



## *A6: Building Universal Systems & Increasing Stakeholder Involvement by Implementing School-Wide PBIS Committees*

TIER I TFI COMPONENT	SCHOOL-WIDE COMMITTEES	ROLES & RESPONSIBILITIES
<p><b>1.1 - TEAM COMPOSITION:</b> <i>Tier I team includes a Tier I 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 (e) student representation.</i></p>		
<p><b>1.2 - TEAM OPERATING PROCEDURES:</b> <i>Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</i></p>		
<p><b>1.3 - BEHAVIORAL EXPECTATIONS:</b> <i>Five or fewer behavioral expectations exist that are a.) positive, b.) posted, and c.) identical for specific settings (i.e., matrix) AND at least 90% of STAFF can list at least 67% of the expectations.</i></p>		
<p><b>1.4 - TEACHING EXPECTATIONS:</b> <i>Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations.</i></p>		
<p><b>1.5 - PROBLEM BEHAVIOR DEFINITIONS:</b> <i>School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.</i></p>		
<p><b>1.6 - DISCIPLINE POLICIES:</b> <i>School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</i></p>		

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<p><b>1.7 - PROFESSIONAL DEVELOPMENT:</b> <i>A written process is used for orienting all faculty/ staff on 4 core Tier I SWPBIS practices: [a] teaching school-wide expectations, [b] acknowledging appropriate behavior, [c] correcting errors, and [d] requesting assistance.</i></p>		
<p><b>1.8 - CLASSROOM PROCEDURES:</b> <i>Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.</i></p>		
<p><b>1.9 - FEEDBACK AND ACKNOWLEDGEMENT:</b> <i>A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.</i></p>		
<p><b>1.10 - FACULTY INVOLVEMENT:</b> <i>Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.</i></p>		
<p><b>1.11 - STAKEHOLDER INVOLVEMENT:</b> <i>Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.</i></p>		
<p><b>1.12 - DISCIPLINE DATA:</b> <i>Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.</i></p>		

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<p><b>1.13 - DATA-BASED DECISION MAKING:</b> <i>Tier I team reviews and uses discipline and academic outcome data (e.g., curriculum-based measures, state tests) at least monthly for decision-making.</i></p>		
<p><b>1.14 - FIDELITY DATA:</b> <i>Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.</i></p>		
<p><b>1.15 - ANNUAL EVALUATION:</b> <i>Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.</i></p>		

● **FEEL FREE TO CONTACT US AT:**

- Kevin Higley, Clark County School District, Las Vegas, NV, Email: [higlekm@nv.ccsd.net](mailto:higlekm@nv.ccsd.net)
- Brenda Caszatt, Findlay Middle School, North Las Vegas, NV, Email: [caszabl@nv.ccsd.net](mailto:caszabl@nv.ccsd.net)