

Duval County Public Schools

Positive Behavior Interventions & Supports Plan

Below is a template of the PBIS plan to help guide your submission online. Please review all elements before starting and submit your final drafted version by Friday, June 18th at 5:00 pm or sooner.

To access the online submission, please click here: https://dcps.qualtrics.com/jfe/form/SV_7OmBKdyk8cruSeF

PBIS Team

Team Member Name	Team Member Role	Team Member Title

Data Entry & Analysis Plan

Use the Climate Dashboard & FOCUS to provide baseline data and targets for your PBIS Goals for 2018-19.

Data Point	2016-17 Total #	2017-18 Total #	2018-19 Target #
Class I ODRs			
Class II ODRs			
Class III ODRs			
Total OSS Events			
Total RJ Events			

What were your TOP FIVE infractions from 2017-18?

1.	
2.	
3.	
4.	
5.	

PBIS Goals

Based on your data, what are your PBIS goals? How will you know you are progressing toward your goals? What PBIS team member(s) will monitor your progress and follow up to refine your goals throughout the year?

Goal	Action Steps	Responsible	Progress Monitoring
Goal 1			
Goal 2			
Goal 3			

Equitable Outcomes

In using your Equity Profile generated by the USF PBIS Project, how will you identify bias, respond to it?

- **Identify:** Utilize the Equity Profile to list evidence of disparities.
(ex. The average number of referrals per student for African Americans/Black students is 2 times that for all other students)
- **Respond:** What strategies do you plan on implementing to address the evidence above?
(ex. We will use professional development and district resources to implement cultural competence training with all staff members.)

Identify	Respond
Evidence #1	
Evidence #2	

Please upload the Equity Profile here:

Choose File No file chosen

Have you completed your BOQ for 17-18?

Yes

No

Restorative Justice Practices

Identify the restorative practices you have in place at your school.

- Adult Led Mediation
- Letter of Apology
- Restitution
- Restorative Justice
- Restorative Justice Peer Med
- Restorative Justice SAB
- Restorative Justice Sup Cir
- Social Skills Lessons
- Teacher Student Mediation

Reward & Recognition Programs

Identify and explain your school-wide rewards and recognition program. Be sure to include a plan to reward both students and staff for following the GFS and the school-wide rules/expectations.

Students	Faculty
Daily	
Weekly	
Monthly	
Quarterly	
Yearly	

Lesson Plan for Teaching Expectations/Rules

Please explain your plan for teaching your Guidelines for Success and when will they be taught?

Plan for Teaching	When will it be taught?
Guidelines for Success	

Expectations & Rules Developed

Each school is responsible for teaching school-wide expectations and having posted guidelines for success (GFS) that are alive and relevant in your school buildings. The GFS should be the most desirable behaviors that your faculty, staff and students exhibit at all times as they represent the school on and off campus. They are often associated with the school name and mascot. Creativity helps to inspire engagement of the goals.

Please upload your Guidelines for Success here:

No file chosen

Faculty Commitment

Explain/identify to what extent your faculty is involved in your PBIS implementation and follow through. Answer the questions below using information specific to your way of work.

How and **how often** do you make your faculty aware of behavior concerns across campus through data sharing?

	Daily	Weekly	Monthly	Quarterly	Yearly
Newsletters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email Blast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLC's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Release/Faculty Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Announcements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you elicit input and feedback from students and staff about discipline/behavior concerns?

- Daily
- Weekly
- Monthly
- Quarterly
- Yearly
- Other

What are your procedures for acclimating new students, staff, and parents to your behavior management procedures?

Classroom Systems

What professional development do you provide for teachers? Consider the following: Novice teachers? What is your plan of support for teachers that may be struggling in classroom management? How are teachers trained in classroom-based, proactive strategies and effective classroom-based corrective strategies? Do you suggest that teachers have a classroom management plan?

Training Opportunities	Additional Support
Administrators	
Clerical Staff	
Experienced Teachers	
Novice Teachers	
Paraprofessionals	
Support (Custodians, Cafeteria, Security)	

SAMPLE