



# EVALUATING A SCHOOL'S BEHAVIOR SUPPORT CAPACITY

	<b>Stage 4 Fluent and Sustaining</b>	<b>Stage 3 Implementing</b>	<b>Stage 2 Commitment</b>	<b>Stage 1 Awareness</b>
<b>Data</b>	Data measuring the effectiveness and efficiency of the behavior support continuum and teaching utilized regularly for action planning.	A measurement system for tracking, monitoring, and evaluating school-wide discipline system is established and implemented.	Evaluation questions and data measurement for school-wide discipline defined.	No data measurement system in place to track and evaluate school-wide discipline.
<b>Systems</b>	School leadership team meets at least quarterly, manages implementation of a proactive, preventive system plan, and conducts annual evaluation	School has a viable leadership team with a system plan in place (school-wide, classroom, non-classroom, individual). Proactive, preventive policies and procedures are established.	School establishes leadership team and agrees to proactive, preventive purpose to school-wide discipline.	No leadership team to address school-wide discipline systematically exists.
<b>Practices</b>	A behavior support system continuum and teaching procedures are in place for all students.	Procedures for teaching expected behaviors implemented.	Clearly stated rubrics of expected behavior and rule violations for behavior/conduct established.	Punitive practices to discipline exist.

	<b>Stage 4 Fluent and Sustaining</b>	<b>Stage 3 Implementing</b>	<b>Stage 2 Commitment</b>	<b>Stage 1 Awareness</b>
<b>DATA</b>	Evidence	Evidence	Evidence	Evidence
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ongoing analysis of discipline data results in refinement, improvement, and modifications in action plans as needed.</li> <li><input type="checkbox"/> Data is used to measure effectiveness and efficiency of the school's behavior support continuum.</li> <li><input type="checkbox"/> Data is used to measure the effectiveness and efficiency of the school's teaching of expected behaviors.</li> <li><input type="checkbox"/> Data is used for accountability purposes in relation to school's behavioral efforts.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Data collection system for tracking and summarizing office discipline referrals is fully implemented.</li> <li><input type="checkbox"/> Office discipline referral reports analyzed and shared with faculty/staff monthly.</li> <li><input type="checkbox"/> Analysis of discipline data is the basis for decision-making on behavioral issues.</li> <li><input type="checkbox"/> Office discipline referrals inputted daily/weekly.</li> <li><input type="checkbox"/> Behavior support team develops an action plan based on analysis of discipline data.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Office discipline referral form established &amp; aligned with elements of data collection system.</li> <li><input type="checkbox"/> Data collection system for tracking and summarizing office discipline referrals established and individuals to input data identified.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No data measurement system is in place to track and evaluate schoolwide discipline incidents.</li> <li><input type="checkbox"/> Office discipline referral form not established.</li> <li><input type="checkbox"/> Data collection system for tracking and summarizing office discipline referrals not established</li> </ul>



# EVALUATING A SCHOOL'S BEHAVIOR SUPPORT CAPACITY

	Stage 4 Fluent and Sustaining	Stage 3 Implementing	Stage 2 Commitment	Stage 1 Awareness
SYSTEMS	Evidence	Evidence	Evidence	Evidence
Teamwork	<ul style="list-style-type: none"> <li><input type="checkbox"/> School leadership team efficiently coordinates and sustains behavioral efforts, systems, etc</li> <li><input type="checkbox"/> School's behavioral policies and procedures are in handbook that is given to staff, students, and parents.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administrator actively participates on the behavior support team and provides guidance in decision-making.</li> <li><input type="checkbox"/> Behavior team meets monthly, records minutes, and keeps faculty informed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School establishes a behavior support team and attends training.</li> <li><input type="checkbox"/> 80% of staff agrees to a systematic approach to school-wide discipline.</li> <li><input type="checkbox"/> 80% of staff agrees to proactive practices with an emphasis on prevention.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A leadership team does not exist to address schoolwide discipline systematically.</li> </ul>
Discipline Systems	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ongoing monitoring and evaluation of discipline systems result in refinement, improvement, and modifications as needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Behavioral systems are in place for schoolwide, classroom, non-classroom, and individual student.</li> <li><input type="checkbox"/> Faculty and staff respond appropriately to behavioral escalations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School's disciplinary practices are systematically evaluated and improved.</li> <li><input type="checkbox"/> Options are developed to allow classroom instruction to continue when problem behavior occurs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School rules and consequences are often inconsistently applied.</li> <li><input type="checkbox"/> Classroom instruction is interrupted by behavior problems</li> </ul>
Emergency Systems	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ongoing monitoring, evaluation, and practice of emergency procedures results in refinement, improvement, and modifications as needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Emergency procedures are known by staff and practiced regularly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Emergency procedures are in place and articulated to staff.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Emergency procedures are not in place.</li> </ul>
FBA/BSP Capacity	<ul style="list-style-type: none"> <li><input type="checkbox"/> Functional behavior assessments and Behavior Support Planning occurs for targeted students within a continuum of supports.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identified staff are trained in FBA/BSP and facilitates process for students in need of individual support plans.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School is building capacity to conduct FBA and BSP.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School does not have capacity to conduct Functional Behavioral Assessments and create Behavior Support Plans.</li> </ul>
Complex Planning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ongoing monitoring/evaluation of district's behavioral efforts results in refinement and modifications as needed.</li> <li><input type="checkbox"/> Complex priorities are systematically developed and evaluated.</li> <li><input type="checkbox"/> Systems are in place to support students transitioning between schools.</li> <li><input type="checkbox"/> Annual district transition meetings conducted with school team facilitators.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District's school facilitators meet bimonthly, maintain meeting minutes, and report back to respective school staff.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School behavior team has identified a team facilitator who meets bimonthly with other facilitators within the district.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School's behavioral efforts are not aligned with other schools within the district.</li> </ul>



# EVALUATING A SCHOOL'S BEHAVIOR SUPPORT CAPACITY

	Stage 4 Fluent and Sustaining	Stage 3 Implementing	Stage 2 Commitment	Stage 1 Awareness
PRACTICES	Evidence	Evidence	Evidence	Evidence
Teaching of Expected Behaviors	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent, schoolwide teaching of behavior expectations continues.</li> <li><input type="checkbox"/> On-going booster activities conducted based on analysis of discipline data for at least 2 years.</li> <li><input type="checkbox"/> Ongoing evaluation of teaching activities results in refinement, improvement, and modifications as needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Behavioral lesson plans and teaching schedule in place.</li> <li><input type="checkbox"/> 85% of the faculty/staff consistently teaching behavior expectations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3-5 positively stated behavior expectations defined, distributed, and visibly posted.</li> <li><input type="checkbox"/> School begins to develop teaching activities for behavior expectations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Positively stated school-wide behavioral expectations <b>not yet</b> established.</li> </ul>
Rewarding and Reinforcing Expected Behaviors	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent, schoolwide rewarding of expected behaviors continues.</li> <li><input type="checkbox"/> Ongoing monitoring /evaluation of reward practices results in refinement, improvement, and modifications as needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Expected student behaviors consistently rewarded.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Expected student behaviors rewarded by staff.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Expected student behaviors not rewarded.</li> </ul>
Discipline	<ul style="list-style-type: none"> <li><input type="checkbox"/> Procedures for student discipline referrals continue to consistent and predictable manner</li> <li><input type="checkbox"/> Ongoing evaluation of disciplinary practices results in refinement and improvement as needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All school role groups understand definition of problem behaviors, office &amp; classroom managed problems, and hierarchy of discipline consequences.</li> <li><input type="checkbox"/> Discipline referrals are handled in a fair, consistent, and predictable manner.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Problem behaviors clearly defined.</li> <li><input type="checkbox"/> Distinctions between office vs. classroom managed problem behaviors defined.</li> <li><input type="checkbox"/> Hierarchy of consequences for problem behaviors established and clearly defined.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Punitive discipline exists.</li> <li><input type="checkbox"/> Problem behaviors not yet clearly defined.</li> <li><input type="checkbox"/> Distinctions between office vs. classroom managed problem behaviors unclear.</li> <li><input type="checkbox"/> Consequences for problem behaviors not yet clearly defined.</li> </ul>
Continuum of Supports	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation of full &amp; seamless continuum of positive behavioral supports for all students in operation at least 2 consecutive years.</li> <li><input type="checkbox"/> Ongoing evaluation of continuum of supports results in refinement, improvement, and modifications as needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Behavior supports span all levels</li> <li><input type="checkbox"/> School may be working toward more seamless supports</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School begins to develop behavior supports across all levels: "behavior impeding learning", "services to assure behavior does not reoccur", through PBIP following an FAA for "serious behavior."</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some behavior supports are available, but full continuum is incomplete.</li> </ul>
Parent Involvement	<ul style="list-style-type: none"> <li><input type="checkbox"/> School provides for ongoing parent involvement to ensure that parents are kept informed and are part of the behavioral decision-making process.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook provides all students and parents with school's behavioral policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parents are included in the discussions and development of behavioral systems and practices.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parents are not yet informed of school's behavioral systems and practices.</li> </ul>