

Jackson Public School District

Multi-Tiered Supports Implementation Checklist (MTSIC)

Adapted from the School Evaluation Tool (SET), PBIS Team Implementation Checklist (TIC),
Effective Behavioral Support Survey (EBS) and the Schoolwide Benchmarks of Quality (BOQ)

Name of School: _____ **Date of Completion:** _____

The Multi-Tiered Supports Implementation Checklist (MTSIC) is designed to guide, self-assess, and report the implementation status of mandated behavior support systems within your school. The checklist is designed to answer the following basic questions:

- Are the universal elements in place for implementing effective behavior support practices?
- Are secondary, targeted behavior support systems in place?
- Is a function-based, intensive, individual behavior support system in place?

School teams should use the MTSIC for building an action plan to delineate next steps in the implementation process. The MTSIC will be used to assess progress throughout the year and over time on a year-to-year basis.

Team Members

| | <i>Name</i> | <i>Role</i> |
|--|--------------------|--------------------|
| PBIS Coordinator: | _____ | _____ |
| Team Member's Name & Role in School | 1. _____ | _____ |
| | 2. _____ | _____ |
| | 3. _____ | _____ |
| | 4. _____ | _____ |
| | 5. _____ | _____ |
| | 6. _____ | _____ |
| | 7. _____ | _____ |
| | 8. _____ | _____ |
| | 9. _____ | _____ |
| | 10. _____ | _____ |

INSTRUCTIONS: Based on current implementation status, rate each item as “Fully in Place”, “Partially in Place” or “Not in Place.” Schools should maintain documentation of observable evidence that the item identified as “In Place” was and/or can be directly observed by others.

PBIS Universal (Tier 1) Elements

| Section 1: Foundations | 2-Fully in Place 1-Partially in Place 0-Not in Place |
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| 1. School has PBIS congruent Student Code of Conduct that includes leveled infractions, clear descriptions of each infraction at each level, teacher-based corrective strategies, administrator-based corrective strategies including alternative strategies to exclusionary (e.g., ISS, OSS) discipline, established triggers for tiered behavioral supports, and suggested behavioral support strategies across levels of infractions. Evidence of Implementation: (Copy of Student Code of Conduct) | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 2. There is a team within the school building identified to coordinate positive behavior planning and implementation (i.e., PBIS Team). The team that meets regularly in scheduled meetings (e.g., at least once monthly) to review data and make data-based recommendations regarding tiered behavioral supports. Evidence of Implementation: (Names and titles of team members) and minutes of PBIS meetings | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 3. The PBIS Team has a annual allocation of funds from which to operate and coordinate tiered behavioral supports. Evidence of Implementation: Copy of annual PBIS budget. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 4. PBIS Team membership includes individuals with the following responsibilities: a. Allocation of resources (e.g., administrator) b. Expertise in academic assessment and intervention c. Expertise in coordinating targeted and intensive interventions d. Expertise in conducting basic functional behavior assessment procedures and building a behavior intervention plan Evidence of Implementation: (Name and titles) | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 5. The PBIS Team has access to ongoing training and support provided by District personnel. Evidence of Implementation: Documentation of coaching/training supports. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 6. A school Administrator attends at least 80% of PBIS Team meetings, agrees that behavioral concerns are top priorities and is an active participant on the behavior support team. Evidence of Implementation: (Sign-in sheet from team meeting minutes) | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 7. School has PBIS School Wide Plan in place that covers (a) Expectations, (b) Teaching Lesson Plans, (c) Acknowledgment/Incentive Plan, (d) Procedures for Managing Problem behaviors and (e) Procedures for Obtaining and Reviewing Discipline Outcomes and other relevant data monthly (e.g, attendance rates, academic and achievement data). Evidence of Implementation: (Copy of PBIS Plan/procedures) | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 8. 80% of faculty agree that school climate/discipline is one of the top 3 school improvement goals and fully commit to PBIS for a minimum of 3 years. Evidence of Implementation: Copy of staff surveys, school improvement plans, signed commitments, etc. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 9. Annual orientation for new faculty and new PBIS Team members is conducted to review PBIS program and/or team functions. Evidence of Implementation: (Date of orientation, agenda, sign-in sheets, and materials) | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 10. Annual orientation for new faculty/staff in the school includes (a) when ODRs should be completed and how to complete them, (b) how to request assistance from the behavior support team, and (c) behavior support plan policies of the school including school-wide, targeted, and intensive supports. Evidence of Implementation: (Date of orientation, agenda, sign-in sheets, and materials) | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| PBIS Foundations: 20 = % of Total Points Earned. | |

| Section 2: Behavioral Expectations and Teaching Procedures | | 2-Fully in Place 1-Partially in Place 0-Not in Place |
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| 11. The school has a small number (e.g. 3-5) of positively stated and clearly defined student expectations that are prominently posted and publicized in all areas across the school campus. These expectations are included within a Behavioral Expectation Matrix. Evidence of Implementation: Observation of Behavioral Expectation Matrix, posters, etc. | | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 12. The school has developed lesson plans that correspond to the Behavioral Expectation Matrix. Evidence of Implementation: Copies of Lesson (Teaching) Plans | | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 13. The school has an ongoing plan for actively and directly teaching schoolwide behavioral expectations to all students. Evidence of Implementation: Written plan or procedures for teaching expectations, schedules, documentation of fidelity reviews, etc. | | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 14. The school has a strategy for conducting booster trainings for schoolwide expectations based on an analysis of discipline data. Evidence of Implementation: Written plan or procedures for conducting booster trainings. | | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 15. The school has a written plan for teaching PBIS Expectations to students who transfer to the school during the school term. Evidence of Implementation: Written plan/procedures for teaching students who transition to the school during the school term, documentation of teaching, etc. | | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| Behavioral Expectations and Teaching Procedures: _____ /10 = _____ % of Total Points Earned. | | |
| Section 3: Student and Staff Acknowledgement Systems | | 2-Fully in Place 1-Partially in Place 0-Not in Place |
| 16. The school has a plan for regularly acknowledging students who demonstrate expected behaviors. Evidence of Implementation: Written plan or procedures for acknowledging students and faculty (e.g., school wide and classroom based incentive programs). | | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 17. The school has a plan for regularly acknowledging faculty who actively promote PBIS implementation. Evidence of Implementation: Written plan or procedures for acknowledging students and faculty (e.g., school wide and classroom based incentive programs). | | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| Student and Staff Acknowledgment Systems: _____ /4 = _____ % of Total Points Earned. | | |
| Section 4: Responding to and Managing Problem Behaviors | | 2-Fully in Place 1-Partially in Place 0-Not in Place |
| 18. There is a clear distinction between problem behaviors that are managed by administrators (i.e., office managed) versus faculty and staff members. Evidence of Implementation: Written policy or dichotomy detailing specific behaviors that are managed by staff and administration. | | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 19. Corrective consequences for misconduct are clearly defined. Evidence of Implementation: Written plan (e.g., Student Code of Conduct) describing consequences for misconduct. | | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 20. The school has documented alternatives to suspension procedures in place that are used to re-teach behavioral expectations. Evidence of Implementation: (Name of alternatives, written procedures of what behavioral infractions warrant use of alternative, what activities are involved when students participate, etc.) | | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |

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| 21. The school has a plan/procedures in place to address emergency or crisis situations (e.g., Crisis Management Plan). Evidence of Implementation: Written Crisis Management/Intervention Plan. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| Responding to and Managing Problem Behaviors: _____ /8= _____ % of Total Points Earned. | |
| Section 5. Classroom Systems/Settings | 2-Fully in Place 1-Partially in Place 0-Not in Place |
| 22. Expected behaviors and routines are taught directly by faculty and staff. Evidence of Implementation: Written Classroom Management Plans, Teaching Plans for Teaching Routines. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 23. Expected student behaviors are acknowledged regularly by faculty and staff at a rate of > 4 positive interactions to 1 corrective or negative interaction. Evidence of Implementation: Observations | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 24. Problem behaviors receive consistent consequences (i.e., teacher directed corrective strategies) Evidence of Implementation: Observations, documentation of required strategies before issuing an ODR. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 25. Staff options exist to allow classroom instruction to continue when problem behaviors occur. Evidence of Implementation: Written description of staff options that are used to continue the flow of instruction when problem behaviors occur that seriously disturb instruction (e.g. student removal to ISD, Time Out, etc.). | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 26. Instruction and curriculum materials are matched to student independent functioning levels in Reading, Math, English/Language Arts. Evidence of Implementation: Documentation of different levels of differentiation and other instructional modifications. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 27. Students experience high rates of academic engagement and success (< 75% accuracy). Evidence of Implementation: Documentation of course grades, pass rates, etc. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 28. Staff have frequent opportunities for access to assistance and recommendations for behavioral or instructional management (e.g., observation, instruction, coaching, etc.). Evidence of Implementation: Documentation of staff resources and procedures for requesting assistance. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 29. Transitions between instructional and non-instructional activities are efficient and orderly. Evidence of Implementation: Direct observations | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| Classroom Systems and Settings: _____ /16 = _____ % of Total Points Earned. | |
| Section 6. Non-Classroom Settings | 2-Fully in Place 1-Partially in Place 0-Not in Place |
| 30. School-wide expectations apply to non-classroom settings (i.e. hallways, cafeteria, commons area, recess/playground, gymnasium, auditorium, etc.) Evidence of Implementation: Non-classroom Settings included in Behavioral Expectation Matrix | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 31. Behavioral expectations are taught in and/or developed for non-classroom settings. Evidence of Implementation: Copy of written lesson/teaching plans. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 32. Acknowledgment is provided for students demonstrating expected behaviors in non-classroom settings. Evidence of Implementation: Written acknowledgement procedures outlined in PBIS Plan | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 33. Physical/building features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns and (c) inappropriate access to and exit from school grounds. Evidence of Implementation: Prevention and supervision procedures outlined in PBIS plan. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |

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| 34. Scheduling of student movement limits overcrowding in non-classroom settings. Evidence of Implementation: Supervision activities outlined in PBIS plan | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 35. Staff are afforded regular opportunities to access training and coaching on active supervision procedures for non-classroom settings. Evidence of Implementation: Active supervision resources outlined in PBIS plan. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 36. All faculty and staff are either indirectly (e.g., precorrections) or directly (i.e., active supervision strategies) involved in the supervision of students in non-classroom settings. Evidence of Implementation: Supervision procedures outlined in PBIS plan. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| Non-Classroom Settings: _____ /14 _____ % of Total Points Earned. | |
| Section 7. Self-Assessment: Gathering, Summarizing and Utilizing School Wide Discipline Data | 2-Fully in Place 1-Partially in Place 0-Not in Place |
| 37. The PBIS Team has conducted a SET, MTSIC, or BoQ within the last 12 months, reviewed the outcomes of the assessment, and used data to identify strengths and weaknesses of the school PBIS system. Evidence of Implementation: Summary of PBIS evaluation (e.g., SET, BoQ) results. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 38. All Office discipline referrals (ODRs) that are submitted to the school office are entered in discipline data-base within 24 hours of infraction regardless of administrative disposition. Evidence of Implementation: Summary print out of ODR/discipline clearly indicates dispositions other than ISS/OSS. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 39. The ODR forms are accurately completed and include the following information: (a) time, (b) location, (c) behavior (d) infraction code, and (e) administrative decision. Is there a place on the ODR for including (f) possible reason (i.e., motivation), and (g) others involved? Evidence of Implementation: (copy of ODR) | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 40. ODRs patterns are examined and summarized at least monthly to identify school wide behavior patterns/concerns including (a) Number of infractions per day/per month, , (b)Top 5 infractions, (b) Infractions by Location, (c) Infractions by Time of Day, (d) Infractions by Staff and (e) number of referrals by student. Evidence of Implementation: Who is monitoring, what data are gathered/analyzed, meeting agenda and minutes, etc. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 41. ODRs patterns are examined and summarized at least monthly to identify school wide behavior patterns/concerns and/or individual students who may benefit from a targeted or intensive intervention. Evidence of Implementation: Who is monitoring, what data are gathered/analyzed, meeting agenda and minutes, etc. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 42. The PBIS team uses student outcome data (e.g., attendance, behavior outcomes, student academic and/or achievement outcomes) and/or universal behavioral screening data to identify students who may benefit from a targeted or intensive intervention. Evidence of Implementation: Analysis of student outcome data, analysis of universal behavior screening outcomes | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 43. School has a process for developing monthly action plans to address school wide discipline, attendance, and/or academic trends that are of concern to the team. These plans specify actions to be performed by responsible parties with established timelines and goals and/or benchmarks. Evidence of Implementation: Copies of written action plans. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |
| 44. School has a process for reviewing suspension and attendance data at least four times per year to identify students who might benefit from additional behavior support interventions. Evidence of Implementation: Quarterly suspension and attendance reports, names of students identified in need of extra behavioral support. | <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 |

45. School is required by the District to report the status of school climate and behavior and discipline trends/outcomes at least annually (e.g., composition rates, disproportionality rates).

☐ 2 ☐ 1 ☐ 0

Evidence of Implementation: Annual Discipline Trend Reports, Faculty and Staff Climate Surveys.

Self-Assessment: Gathering, Summarizing and Utilizing

School Wide Discipline Data: _____ /18 _____ % of Total Points Earned.

Jackson Public School District Multi-Tiered Supports Implementation Checklist

| Section | Points |
|--|--------|
| Section 1: PBIS Foundations | |
| Section 2: Behavioral Expectations and Teaching Procedures | |
| Section 3: Student and Staff Acknowledgment Systems | |
| Section 4: Responding to and Managing Problem Behaviors | |
| Section 5: Classroom Systems and Settings | |
| Section 6: Non-Classroom Settings: | |
| Section 7: Self-Assessment: Gathering, Summarizing and Utilizing School Wide Discipline Data | |
| Total Points | |

Total MTSIC Score = _____ /90 = _____ % of Total Points Earned

Signatures

Date

PBIS Coordinator

Counselor

Interventionist

Principal