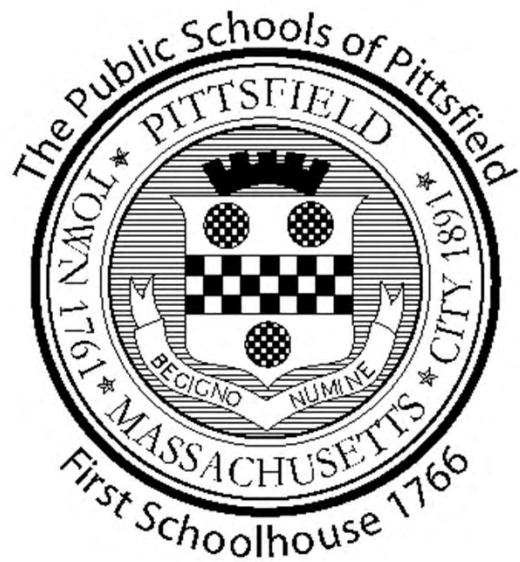
MSAD #17



Bus Expectations

Oxford Hills School District	I am Safe	I am Respectful	I am Responsible
Before the Ride	<ul style="list-style-type: none"> ★ I wait at a safe distance until signaled by the driver. 	<ul style="list-style-type: none"> ★ I use appropriate language. ★ I treat others with kindness. 	<ul style="list-style-type: none"> ★ I am at my bus stop 5 minutes before the bus arrives. ★ I arrange to transport large items a different way.
During the Ride	<ul style="list-style-type: none"> ★ I stay in my seat, facing forward. ★ I keep my hands to myself. ★ I keep my voice level low. 	<ul style="list-style-type: none"> ★ I use appropriate language. ★ I treat others with kindness. 	<ul style="list-style-type: none"> ★ I follow driver instructions. ★ I am aware of my stop. ★ I keep items and food in my backpack. ★ I use technology responsibly.
After the Ride	<ul style="list-style-type: none"> ★ I stay seated until the door opens. ★ I wait for the driver's signal when crossing the street. 	<ul style="list-style-type: none"> ★ I use appropriate language. ★ I treat others with kindness. 	<ul style="list-style-type: none"> ★ I leave the bus clean. ★ I report any non-emergency problems to the driver or a teacher after the bus is stopped.





On Time Challenge December 2021!

What does it look like to be on time?

- Be in your assigned classroom before the 2nd bell (late bell) rings.
- No passes in the first or last 5 minutes of class.

**THAT MOMENT WHEN U
MAKE IT ON TIME TO CLASS**



GIFT CARD

- Be on the lookout for tickets from your teachers for being on time to your classes.
- If you earn a ticket/s, you can drop them off in the main office.
- 2 tickets will be drawn each Friday of December - the 3rd, the 10th, and the 17th - and prizes will be awarded!

PITTSFIELD HIGH SCHOOL

Prepared. Respectful. Responsible.

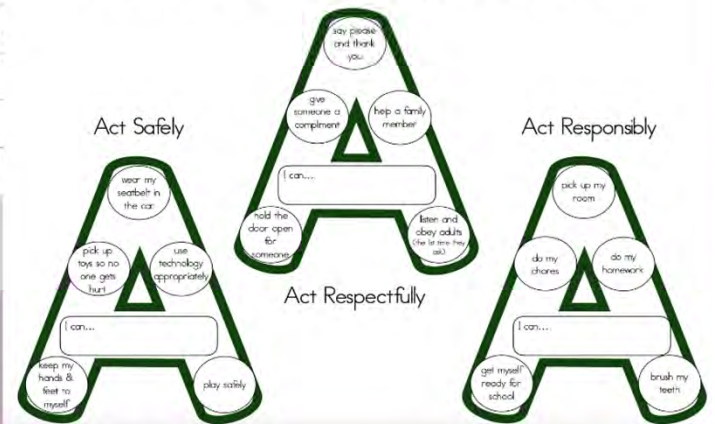
At Pittsfield High School we will be prepared to succeed, respectful of our community, responsible for our actions.

	Classroom	Technology	Stairways	Hallways/ Lobby	Cafeteria/ Lunch Hallway	Off Campus	Bathrooms	Assemblies	Late Arrival	Field Trips	School Counseling
Prepared	-Be on time -Attend regularly -Always try your best -Be here, Be now. -Materials ready to use -Remain in classroom during class time.	-Arrive at school with a charged chromebook and your charger. -Put phones and headphones away once seated -Follow directions to sign out a chromebook if you have forgotten yours.	-Know which stairways are up and down stairways. -Knowing which stairway to take for the quickest route to class. -Planning route from class to class.	-Monitor your time to get to class -Keep to the right when traveling through the hallway -Use E-Hall Pass for any travel during class time.	-Check space before you leave and keep track of personal belongings -Students and food should only be in designated area for lunch -Arrive and Depart from Lunch on time.	-Be back to class on time. -Be prepared with money. -Only leave during designated lunch times.	-Have E-Pass Pass ready on your computer for a pass. -Use the bathroom before arriving at school -Know how many passes you have each day (3/day)	- Personal belongings left in the classroom - Actively listening.	- Arrive at the front doors on East St. -Ring the bell, and be ready to give your name and look into the camera	-Bring in signed permission slip -Come to field trip with necessary personal belongings and assignment (if applicable)	-Request an appointment with your school counselor through E-Hall Pass or E-Mail. -When you have an appointment, come on time and begin your E-Hall Pass.
Respectful	-Follow classroom rules -Be respectful to classroom, peers and teacher. -Do your own work. -Tell the truth	-Carry chromebooks in a bag when in hallways -Carry chromebooks with two hands when in the classroom. -Always place a Chromebook on a desk or table. -Keep water and food away from Chromebook.	-Walking on the right of the stairway -Keep moving when on stairs	-Request pass at an appropriate time in class. -Allow others to pass -Use appropriate language -Use appropriate noise level -Stay 3 feet away from others when possible. -Keep hands and body off of other people, lockers and walls.	-Be courteous to all staff and students -Maintain personal boundaries -Use manners when interacting with Cafeteria staff	-Follow rules of restaurants -Clean up your own lunch. -Maintain safety and school wide expectations. -Be a positive PHS representative.	-Request a pass at an appropriate time in class. -Wait for teachers to approve before filling out the pass. -Wash your hands. -Use the bathroom for its purpose.	- Courteous - Engaged with the speaker/entertainment - Follow directions from staff.	- Give your first and last name to the secretary and state politely that you're a student at PHS	-Be courteous to bus driver as well as any staff member at the field trip location -Be a positive PHS representative.	-If your School Counselor has someone in their office, please take a seat and wait your turn rather than stand in the doorway. -If the School Adjustment Counselor's door is closed and you have a pass, take a seat outside the office.
Responsible	-Work together appropriately -Keep classroom clean. -Actively participating	-Have Clever, Canvas, E-Hall Pass, Flex Time Manager and PBIS Rewards open as tabs on your computer for easy access. -Visit appropriate and relevant websites. -Use the Chromebook Repair form for any broken or lost technology items.	-Using the up and down stairways correctly. -Follow the stairway signs. -Technology away while using stairs	-Wear bag to hold school chromebooks and other class materials. -Start and end pass in a timely manner on E-Hall Pass	-Check space before you leave and keep track of personal belongings -Put trash in cans -Push in your chair -Wipe up any spilled drinks or food from tables.	-Wear school ID -Use the crosswalks -Only leave during designated lunch times. -Use appropriate exits. -Visit restaurants only at walking distance.	-Creates a pass for the area you have asked to visit -Return to you class within the 10 minutes time frame, and enter pass. -Keep bathroom clean -Report issue your teacher	- Arrive with your class.	- Listen for the click and enter quickly.	- Stay with designated group	-Return to class immediately after

BE RESPECTFUL
BE PREPARED
BE SAFE

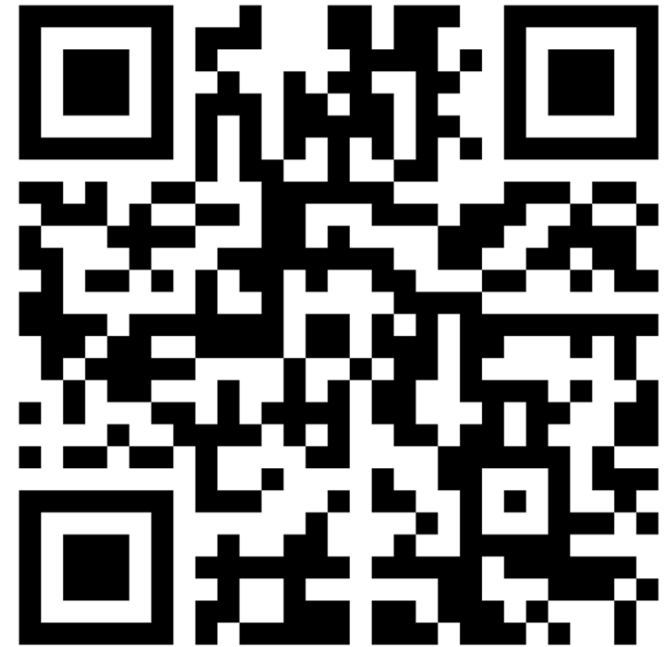
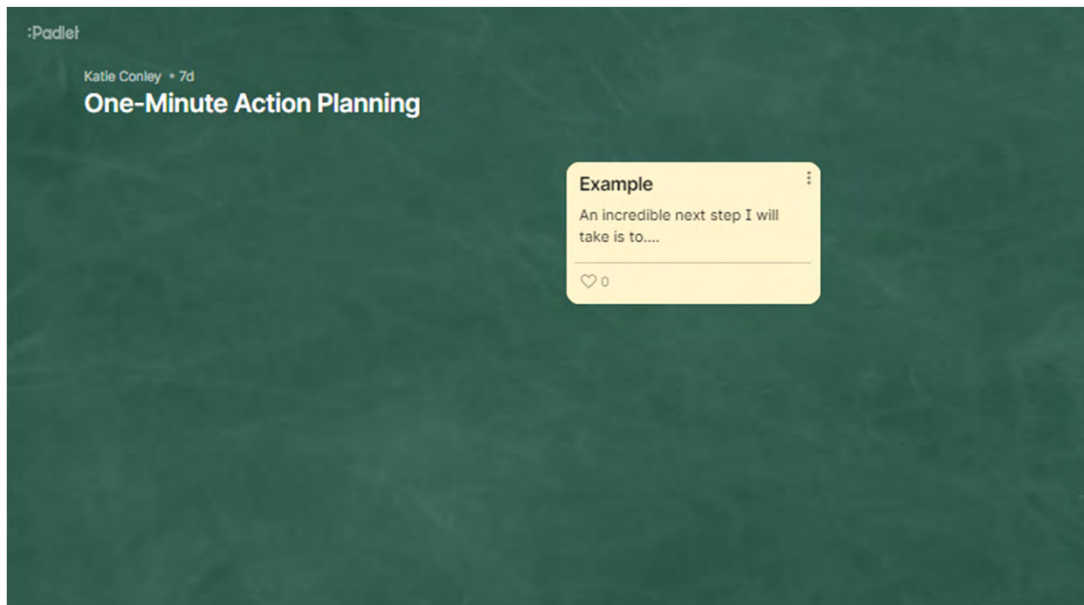


I can follow the Allendale Triple A's at home.



Activity 3: One-Minute Action Planning

Padlet: <https://padlet.com/kconley12/one-minute-action-planning-ov73vndocdqjgkky>



References

Center on Positive Behavioral Interventions and Supports (December 2020). [Positive Behavioral Interventions and Supports \(PBIS\) Evaluation Blueprint](#). University of Oregon. www.pbis.org.

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Morris, K., Lewis, T., & Mitchell, B. (June, 2022). [Drilling Down District Data: Analyzing Reach and Fidelity of PBIS Implementation](#). Center on PBIS, University of Oregon. www.pbis.org

A photograph of the Chicago skyline featuring the Cloud Gate sculpture in the foreground. The sculpture is a large, reflective sphere that distorts the surrounding buildings and sky. In the background, several skyscrapers are visible, including the Willis Tower. The sky is clear and blue. The overall scene is a vibrant representation of the city of Chicago.

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The Expanding World of PBS:

SCIENCE, VALUES, AND VISION

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The PBIS Evaluation **Blueprint**: Choosing Measures and District-Level Planning



2023 APBS Conference Jacksonville, FL - Session F05

Bethany Nichols, Pittsfield Public Schools, Pittsfield, MA

Jan Neureuther, Oxford Hills School District/MSAD 17, South Paris, ME

Alan Cook and Kathleen Conley, University of Oregon, Eugene, OR

