

Georgia PBIS

Implementation Process for Districts and Schools

This guide has been developed for RESA School Climate Support Specialists and PBIS District Coordinators interested in PBIS Implementation in Georgia.

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Positive Behavioral Interventions and Supports in Georgia

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, three-tiered framework designed to improve student outcomes (see Figure 1). PBIS is an application of Multi-Tiered Systems of Support (MTSS) with a focus on creating environments that are predictable, consistent, positive, and safe. The PBIS framework provides a structure to use data to drive decisions and select a few evidence-based practices implemented with systems to support staff. PBIS requires a leadership commitment to improving the data, practices, and systems contributing to student outcomes (see Figure 2). In addition to improving student behavioral outcomes, PBIS can be used to improve other outcomes such as mental wellness, emotional wellness, and academic supports ([Center on Positive Behavioral Interventions and Supports, 2021](#)).

Georgia’s Positive Behavioral Interventions and Support Framework is modeled after the National PBIS Framework. More than 1,400 Georgia schools and 27,000 schools nationwide have been trained in PBIS. This manual guides districts and schools to use implementation science (see Appendix A) as they establish and utilize the tiered framework to organize their work.

Figure 1

Georgia’s Multi-Tiered Systems of Support

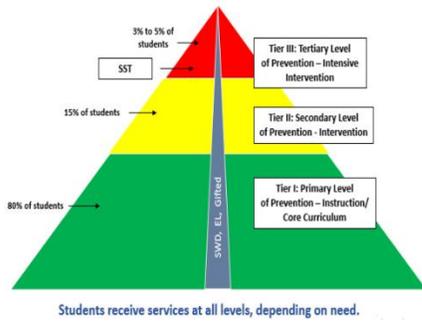
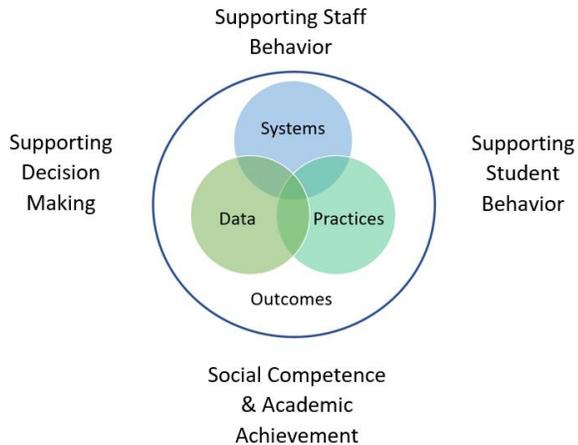


Figure 2

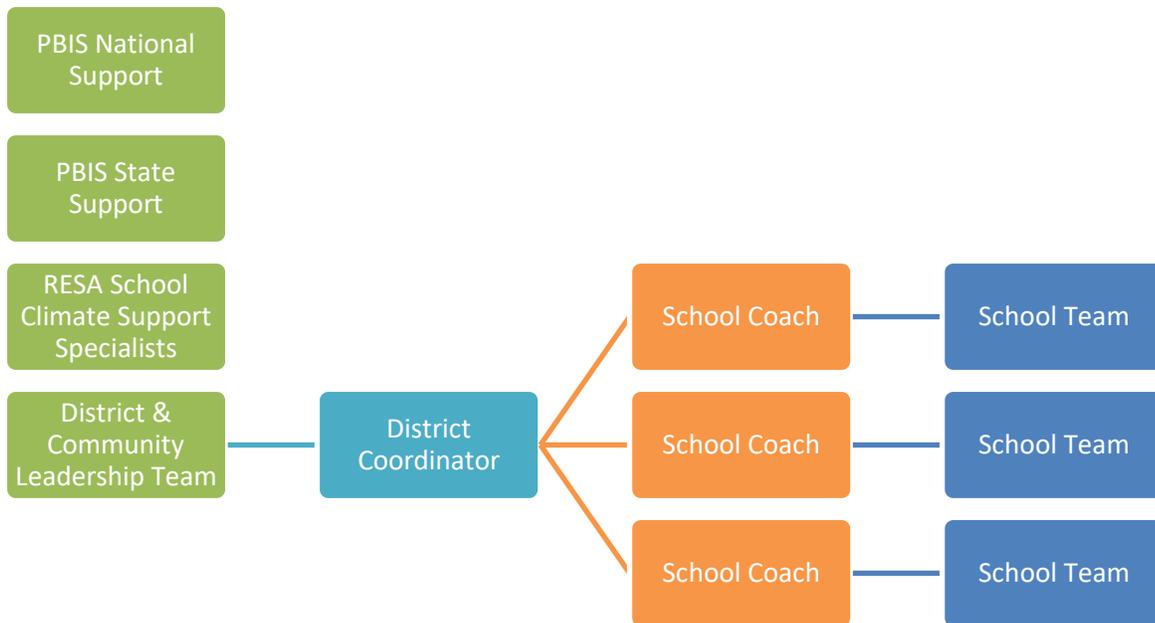
Key Components of PBIS



Georgia Department of Education – School Climate

The School Climate team for the Georgia Department of Education is housed in the Office of the Whole Child. The School Climate Program Manager supervises a team of School Climate Program Specialists who provide support to the Regional Service Education Agency (RESA) School Climate Support Specialists (SCSS) and the PBIS District Coordinators (DC) who provide direct support to each PBIS School Coach and PBIS School Leadership Team. Georgia’s model of support for districts and schools implementing PBIS includes national, state, and regional coaching for each PBIS/MTSS district (see Figure 3).

Figure 3
Georgia Structure of Support



End of Year Recognition

At the end of each school year, the GaDOE School Climate team recognizes schools for their level of PBIS implementation. Schools are recognized at four levels: Installing, Emerging, Operational, and Distinguished. Although there are exceptions, schools typically need three to five years to complete training and reach full implementation of all three tiers. Specific annual PBIS recognition criteria can be found on the [GaDOE Positive Behavior Interventions and Supports website](#).

District Implementation

1

Understanding PBIS

PBIS offers research validated tools to increase the fidelity of district and school implementation of a tiered framework to improve student outcomes. The resources below are a great place to start learning about how to use PBIS to enhance your district's tiered support system.

Next Steps:

- Read about the history and foundational elements of PBIS
 - [PBIS: A Brief Introduction](#)
 - [Center on PBIS: Getting Started \(PBIS.org\)](#)
 - [Multi-Tiered Framework](#)
 - [What are the Economic Costs of Implementing PBIS in Comparison to the Benefits from Reducing Suspensions?](#)
- Connect with the GaDOE School Climate Program Specialist or the RESA SCSS & Schedule an initial PBIS Info Meeting
 - [Georgia School Climate Program Specialist List](#)

2

Making a Commitment to Georgia PBIS

The priority level the Superintendent gives to PBIS will impact the district's ability to successfully implement and sustain the tiered supports framework. The Superintendent's support for PBIS will begin with reviewing the [GaDOE PBIS District Agreement](#) and carefully choosing a District Coordinator.

Next Steps:

- Explore Schoolwide Information System (SWIS): Year 1 school implementation.
 - [PBISApps | SWIS](#)
- Include the implementation of PBIS as a priority in the District Improvement Plan with supporting data from the Comprehensive Needs Assessment.
 - [Georgia's Systems of Continuous Improvement](#)
- Understand the District Coordinator's Responsibilities.
 - [District Coordinator Annual Planning Guide](#)
- If the district is ready to move forward with implementation, the Superintendent should sign and return the [GaDOE PBIS District Agreement](#) to your GaDOE School Climate Program Specialist or RESA SCSS.

3

Identify the District Community Leadership Team (DCLT)

Although your leadership team can go by your preferred name (e.g.,

Improvement Team), we refer to it as the DCLT to emphasize the importance of including both district and community members. Teams may start small and grow as new members are identified (See Appendix D).

Two Branches of the Same Team: The DCLT has two branches of membership.

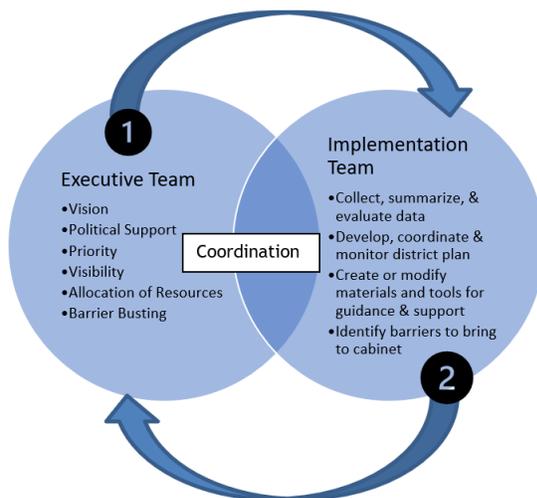
Executive Branch: The executive branch (e.g., Superintendent, HR Director, CEOs, small business owners) includes members of the DCLT team that are primarily responsible for stakeholder engagement, funding, alignment, policy, and workforce capacity (See Appendix C)

Implementation Branch: The implementation branch includes team members (e.g., Professional Development Coordinator, Academic Coaches, Therapeutic Services Provider) who primarily work with schools to provide training, coaching, and evaluation (See Appendix C).

Communication Loop: Districts should establish a communication loop between the executive and implementation teams (See Figure 4). The executive team members (1) establish a vision for an integrated system and make this work a priority by gaining political support ([McIntosh & Goodman, 2016](#)). Once the priority is established, (2) the implementation team begins their work by analyzing data, developing a working action plan, identifying resources needed, and barriers to be removed. This information is passed back to the (1) executive team who is responsible to allocate the resources and remove barriers. This cycle between the two teams continues as the tiered framework organizes the work of the district.

Figure 4

Sample Coordination of District Roles (Adapted from [McIntosh & Goodman, 2016](#))



Next Steps:

- Before starting any new teams, consider what teams already exist.
 - [Working Smarter Not Harder \(DCLT\)](#)
- Consider building these questions into your DCLT meeting structure to build accountability and continually improve.
 - Who is at the table? Who is missing? Who is actively involved?
- Ensure there is a feedback loop between the schools that facilitates ongoing communication between schools and executive (e.g., decision-making) authority.
 - How will executive leaders know what is getting in the way of school progress?

4

Setting Priorities and Improving Systems

The District Systems Fidelity Inventory (DSFI) is a tool to help DCLTs evaluate their current systems to build on strengths and prioritize 1-3 areas of improvement.

Next Steps:

- Consider using this DSFI Scoring Guide to self-evaluate and build action steps
 - [DSFI District Team Member Scoring Form](#)
- In partnership with an external coach, use this [Resource Map Activity](#) to determine what is already being done in the district and what might be combined, eliminated, or continued.
- Use the [TIPS model](#) to guide DCLT meetings; training provided by the GaDOE School Climate Team.

5

School Selection Criteria

The DCLT will develop criteria in partnership with the GaDOE School

Climate Program Specialist and the RESA SCSS to identify which schools will become demonstration sites for PBIS. It is recommended that you begin with a small number of sites (1-3) depending on the size of the district. The purpose will be to implement each tier of PBIS in the demonstration site(s) before adding additional schools.

Next Steps:

- Contact your GaDOE School Climate Program Specialist and RESA SCSS to develop criteria together (See Appendix E).

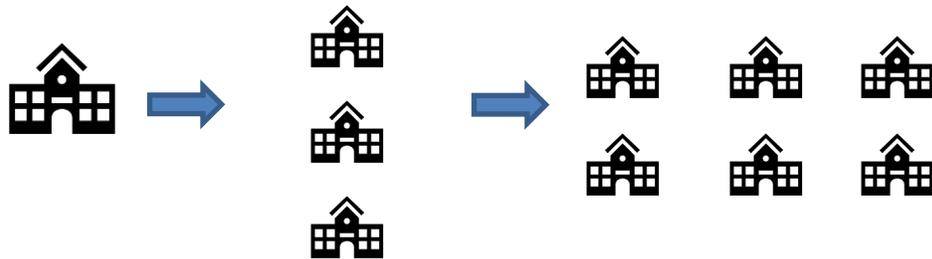
6

Implementation and Scaling Up

Implementation of PBIS begins with school teams being trained in Tier 1. Once the Tier 1 PBIS school-wide systems are in place, the demonstration sites will continue their path to building tiered supports by training in Universal Supports for Classroom Educators, Tier 2, and Tier 3 training. Using implementation science, the process of implementing all three tiers may take 3-5 years. Having at least one school in your district for each grade band who has implemented before the rest will make bringing on the other schools an easier process (See Figure 5). It is essential to have progress monitoring and feedback systems to problem-solve around potential barriers.

Figure 5

Demonstration Site and Scaling up



Next Steps:

- Contact your GaDOE School Climate Program Specialist to schedule Tier 1 training.
- Consider Exploring Recent Literature on Scaling Up
 - [Sustaining and Scaling Positive behavioral Interventions and Supports: Implementation Drivers, Outcomes, and Considerations](#)

7

Evaluation and Continual Improvement

The annual evaluation provides stakeholders with the results of initiatives and supports at each tier aligned with the District Improvement Plan. For

example, if a kindness campaign is being implemented across the district to reduce peer conflict and bullying, the annual evaluation should provide information on how well it was implemented, the outcomes, and what are the next steps.

Next Steps:

- Consider using the [PBIS Evaluation Blueprint](#) to guide your district's annual evaluation process.

SCHOOL READINESS PROCESS

The GaDOE is committed to building capacity in improving school climate and increasing student achievement through PBIS implementation. Readiness and preparation are as critical to successful implementation as the team training itself. The readiness activities are detailed in the following steps.

Step 1: Principal Overview

Participants: Principal of selected schools, GaDOE School Climate Program Specialist, RESA School Climate Support Specialist, and District Coordinator

Duration: 1-2 hours

The Principal Overview is an opportunity for principals to understand their essential role in the training and implementation of PBIS. The purpose of this meeting is to:

- Discuss what it means to make PBIS a priority in your School Improvement Plan (SIP)
- Understand separate roles on the PBIS leadership team (e.g., coach, data analyst, facilitator)
- Consider how to select an effective school coach
- Learn about the School Wide Information System (SWIS) and the readiness process
- Discover the fidelity tools that will guide PBIS implementation
- Explore “why” you have chosen to implement PBIS at your school

Once the overview is completed, the Principal will review and sign the [Principal's Commitments](#). **Principals are asked to wait until after the Staff Overview before selecting the school team members.**

Step 2: Select a School PBIS Coach

The selection of a PBIS Coach to support the school’s implementation of PBIS is an important choice. The PBIS Coach will serve as site-based expert in PBIS and will guide the team’s work as all three tiers are established to support staff and students. As you select this role, you might consider a person who:

- Has the respect of the school staff
- Is able to delegate and share the work
- Is a team player
- Is skilled at problem-solving with data or teachable
- Has a positive attitude
- Has the time, resources, & interest in participating in learning opportunities (e.g., conferences, online learning modules)
- Able to attend monthly district coaches’ meetings with the District Coordinator
- Has access to and is supported by the principal
- Participates in the School Improvement Planning process
- Participates in the School PL Planning process

Step 3: School Staff Overview & Self-Assessment Survey (SAS)

Participants: District Coordinator, GaDOE School Climate Program Specialist, Principal, and school staff

Duration: 60-75 minutes

The purpose of this meeting is to provide foundational PBIS information to school staff. Staff will gain a working knowledge of the school PBIS Leadership Team, including the function and roles of team members. Staff members who are interested in being part of the PBIS team can let the principal know of their interest after the Staff Overview.

During the Staff Overview, all staff in attendance will be asked to complete the Self-Assessment Survey (SAS). The purpose of the SAS is to determine the staff's perception of the current implementation status and improvement priorities. The team will use this data as a baseline before building their PBIS systems.

Step 4: Select PBIS Team Members

The principal will select the 6-10 team members that represent the school. PBIS team members should bring a range of knowledge, skills, perspectives, and expertise in order to increase the team's effectiveness. The [Sample Team Member Roles](#) document may prove useful as team development is considered. Essential team members and representation will include:

- Coach
- Team Lead/Facilitator
- Administrator
- Data Analyst
- Behavior Specialist
- Key Stakeholders (e.g., Student, Teacher, Parent)

PBIS Trainings

The school-level PBIS trainings described in this section are designed to equip the PBIS leadership team with the knowledge and skills they need to lead the work of implementing the PBIS framework. The PBIS leadership will be responsible to share information with the school staff and stakeholders. The District Coordinator will schedule all trainings in coordination with the GaDOE School Climate Program Specialist and RESA SCSS.

Tier 1 School-wide Training

Description: Tier 1 School-wide Training is designed for schools in active districts to learn the systems, data, and practices used to implement PBIS framework.

Components:

- Teaming & Leadership
- Vision & Leadership
- System for Teaching
- System for Feedback & Acknowledgement
- System for Responding to Inappropriate Behavior
- System for Data-based Decision Making
- System for Evaluation
- Stakeholder Involvement & Professional Development

Time Commitment:

- Teams typically need 12-15 hours to complete the training and begin building their Tier 1 systems.

Format:

- Flexible delivery allows teams to complete the training in sections throughout the year either online or face-to-face.

Participation:

- District Coordinator
- District Leaders
- School Principal
- 5-8 Member PBIS School Team

District Readiness Requirements:

- [District Agreement for PBIS Implementation](#)

School Readiness Requirements:

- [Principal's PBIS Implementation Checklist](#)

Tier 1 PBIS Universal Classroom Supports for Educators Training (K-12)

Description: The Universal Classroom Supports for Educators Training is offered to elementary, middle, and high schools that have already been trained in Tier 1 School-wide PBIS. Teams will learn how to establish **systems** and **data** components needed to ensure that Tier 1 Classroom PBIS **practices** are being implemented with fidelity.

Training Components:

- Part 1: Readiness
 - Establishing a Clear Priority
 - Ensuring Resource Allocation
 - Alignment of Other Initiatives
- Part 2: Classroom Supports
 - Relationships
 - Maximize Structure
 - Teaching Expectations
 - Active Engagement
 - Continuum of Responses for Appropriate Behavior
 - Continuum of Responses for Inappropriate Behavior
- Part 3: Classroom Systems & Data
 - Introduction
 - Assessing Knowledge & Implementation
 - Facilitating Communication
 - Promoting Goal Setting
 - Prompting Implementation
 - Providing Content Expertise
 - Planning Implementation

Time Commitment:

- Teams typically need 10-12 hours to complete the training and begin building their Tier 1 Classroom systems.

Format:

- Flexible delivery allows teams to complete the training in sections throughout the year either online or face-to-face.

Participation:

- District Coordinator
- District Leaders
- School Principal
- Tier 1 School Team (5-8 members)

School Readiness Requirements:

- [Classroom Systems Readiness Agreement](#)

Tier 1 PBIS Early Learning Classroom Training (Elementary Schools)

Description: The PBIS Early Learning Classroom Training is designed to enhance positive classroom climate for students and teachers and increase academic achievement. This training guides elementary schools in the development of school-wide classroom systems. These systems will support teachers as they implement evidence-based prevention/intervention strategies that are developmentally appropriate for Pre-K through grade 5 students.

Training Components:

- Foundational
 - Building Nurturing and Responsive Relationships
 - Classroom Expectations, Rules, and Routines
 - Schedules and Transitions
 - Positive Directions and Feedback
- Relational Wellness (Trauma-Informed)
 - Emotional Literacy
 - Self-Regulation
 - Problem-Solving
 - Teacher Strategies and Responses

Prerequisites:

- Emerging, Operational, or Distinguished PBIS School
- Data Management System tracking minor and major behaviors

Time Commitment:

- Teams typically need 10 hours to complete the training and begin building their Tier 1 Classroom systems.

Format:

- Flexible delivery allows teams to complete the training in sections throughout the year either online or face-to-face.

Participation:

- District Coordinator
- District Leaders
- Pre-K Teacher (if applicable)
- School Principal
- Tier 1 School Team Members

District Readiness Requirements:

- [District PBIS Early Learning Training Readiness Agreement Form](#)

School Readiness Requirements:

- [ES PBIS Early Learning Training Readiness Agreement Form](#)

Tier 2 PBIS Training

Description: Tier 2 PBIS Training is offered for those schools with a strong foundation in Tier 1 PBIS Systems (Schoolwide and Classroom). This training is aligned with the Tiered Fidelity Inventory (TFI) Features for Tier 2: Teams, Interventions, Evaluation. Teams will establish a process for identification of students who would benefit from supplementary support based on decision rules. Teams will match groups of identified students to appropriate research-based interventions and track their individual and group progress. Finally, teams will monitor the fidelity and effectiveness of their Tier 2 systems and plan steps for continual improvement.

Training Components:

- Ensure all students have access to Tier 1
- Build a Tier 2 or 2/3 Systems Team
- Create a data-driven written process to identify students who need additional instruction, structure, and feedback using decision rules
- Select two behavior interventions (one for internalizers and one for externalizers)
- Create a written process to match students to appropriate intervention
- Create decision rules to monitor group progress of each intervention
- Create decision rules to determine when to fade, adjust, or continue support
- Create professional development to communicate process and train staff on intervention delivery and progress monitoring
- Develop a request for assistance process to ensure student needs are addressed

Time Commitment:

- Teams typically need 10-12 hours to complete the training and begin building their Tier 2 systems.

Format:

- Flexible delivery allows teams to complete the training in sections throughout the year either online or face-to-face.

Participation:

- District Coordinator
- District Leaders (e.g., MTSS or RTI Coordinator, Special Education Director)
- School Principal
- Tier 2 School Team Members (e.g., Tier 1 Team Liaison, Data Manager, Intervention Coordinators, Behavior Expert, Tier 2 Coordinator/Facilitator)

District Readiness Requirements:

- [Tier 2 District Readiness Agreement Form](#)

School Readiness Requirements:

- [Tier 2 School Readiness Agreement Form](#)

Tier 3 PBIS Training

Description: Tier 3 PBIS Training is offered for those schools with a strong foundation in Tier 1 and Tier 2 PBIS Systems (Schoolwide and Classroom). This training is aligned with the Tiered Fidelity Inventory (TFI) Features for Tier 3: Teams, Resources, Support Plans, and Evaluations. Schools will determine a Systems team, with the recommendation that this be a combined Tier 2/3 team, or Advanced Tier Team. This Team will establish a process for identification of students, assigning a Student Support Team (SST) for each individual student, establish written procedures for the SST and collecting aggregate Tier 3 student data. The SST will conduct the Functional Behavior Assessment (FBA) and develop, implement and monitor the Tier 3 Intervention Plan.

Training Components:

- Students have access to, and are included in, available Tier 1 and Tier 2 support
- Recommend Advanced Tier System Team (Tier 2/3 Team)
- Develop a written system or process to identify students for Tier 3 support
- Develop a written system to identify, and a written process for a Student Support Team (SST) aligned with Georgia's SST Rule
- Develop procedures for Functional Behavior Assessment (FBA) process
- Develop, implement, and monitor student progress and fidelity of function-based Tier 3 Intervention Plans
- Develop a data-based system to assess implementation, impact and fidelity of Tier 3 aggregate data
- Create professional development to communicate process and train staff

Time Commitment:

- Teams typically need 2 days to complete the training and begin building their Tier 3 systems.

Format:

- Recommend In-Person Training

Participation:

- District Coordinator
- District Leaders (e.g., MTSS/RTI/SST Coordinator, Special Education Director)
- School Principal
- Tier 2 or 2/3 School Team Members (e.g., Tier 2/3 Systems Coordinator, Data Manager, Behavior Expert, Person knowledgeable of multi-agency supports)

District Readiness Requirements:

- Coming Soon

School Readiness Requirements:

- Coming Soon

Appendix A

Stages of Implementation Process ([Fixsen et al., 2005](#))



Stages of Implementation Process Defined

Exploration and Adoption	District gain knowledge and considers implementation of MTSS/PBIS based on an identified need to improve systems to support students and staff.
Program Installation	Initial readiness activities need to begin at the district level to prepare to support schools (e.g., developing data systems, preparing professional development, allocating funding, aligning initiatives and programs, etc.)
Initial Implementation	A few carefully selected schools (e.g., demonstration sites) begin gradually implementing tiered supports beginning with a strong universal Tier 1. District provides a feedback loop to remove barriers and problem-solve. Staff practice skills with high levels of support and feedback from the district and external coaches (e.g., GaDOE, RESA)
Full Operation	Tier 1 PBIS, including Universal Supports for Classroom Educators is implemented in demonstration sites with fidelity as measured by the Tiered Fidelity Inventory (TFI). Schools may begin training and implement Tiers 2-3.
Innovation	Once you achieve fidelity of the tiered systems of support, then it may be possible to refine and extend practices.
Sustainability	The DCLT has the responsibility of sustaining implementation of tiered supports through inevitable disruptions such as staff turn-over or leadership changes. This requires ongoing monitoring, training, evaluation, and staff capacity building.

Appendix B

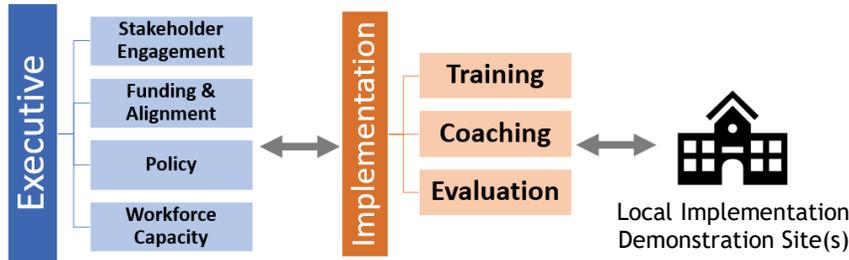
PBIS Description of Roles & Responsibilities

Structure of Support	Description/Roles & Responsibilities/Resources
PBIS National Support	National Technical Assistance support Georgia's implementation of PBIS through ongoing training, coaching, provision of resources and guidance documents found at the Center on PBIS website
PBIS State Support	<p>School Climate Program Specialists from the GaDOE work in partnership with Regional Educational Service Agency (RESA) School Climate Specialist to provide training, coaching and technical assistance to the districts and schools implementing PBIS in each RESA service area. The GaDOE School Climate Program Specialist also develops resources and coaching tools as well as provide assistance with regional, district, and/or school level data analysis to inform continuous improvement efforts.</p> <p>The School Climate Program Specialist List provides information about the GaDOE School Climate team and the regions each program specialist supports.</p> <p>GaDOE Websites to support regional, district and school level implementation of PBIS/MTSS: Positive Behavioral Interventions and Supports Positive School Climate</p>
RESA School Climate Support Specialists (SCSS)	<p>Each of the 16 Regional Education Services Agencies (RESAs) across the state have one or more SCSS identified to support the districts and schools implementing PBIS. Support includes training, coaching and technical assistance. The role of the RESA SCSS as it pertains to supporting PBIS districts and schools includes, but is not limited to:</p> <ul style="list-style-type: none"> • Supporting districts and schools with readiness activities prior to training and implementation • Assisting PBIS District Coordinators in support of school PBIS leadership teams and PBIS School Coaches • Coaching districts to utilize aggregate data as well as feedback from implementing schools to problem solve and facilitate change • Providing reminders and resources to assist with ongoing PBIS implementation, sustainability and scale up • Assisting with PBIS professional learning as needed <p>The PBIS School Climate Specialist Clipboard contains a wide range of resources that RESA SCSS can utilize in their support to school districts.</p>
District & Community Leadership Team (DCLT)	A district level team representing families, general education, special education, individuals with detailed knowledge about the current social-emotional-behavioral initiatives and members of the local community that have investment in youth outcomes who meet on a regular basis, utilize data to engage in a problem-solving and maintain an up-to-date action plan

	to guide progress towards identified goals and desired outcomes.
PBIS District Coordinator (DC)	<p>District-level person who is responsible for coordination of activities to improve school climate efforts in the district. The DC is also responsible for facilitating the DCLT meetings and providing direct support to school PBIS coaches, administrators, and teams.</p> <p>The PBIS District Coordinators' Clipboard contains resources that PBIS District Coordinators can utilize in their support to schools.</p>
PBIS School Coach	<p>School-level person identified as the expert in PBIS. The school coach guides the implementation process; ensuring fidelity of PBIS implementation; and acting as liaisons between their PBIS District Coordinator and the school based PBIS Team.</p> <p>The PBIS School Coaches' Clipboard provides resources that the PBIS School Coach can utilize to support PBIS implementation at the school level.</p>
PBIS School Team	<p>The team responsible for designing and implementing each tier of PBIS/MTSS support. Each team is representative of the school faculty and includes a building level administrator and the school coach. This team is responsible for ongoing data-based decision making and problem-solving. Additionally, this team works to monitor both fidelity of implementation as well as outcome data to inform an up-to-date action plan as well as an annual performance report/evaluation.</p>

Appendix C

PBIS District Model and Definitions of Blueprint Drivers



Blueprint Implementation Drivers (Sugai, 2020)

Executive	Stakeholder Support	Securing commitment from school boards, families, community leaders, politicians, etc., for involvement in goal setting and policy development, information dissemination, related events, and setting priorities
	Continuous Funding	Establishing 3-year funding plan, long-term institutional funding, and across-initiative funding alignment
	Policy & Systems Alignment	Developing vision statement endorsing school climate priority; articulating long-term outcomes, including PBIS in organizational policy and guidelines; distributing annual policy and procedural guides; refining policy based on data; reviewing alignment of behavior-related initiatives; reviewing need and fit for new initiatives
	Workforce Capacity	Hiring personnel with PBIS experiences; allocating roles and personnel for PBIS implementation, including PBIS implementation activities in job descriptions; and including PBIS implementation in annual performance evaluations
Implementation	Training	Developing orientation descriptions and presentations, dedicating time to professional development and training, aligning training materials with other initiatives, posting publicly professional development activities and events, conducting annual orientation and refresher trainings, scheduling peer networking opportunities, and developing internal training capacity
	Coaching	Providing coaching supports based on implementation, developing local coaching network, establishing internal and external coaching functions, differentiating coaching support within tiered system, and transitioning from outside to local coaching
	Performance Evaluation	Conducting continuous performance feedback, providing regular performance feedback to school teams and coaches, using evaluation schedule and process across all levels, completing, and distributing annual progress reports, disseminating, and acknowledging quarterly outcomes and accomplishments, developing district-level internal evaluation and performance feedback, and identifying district and school training and coaching needs
	Local Implementation Demonstrations (Schools)	Formalizing process for site selection, processing annual data regarding sustained implementation, and ongoing plan for replication and scaling up of additional demonstrations.

Appendix D

District Community Leadership Team Members

Internal Stakeholders	External Stakeholders
<ul style="list-style-type: none"> • School Board Member • School Improvement • Academic MTSS Director • Special Education/Student Supports Director • School Administrator • Teacher • Social Worker • After School Program Director • Professional Development 	<ul style="list-style-type: none"> • Faith Leader • Youth Representative • Local Mental Health Provider • Law Enforcement/Juvenile Justice • Business Leader • Primary Care Physician/Pediatrician • Recreation Department Director • Family Youth Community Leader

Appendix E

Sample Criteria for Selecting Local Demonstration Sites

Sample Criteria:
<ul style="list-style-type: none"> • The School Improvement Plan includes a goal related to school climate or learning environment. • The School Principal is committed to making PBIS a priority and agrees to participate in training. • The School Principal agrees to implement School-wide Information Systems (SWIS) for at least one year and use data-based decision-making. • The School Principal has allocated/secured funding to support the implementation of PBIS. • At least 80% of staff agree to implement PBIS according to a Survey