

School-wide Positive Behavior Support: Training Readiness Checklist for Booster/Planning Day

School: _____ District: _____ Date: _____

Documents/Evidence Complete?	Items to Complete Prior to School-wide Booster/Planning Day
<input type="checkbox"/> YES <input type="checkbox"/> NO	1. A Benchmarks of Quality has been completed by the team, the Coach has scored it and submitted it to the PBS Project. Attach a recent copy if not already submitted. Benchmarks Score _____
<input type="checkbox"/> YES <input type="checkbox"/> NO	2. A Positive Behavior Support (PBS) Team is formed and has broad representation (including some School Improvement Team members, a behavior specialist or team member with behavioral expertise, administrator(s), guidance counselor, and regular and special education teachers). List team members and roles:
<input type="checkbox"/> YES <input type="checkbox"/> NO	3. The PBS team is not a “Brand New Team”; most of the team members went through the original 3 day School-wide PBS training (i.e. more than 50% of the original team members).
<input type="checkbox"/> YES <input type="checkbox"/> NO	4. PBS Coaches will attend the School-wide Booster/Planning Day with the team. List PBS Coach that will be supporting your PBS Team:
<input type="checkbox"/> YES <input type="checkbox"/> NO	5. PBS Team commits to meet at least once a month to analyze and problem-solve school-wide data. Describe when you meet or plan to meet (days, location, and time) throughout the school year:
<input type="checkbox"/> YES <input type="checkbox"/> NO	6. Principal or AP who is responsible for making discipline decisions is an active participant on PBS Team and agrees to attend the School-wide Booster/Planning Day. List participating Principal(s):
<input type="checkbox"/> YES <input type="checkbox"/> NO	7. The district contact or PBS District Coordinator will attend the School-wide Booster/Planning Day with the teams. Lead District Contact:
<input type="checkbox"/> YES <input type="checkbox"/> NO	8. All PBS team members (both new and original team members) have completed the following required School-wide Modules on the web (including quizzes): _____ http://flpbs.fmhi.usf.edu/index.asp

My signature below indicates that the information above is accurate to the best of my knowledge and I will be in attendance with my entire PBS team for the length of the training. I understand that my team will not be eligible for training if these requirements are not met on the day of the training.

Principal/Assistant Principal Signature _____ Date _____

School-wide “Booster” Training Procedures

Definition: A “booster” training involves reviewing the critical elements, establishing clear implementation goals to improve School-wide outcomes, and motivating teams who may have lost their focus. The objective is to increase the school’s effectiveness in implementing the PBS process.

What: The content will be based on the needs of the schools for each district. The content will be decided on by PBS Project Staff based on information provided from the District Coordinator/Coach/Team and the evaluation results of the Benchmarks of Quality.

Who: (Suggested Guidelines, Exceptions may be made based on individual needs)

The booster training is for schools after their first year of implementing School-wide PBS that have:

- Completed the School-wide training.
- Implemented some of the critical elements.
- Completed and turned in the Benchmarks of Quality with a score in the range of 35-80. This will help to assess where the team is in the implementation process.

It is not for:

- Non-implementing Schools (This is defined as not implementing one critical element and/or no longer has a functioning team). These schools should consider if they want to recommit and develop a new team to attend the School-wide Training
- Schools who have not completed and turned in a Benchmarks of Quality or have a score less than 35.

High Implementing Schools

- Schools who are implementing the critical elements with fidelity.
- Schools with a Benchmarks score of 80 or higher with agreement by the District Coordinator.

When: Training takes place at least a year after the initial School-wide Training. It is suggested to coincide with the intensive 3 day summer training. This training will last ½ day to full day depending on the needs of each district. This is to be a district level training and is not intended as a separate training for individual schools.