

National PBIS Leadership Forum | October 22 - 23, 2025 | Hilton Chicago



@PBISForum
#pbisforum

2K– Building Capacity with District & Community Partnerships



Presenters:

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Erica Bauer, Green Local Schools, OH
Joya Mitchell, Green Local Schools, OH*



- **Topic:** District Leadership
- **Keywords:** Coaching, Community, Sustainability

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

Learning Objectives

1. *Learn strategies to scale up PBIS across a district*
1. *Learn strategies to engage community members in partnership*
1. *Describe outcomes of family-school-community partnerships*



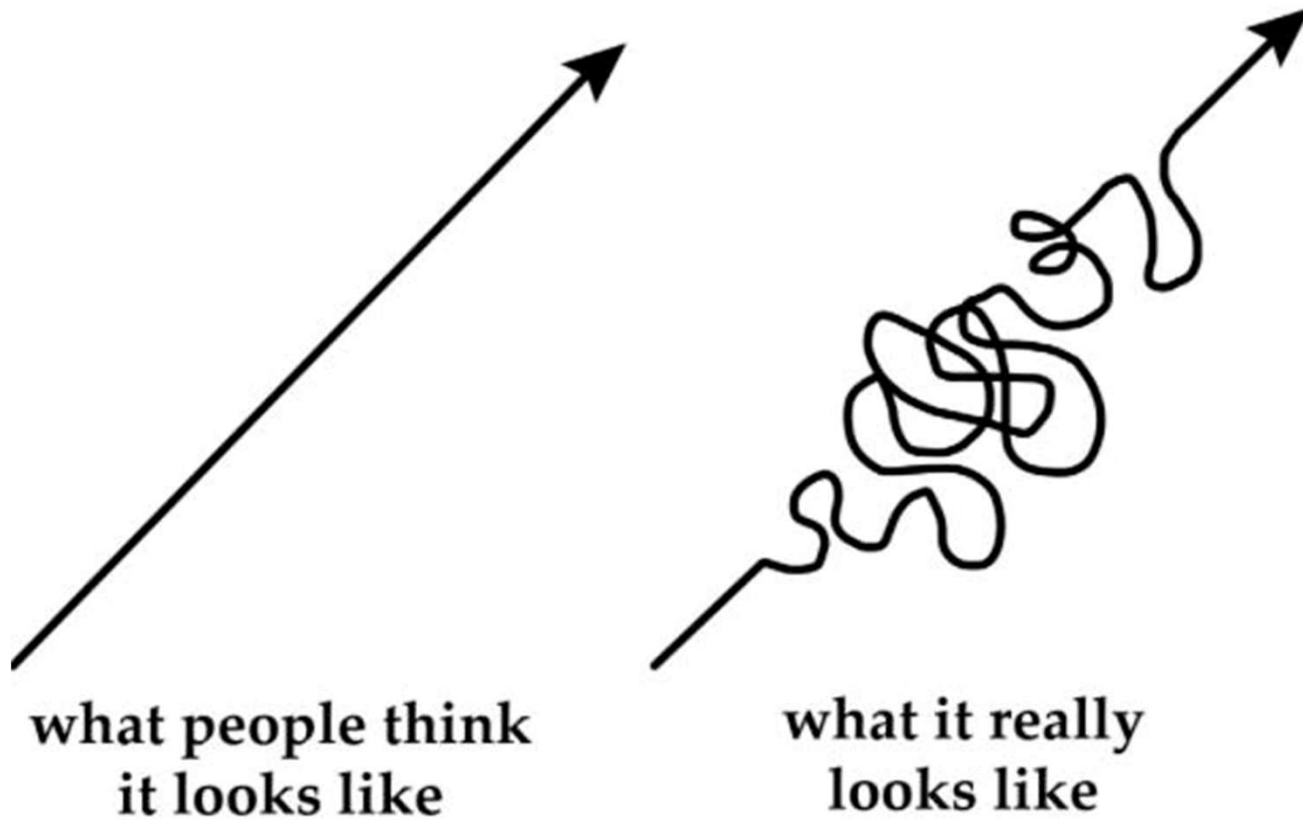
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*Session description

- This session will feature a district who has built capacity within their district by implementing PBIS from early childhood through high school across all schools, and also throughout their community by partnering with local businesses and leaders. Exemplars will share their implementation journey and the impact for students and families as a result of their efforts.



Implementation



Resources:



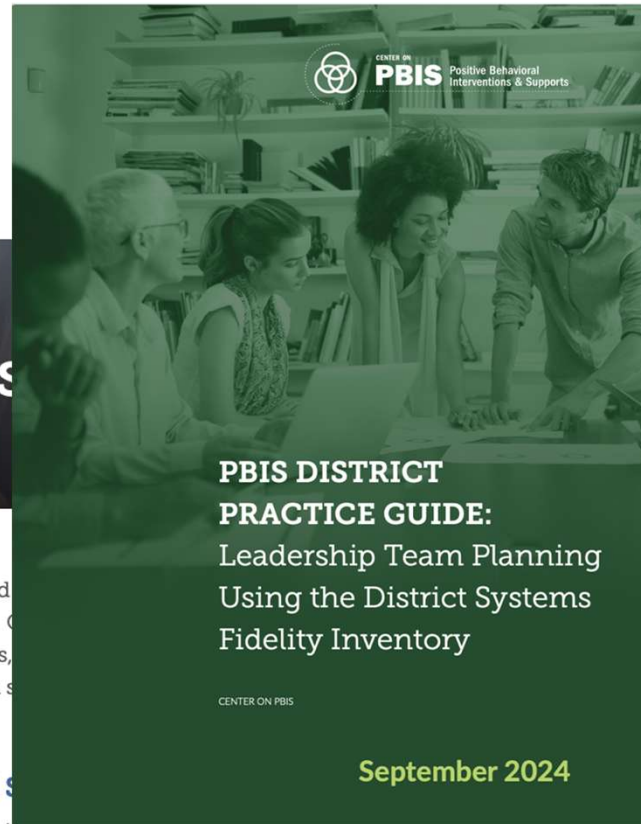
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Initiating, expanding, and
district, state, or region. C
implementation efforts,
provides a s

What is District and S

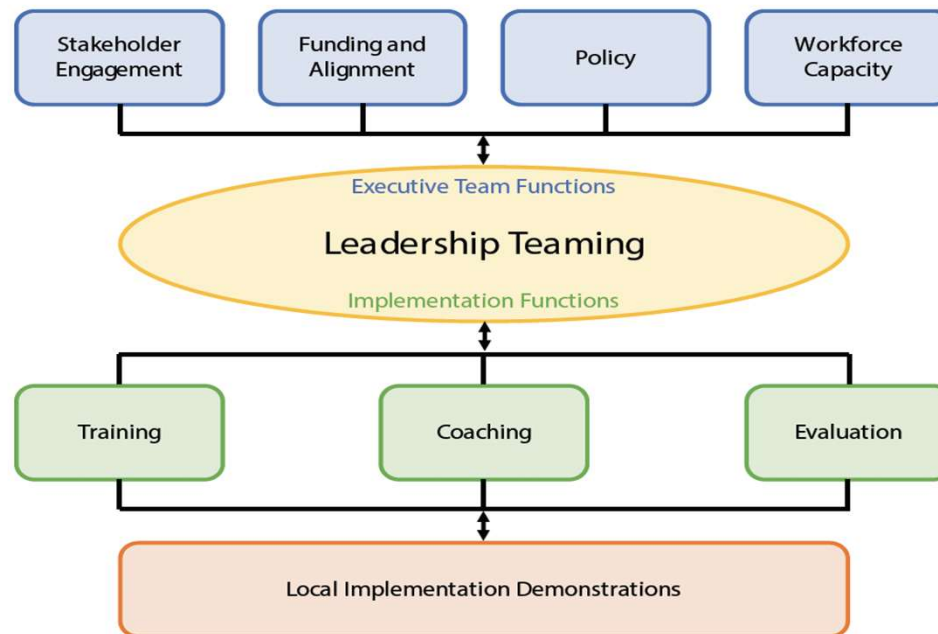
School-level PBIS implementation is more successful when it's supported by multiple schools in the same area, districts and states create a shared vision, more effective. There are four components for successful district or state PB

- Leadership Team to actively coordinate implementation efforts
- Adequate funding, broad visibility, and consistent political support
- Groups to provide coaching support for local implementation and to train teams on the practices and processes of school-wide PBIS, as well as a system for on-going evaluation

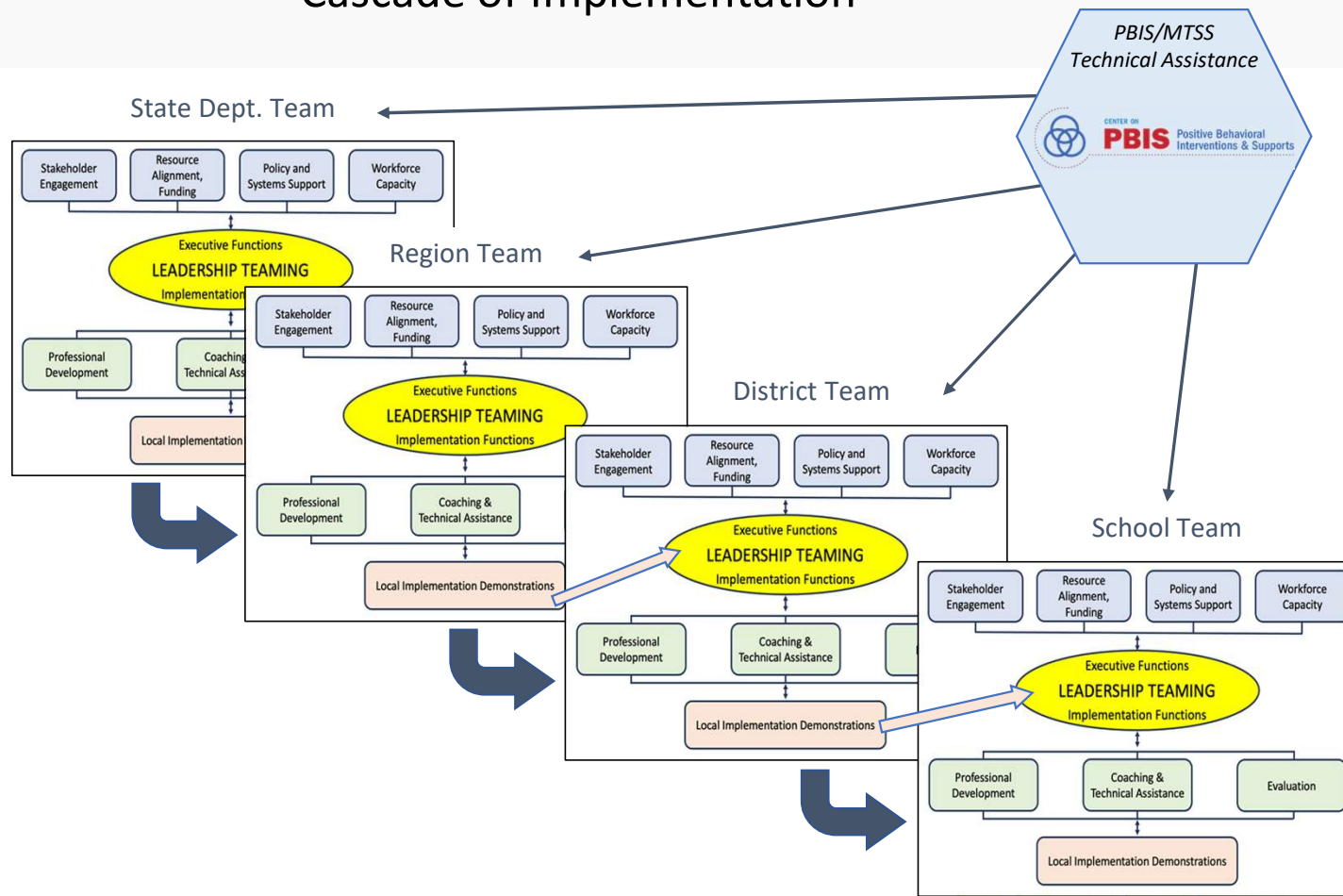


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Implementation Logic:

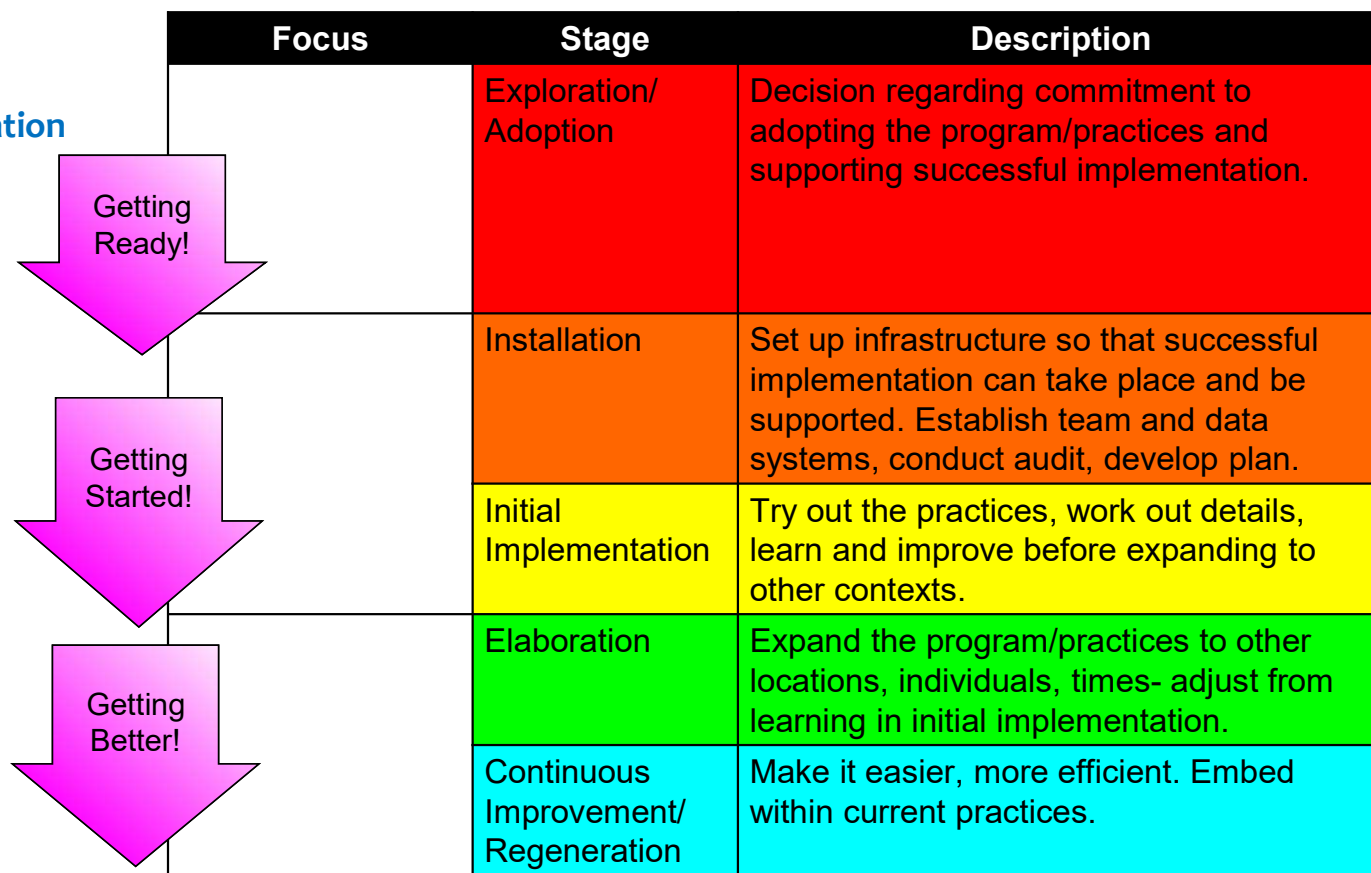


Center ⇨ State ⇨ Region ⇨ District ⇨ School Cascade of Implementation



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Follow the
Stages of
Implementation



District Systems Fidelity Inventory

PBIS District Systems Fidelity Inventory (DSFI) Ver. 0.2 September, 2020

1



Positive Behavioral Interventions and Supports Implementation Blueprint:

PBIS District Systems Fidelity Inventory (DSFI)

Technical Assistance Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

Version 0.2 2020 September 28

PBIS District Systems Fidelity Inventory (DSFI) Ver. 0.2 September, 2020

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Section I: Leadership Teaming

Feature	Possible Data Sources	Scoring Criteria
1.1 Leadership Authority: One or more members of the District Leadership Team has the authority to make key decisions (e.g., decision-making for budget, implementation, policy, data systems).	- District Organizational Chart - Team Roles & Responsibilities	0 = No members of the District Leadership Team have authority to make key decisions. 1 = At least one member of the District Leadership Team has influence on key decision making within the organization. 2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions and attends regularly.
1.2 Team Membership: District Leadership Team has representation from range of stakeholders including at least: (a) families, (b) general education, (c) special education, (d) individuals with detailed knowledge about the current social-emotional-behavioral initiatives and (e) members of the local community that have investment in youth outcomes.	- District Organizational Chart - Team Roles & Responsibilities - District Key Stakeholders List	0 = District Leadership Team does not have representation from a range of stakeholders with investment in youth outcomes from the community. 1 = District Leadership Team has a diverse range of stakeholders on their team but not representative of all the stakeholders listed in (a) - (e) or stakeholders do not attend regularly. 2 = District Leadership Team includes stakeholders from at least (a) - (e), stakeholders attend meetings regularly, and membership is audited annually.
1.3 Team Expertise: To ensure fidelity of implementation of PBIS practices and systems in three domains: (a) training, (b) coaching, and (c) evaluation the District Leadership Team includes individuals representing P-12 with social-emotional-behavioral expertise across the full continuum of behavior support (Tiers 1, 2, 3).	- District Organizational Chart - Teaming Protocols - Team Roles & Responsibilities	0 = District Leadership Team does not include individuals with social-emotional-learning expertise. 1 = District Leadership Team includes individuals with social-emotional-behavioral expertise across one or two but not all three tiers or not representing P-12. 2 = District Leadership Team includes individuals with social-emotional-behavioral expertise across all three tiers and from agencies representing P-12.

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Leadership Teaming



Composition

[1.1 Leadership Authority](#)

[1.2 Team Membership](#)

[1.3 Team Expertise](#)

Characteristics

[1.4 Team Leadership](#)

[1.5 Team Operating Procedures](#)

[1.6 Action Planning](#)

Communication

[1.7 Communication with Executive Leadership](#)

[1.8 Communication with Key Stakeholders](#)

[1.9 Goal Identification](#)

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Leadership Team Roles

Leadership Team Roles

Although, specific team members may differ by context, leadership teams generally include the following roles:

- **Team Leader/PBIS Coordinator:** starts and reviews the purpose of the meeting, facilitates meeting guided by a data-based action plan, serves as the team's primary point of contact.
- **Timekeeper:** monitors and communicates the amount of time available by providing updates and "warnings" (e.g., "10 minutes left") during meeting.
- **Data Specialist:** has access to data, reviews ahead of the meeting, makes relevant reports available, and shares understanding with team.
- **Recorder:** takes meeting notes, transcribes team's responses and actions taken on tangible document for transparency and accountability.
- **Coaching:** externally or internally based (outside or within specific context) implementation facilitators, may become a primary contact.
- **Communications:** serves as the point person for communication between team and partners impacted by PBIS implementation, this may include leading or collaborating with social media efforts.
- **Administrators:** serves in executive leadership positions such as principal, dean of students, superintendent, school board member, program head, and director of other initiatives who can make resource allocation decisions, actively encourage team efforts, and provide planning time, feedback, and support.
- **Content Experts:** individuals with behavioral and other areas of expertise relevant to (a) supporting students' SEB, academic, and mental health needs and (b) implementation in the relevant context; representatives for family and student may also be considered content experts.
- **Community Members:** those who represent interests of the organization's community such as family and student representatives, political leaders (e.g., mayor, city council members), business owners or managers, and local community program directors.
- **Other Members:** members from related initiatives that may assist in alignment of activities such as Human Resources, Curriculum and Instruction (i.e., Teaching and Learning), Safe and Supportive Schools, Special Education, Student Support Services, and social media (if not addressed in Communications).

It is important to note that some teams wait until implementation is underway before adding student, family, and community representation. Including these voices (and procedures to ensure meaningful participation) from the start will make the systems more effective, efficient, equitable, and sustainable in the long run.

[P. 33 of The Implementer's Blueprint](#)



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Table 5. Snapshot of Leadership Team Functions Across Implementation Phases

Across state, district and school levels, the goal is to improve capacity to establish, scale up, and sustain the multi-tiered PBIS framework. Leadership teams engage in comprehensive assessment and action planning guided by a common vision. These teams oversee the work by monitoring implementation fidelity and outcomes to support educators in implementing key practices for overall student and adult benefit. Table 3 presents considerations for leadership teams in planning, monitoring, and supporting PBIS implementation across contexts (state, district, school). For details at each level, see school [Tiered Fidelity Inventory](#), [District Systems Fidelity Inventory](#), or [State Systems Fidelity Inventory](#).



Function	Getting Ready	Getting Started	Getting Better
Leadership Teaming	- Form representative leadership team - Establish team norms - Develop action plan	- Adjust team norms to support implementation - Use data to guide action planning	- Revisit team membership regularly - Enhance authentic participation of diverse voices
Partner Engagement	- Identify and engage relevant partner groups to inform decisions - Establish communication structures	Ensure all groups are included in decisions about selecting, implementing, and evaluating practices, systems, and data	Enhance authentic bi-directional participation and communication with diverse partner groups
Funding & Alignment	- Explore current resources and available funding related to SEB - Identify similar programs & initiatives	Secure funding to support initial implementation (e.g., 3-5 year grant) and work to align with current & new initiatives	Secure and align long-term funding to promote coordinated and sustained implementation
Policy	Develop and revise policies to be consistent with positive, proactive, and equitable implementation of PBIS	Continue to revise policies to be consistent with positive, proactive, and equitable implementation of PBIS	Review and enhance policy, based on data, to meet the needs of the current context
Workforce Capacity	- Assess needs of current personnel - Collect, review, and revise job descriptions and postings to reflect PBIS	- Adjust support based on personnel needs - Continue to revise and update job descriptions and evaluations to reflect PBIS	- Enhance job descriptions and evaluations based on local needs - Partner with pre-service programs
Training	Engage in initial PBIS training with support from external technical assistance providers	- Engage in ongoing PBIS training and plan onboarding for new hires - Develop local training expertise	- Expand and differentiate training opportunities based on local data - Enhance expertise of local trainers
Coaching	Identify and support internal coaches or coordinators to develop expertise in facilitating PBIS efforts	Internal and external coaches provide ongoing support to all educators in universal (Tier 1) coaching approach	- Expand and differentiate coaching to meet the needs of all educators - Enhance expertise of local coaches
Evaluation	Identify evaluation questions, existing data sources, and additional data needed to inform evaluation	Collect and share data to (a) monitor fidelity, outcomes, and acceptability, then (b) adjust implementation as needed	- Continue to adjust data sources to uncover strengths and needs - Expand audiences for sharing data
Local Implementation Demonstrations	- Consider selection criteria for demonstration sites - Identify local demonstrations	Celebrate local demonstrations as exemplars for other sites and identify additional demonstrations	Communicate and expand process for identifying and celebrating a range of local demonstrations

[P. 56 of the Implementer's Blueprint](#)

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Coaching

What is is?

A set of responsibilities, actions, and activities that bridge training and implementation through supportive facilitation and provision of appropriate resources.

Within all systems --- district and each community organization.

Why we do it?

- Associated with more successful district implementation (George et al, 2018)
- Train and support vs train and hope





Green Local Schools



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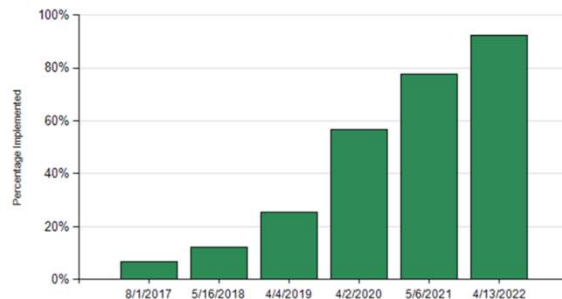
Our Journey...

16 Early Childhood Demonstration Sites



Greenwood Early Learning Center
Green, Ohio

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Greenwood Early Learning Center
8/1/2017 - 4/13/2022



Date Completed	Total Percentage
8/1/2017	7%
5/16/2018	12%
4/4/2019	26%
4/2/2020	57%
5/6/2021	78%
4/13/2022	92%



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**Early Childhood
PBIS**



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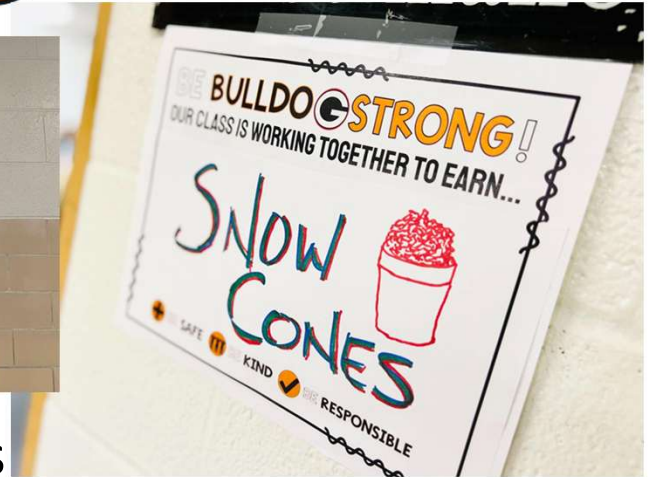
District Scale Up...



Training

BULLDOGSTRONG	
GMS BEHAVIOR EXPECTATIONS	
BULLDOGSTRONG	HALLWAYS
BE SAFE 	ALL TECHNOLOGY AWAY EYES UP KEEP HANDS AND FEET TO SELF
BE KIND 	USE KIND WORD AND ACTIONS RESPECT STAFF AND STUDENTS QUIET VOICE
BE RESPONSIBLE 	GO ONLY WHERE I NEED TO GO HAVE A HALL PASS MOVE DIRECTLY TO YOUR NEXT CLASS

Common Expectations



Positive Reinforcement



Sustainability



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The Why....



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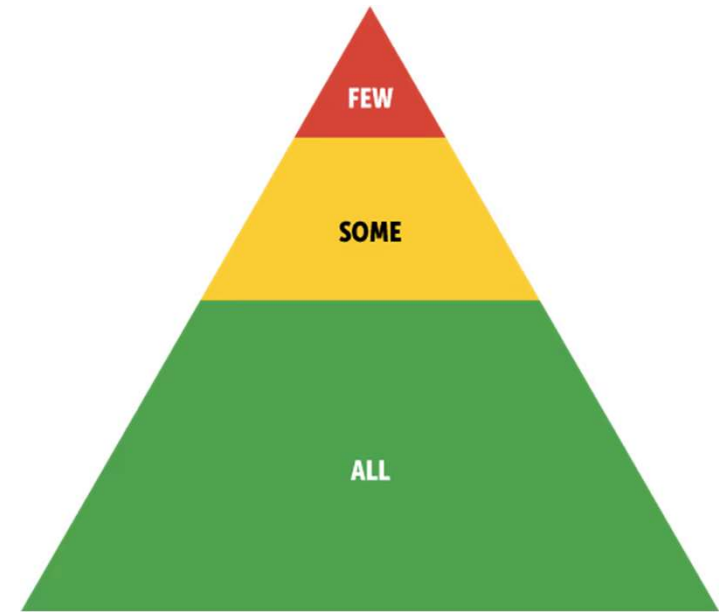


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Positive Relationships....

Every child deserves a
champion
-- an adult who will
never give up
on them,
who understands the
power of
connection
and insists that they
become
the best that they can
possibly
be.
-- Rita F. Pierson

toddlerapproved.com



Give them what they need



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PBIS builds positive relationships
by

PBIS (Positive Behavioral Interventions and Supports) builds positive relationships by establishing clear expectations, providing consistent praise and acknowledgement for positive behaviors, creating a safe and supportive environment, and strengthening teacher-student connections through proactive engagement and individualized attention, fostering a positive school culture where everyone feels valued and can succeed. 



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Success!



Green Local Schools

has been recognized with the

2023-2024 District Award

by the Ohio PBIS Network and the State Support

Team for implementation of school-wide

Positive Behavioral Interventions & Supports



Greenwood Early Learning Center

has been recognized with the

2023-2024 Gold Award

by the Ohio PBIS Network and the State Support

Team for implementation of school-wide

Positive Behavioral Interventions & Supports



Green Middle School

has been recognized with the

2023-2024 Bronze Award

by the Ohio PBIS Network and the State Support

Team for implementation of school-wide

Positive Behavioral Interventions & Supports



Green Intermediate Elementary School

has been recognized with the

2023-2024 Silver Award

by the Ohio PBIS Network and the State Support

Team for implementation of school-wide

Positive Behavioral Interventions & Supports



Green High School

has been recognized with the

2023-2024 Bronze Award

by the Ohio PBIS Network and the State Support

Team for implementation of school-wide

Positive Behavioral Interventions & Supports



Green Primary School

has been recognized with the

2023-2024 Silver Award

by the Ohio PBIS Network and the State Support

Team for implementation of school-wide

Positive Behavioral Interventions & Supports



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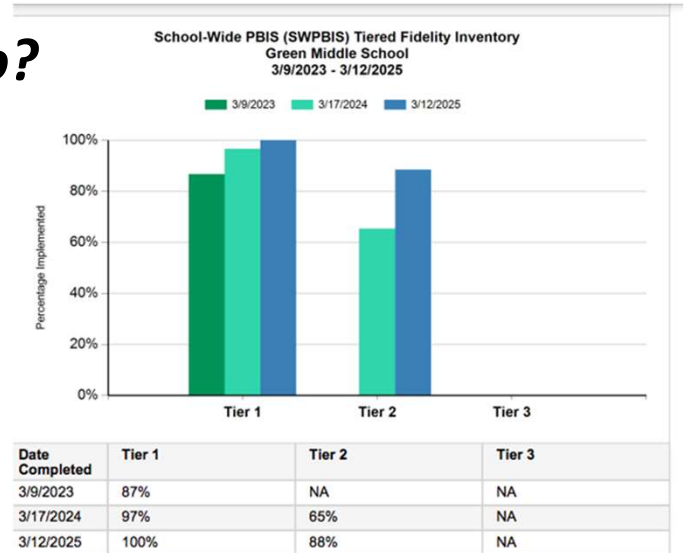
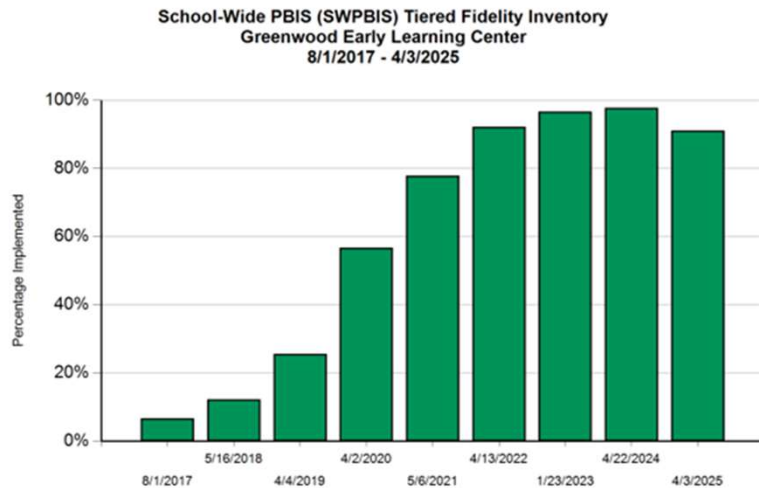


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Tiered Fidelity Inventory (TFI)

Helps us answer the question...

Are we doing what we said we were going to do?



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TFI Action Plan

Keeps us moving forward

Tier I					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition	2	Need parent involvement in a few subcommittee meetings	BLT/Subcommittee	Ongoing
	1.2 Team Operating Procedures	2			Ongoing
	1.3 Behavioral Expectations	2	Add enlarged classroom expectation posters - nice new ones will be ordered for new building (Evan)	Katie and Dawn	August 2025
	1.4 Teaching Expectations	2	Continue to share out teaching schedules and expectation lessons at the beginning of the year and mid-year Add 6th grade Wayfinder to calendar	Katie	August 2025
	1.5 Problem Behavior Definitions	2	Review behavior definitions and discipline flow chart annually.	PBIS Team	August 2025
	1.6 Discipline Policies		Consistent use of public school works.	PBIS Team/	August 2024



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Self Assessment Survey (SAS)

Allows the team to check on building implementation. Provides data-based professional development options

Green Middle School
Green, Ohio

School Year				Number of Responses				Date Completed			
2024-25				46				3/14/2025			
Current Status				Feature				Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Schoolwide				High	Med	Low	n
100%	N/A	N/A	44	1. Team Composition: In my school, a team exists for schoolwide social-emotional-behavior support, planning, and problem solving and the school administrator is an active member of the team.				10%	15%	74%	39
98%	2%	N/A	44	2. Behavior Expectations: My school has five or fewer positively stated behavioral expectations and/or rules defined and in place (i.e., school matrix).				10%	15%	74%	39
81%	19%	N/A	43	3. Teaching Expectations: My school has documented and distributed lesson plans and schedule for teaching expected behaviors.				16%	16%	68%	38
93%	7%	N/A	44	4. Feedback and Acknowledgment: My school has a documented system for acknowledging and providing feedback for expected student behaviors (e.g., verbal statements, reinforcers) that is linked to schoolwide expectations and used across settings.				10%	21%	69%	39
80%	18%	2%	44	5. Behavior Definitions: My school has clear descriptions for behaviors that interfere with academic and/or social success and clear definitions between administrator-supported and staff-supported behaviors.				15%	26%	59%	39
89%	11%	N/A	44	6. Response to Behavior: My school has a documented system (e.g., flowchart) for responding to behaviors that interfere with academic and/or social successes that is linked to schoolwide expectations and used across settings.				16%	26%	58%	38
79%	19%	2%	43	7. Professional Development System: My school has a documented process for orienting all staff and providing ongoing professional development on the schoolwide behavior support system.				10%	23%	67%	39

30%	21%	10%	109	9. Staff Involvement: In my school, all staff have an opportunity to provide input on core practices (e.g., teaching schoolwide expectations, acknowledging expected behavior, responding to behavior errors, requesting assistance) at least annually.				14%	32%	54%	70
64%	18%	17%	109	10. Student / Family / Community Communication: My school has a documented process for informing students, families and members of the school community about expected student behaviors at school (e.g., newsletters, brochures, website).				16%	25%	60%	77
47%	33%	19%	108	11. Student / Family / Community Engagement: My school seeks input on core practices (e.g., teaching schoolwide expectations, acknowledging expected behavior, responding to behavior errors) from students, families and members of the school community at least annually.				13%	35%	53%	78

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1 of 10

Green High School
Green, Ohio

64%	19%	18%	108	12. Behavior Data System: My school has a system for collecting social-emotional-behavioral data and summarizing patterns of student behavior.				15%	22%	63%	79
47%	33%	20%	105	13. Data-based Decision Making: In my school, data summarizing patterns of social-emotional-behavioral data is regularly shared with staff (minimum three times a year) for active decision making and action planning.				14%	38%	48%	79
61%	23%	16%	106	14. Fidelity Data: In my school, Tier 1 implementation fidelity data (e.g.,				14%	26%	59%	76

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Parent Survey

Allows the team to check on family engagement and perception.

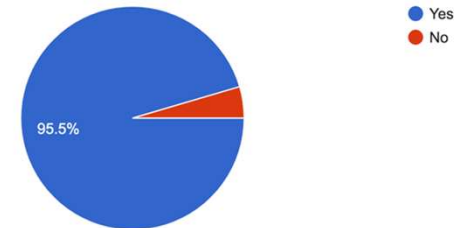
This program has helped our child thrive at home. Listening skills, helping and responsibility have come along way in such a short time. This is the first year she has been in Greens school district and she absolutely LOVES being Bulldog STRONG!

Our family would not be where we are today without the initiative.

I think it's brilliant and it does help my child inside and outside of the school setting



Are you currently familiar with our district's 3 Bulldog Strong behavior expectations for students?
264 responses



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Checklist for Sustainability

- ☐ administrative support
- ☐ a strong building team lead
- ☐ annual TFI and action planning
- ☐ regularly scheduled meetings with an agenda
- ☐ professional development and ongoing support
- ☐ data based decision making
- ☐ data reports and frequent communication with staff



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Community Partnerships: State Support Team 8

**State Support
Team**



- ❖ Training
- ❖ Coaching Support and Expertise
- ❖ Grant Opportunities
- ❖ Leadership Opportunities



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Community Partnerships: Green Schools Foundation



- ❖ Community Recognition
- ❖ Opportunity to Acknowledge all Students
- ❖ Funding Support
- ❖ Partnership with an Established Support



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Community Partnerships: City of Green



**City of
Green**

- ❖ Opportunity to use Common Language in the Community
- ❖ Mutual Support to Promote Positive Student Behavior
- ❖ Community Buy In



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Community Partnerships: Starbucks



Local Business Partnership

- Mutual Partnership
- Community Engagement
- Staff and Student Buy In



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Community Partnerships: Starbucks



Student Engagement

- High School Art Project
- High School Coffee Cart
- Middle School Stem Project



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Community Partnerships: Starbucks



Acknowledging Staff

- Staff Member of the Week
- Coffee Bar at PD days
- Recognition of all Staff



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PBISApps

Nov 19 · 🌐

🎉 We are starting a new Mythbusters series for our popular Expert Instruction Podcast. In this episode, we challenge the myth that rewards don't improve student outcomes. Hear how one district leveraged the power of recognition to transform an entire community 🎉

Listen here: <https://loom.ly/HhvVU8o>

[#pbisapps](#) [#mtss](#) [#tier1](#) [#positiverewards](#)



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**PBISApps | Expert Instruction Podcast—Ep 43:
Mythbusters – Rewards Don't Work to Improve ...**
In this episode, hear how one school district in O...

Expert Instruction: Podcast Episode 43



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Lessons Learned

- ★ Positive Relationships are Critical
- ★ Start with Tier 1
- ★ Use Data to Drive Decision Making
- ★ Be Open to New Opportunities
- ★ Keep Moving Forward



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Please Complete this Session's Evaluation

10/22

2K – Building Capacity with District & Community Partnerships

Four options, pick one!

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Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.



3. Online

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www.pbis.org/conference-and-presentations/pbis-leadership-forum

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