SUBSIST PBS Sustainability Checklist:

Self Assessment and Action Planning Tool for School Teams

Purposes: This self-assessment has been designed to assist school teams in identifying the presence of key features related to sustainability of School-wide PBS and guide action planning for sustainability.

Guidelines for Use:

- Complete self assessment as a school team

- Consider existing efforts, initiatives, and/or programs that may be integrated with PBS systems and structures

- Use results to identify strengths and areas for action planning

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Date _____

Team Members Completing Self-Assessment _____

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Instructions:

1. Identify the extent to which features are fully in place, partially in place, or not in place

2. Circle features that will be priorities for the upcoming year (identify the smallest changes that will make the greatest impact)

3. Add each circled feature to the action plan, identifying WHO will do WHAT by WHEN

SUBSIST Sustainability Checklist

FEATURE		In Place?		
		Yes	Partial	No
Priority	1. There is agreement that PBS serves a critical and shared need for the school			
	2. PBS addresses outcomes that are highly valued by school personnel			
	3. A vast majority of school personnel (>80%) support PBS			
	4. PBS is integrated into new school or district initiatives (e.g., renamed to meet new needs, shown how it can meet the goals of the new initiatives as well)			
	5. Parents are actively involved in the PBS effort (e.g., as part of PBS team or district committee)			
Building Leadership	6. The school administrators actively support PBS			
	7. The school administrators describe PBS as a top priority for the school			
	8. The school administrators actively support school personnel when implementing and aligning initiatives (e.g., shield staff from competing demands, change language to align PBS with new initiatives) to allow PBS to continue			
	9. The school administrators ensure that the PBS team has regularly scheduled time to meet			
	10. A school administrator regularly attends and participates in PBS team meetings			
External Leadership	11. There are adequate district resources (funding and time) allocated for PBS			
	12. The district administration actively supports PBS (e.g., describes PBS as a top priority, provides clear direction)			
	13. State/provincial officials actively support PBS (e.g., promotion, publicity, providing infrastructure)			
	14. PBS is promoted to important organizations (e.g., school board, community agencies, businesses, parent groups) at least yearly			
	15. PBS is embedded into school and/or district policy (e.g., school improvement plans, mission/vision statements)			

FEATURE		In Place?		
		Yes	Partial	No
Effectiveness	16. The practices and strategies implemented as part of PBS are evidence-based (i.e., there is published research documenting their effectiveness)			
	17. School personnel perceive PBS as effective in helping them achieve desired outcomes			
	18. School personnel celebrate the positive effects of PBS at least yearly			
	19. PBS has a "crossover effect" in other areas (e.g., improved academic achievement scores, attendance)			
	20. PBS is effective for a large proportion of students			
	21. PBS has been expanded to other areas (e.g., classrooms, buses, students with intensive needs, parenting workshops)			
	22. PBS is implemented with fidelity (i.e., it is used as intended)			
	23. Data are collected that show the critical features of PBS are being implemented fully			
	24. The school team implementing PBS is knowledgeable and skilled in PBS			
	25. The school PBS team is well organized and operates efficiently (e.g., regular meeting schedule and process, agenda, minutes)			
	26. The school PBS team meets at least monthly			
Efficiency	27. PBS becomes easier to use with continued experience			
	28. PBS is considered to be a typical operating procedure of the school (it has become "what we do here/what we've always done")			
	29. PBS is viewed as a part of systems already in use (as opposed to being an "add-on" system)			
	30. Implemented PBS strategies are cost-effective (in terms of money and effort)			
	31. PBS is viewed as at least as cost-effective as other approaches to this problem/area (e.g., zero tolerance policies, character education, social emotional curriculum)			
	32. Data collected for PBS are easy to collect and do not interfere with teaching			
	33. Materials related to PBS (e.g., handbook, lesson plans, posters) are used and adapted across years			

FEATURE		In Place?		
		Yes	Partial	No
Data-Based Decision Making	34. Needs assessments (e.g., EBS/PBS Self Assessment Survey) are conducted			
	35. Fidelity of Implementation data are collected at least yearly (e.g., SET, BoQ, TIC, EBS Survey)			
	36. Student outcome data are collected at least yearly (e.g., ODRs, academic achievement data, School Safety Survey, student/parent satisfaction survey)			
	37. Data are reviewed regularly at each team meeting			
	38. Data are presented to all school personnel at least four times per year			
	39. Data are presented at least once per year to key stakeholders outside of the school (e.g., district officials, school boards, community agencies/groups)			
	40. Data are used for problem solving, decision making and action planning (to make PBS more effective b&/or efficient)			
Capacity Building	41. All school personnel have a basic understanding of PBS practices and how/why they work			
	42. There is a high level of school-wide PBS expertise within the school			
	43. The school team has regular access to district PBS expertise (e.g., external/district coaches or consultants)			
	44. School teams and new personnel are provided with professional development in PBS at least yearly			
	45. The school team is connected to a "community of practice" (e.g., network of other PBS schools, local/regional conferences)			
Overcoming Barriers	46. Efforts are taken to build consensus on the school's core values, beliefs and goals as they relate to PBS			
	47. To overcome shifting priorities, the team and school administrators review new initiatives and identify how PBS can contribute to/be integrated with those initiatives			
	48. To address general school turnover, the PBS team is representative and communicates with groups across the school (e.g., administration, grade-level teachers, specialists, staff, students)			
	49. To address "champion" turnover, the leadership and expertise for implementing PBS is shared among a number of school personnel			
	50. Administrators have created positions with allocated FTE and job descriptions for PBS-related activities			

Action Plan for Prioritized Sustainability Activities

Feature Number (from above)	Activities	Who is Responsible	Target Start Date	Target Completion Date	Review Date