

BUSD Positive Behavior School-wide Practices (Tier 1)

Administrative Leadership and Support

- At least one school administrator is an active participant on the PBIS team
- PBIS updates are communicated to staff at faculty meetings at least monthly
- PBIS efforts are communicated to parents on a regular basis (PTA newsletters, school events, E-tree, etc.)

Team Based Implementation

- The PBIS team has representation from all stakeholders (Administrator, General Educators from various grade levels, Special Educator, Classified Representative, After-school Staff, Parent, Mental Health Support Person, and Student)
- The PBIS team has regularly scheduled meetings (at least monthly)
- Agendas, minutes, action plans, etc. are memorialized
- Clear roles and responsibilities for team members
- Needs assessment completed regularly to guide action planning

Behavioral Expectations Defined

- 3-5 positively stated expectations are established and defined specifically for all common areas
- Expectations are clearly visible (posted) in **all** common areas
- 90 % of students, staff and families know the 3-5 expectations when asked

Expectations Taught

- There is a documented system for teaching the behavioral expectations to all students on an ongoing basis (weekly-monthly)
- The school has developed strategies to involve families and community in the teaching of expectations
- Social-emotional learning curriculum taught at least 30 minutes per week

Acknowledge and Reinforce Appropriate Behaviors

- The acknowledgement/ reinforcement system is implemented throughout the school by at least 90% of staff
- A ratio of 4:1 positive to negative interactions is in place to acknowledge students, staff, and families

Monitor and Correct Behavioral Errors

- Major and minor problem behaviors are clearly defined and agreed upon
- At least 90% of **all** staff can articulate which behaviors are classroom/ staff-managed and which are office-managed
- A menu of appropriate responses to both major and minor behaviors is developed and agreed upon by staff

Data Based Decision Making

- A system is used to keep track of discipline data (majors, minors, suspensions, expulsions)
- The PBIS team reviews discipline data regularly (at least monthly) and uses this to make decisions in designing, implementing, and revising school-wide efforts
- Discipline data is shared with school staff at least 3 times per school year