Peaceable Schools: Putting Positive Behavioral Support into our Schools

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Center for the Improvement of Teacher Education and Schooling (CITES)
The purpose of this paper is to discuss guidelines for school personnel to consider as they develop schoolwide programs for:

(a) the social, emotional, and behavioral development of all students within a school

(b) the prevention of emotional and behavioral disorders in at-risk students

(c) the treatment of students already struggling with serious emotional and behavioral difficulties.
Framework For Sustainability

Acceptability, Feasibility, & Effectiveness → Sustainability
“Trends in society seem to promote aggressive behavior as a solution to interpersonal conflict. Students frequently bring their anti-social behavior, that has been learned and reinforced in their out-of-school environments, to school. This interferes with the development and maintenance of an environment that is safe, secure, and conducive to learning. Teachers and school administrators face continuous behavioral challenges on a daily basis as they attempt to maintain safe and orderly classroom environments, where teachers are permitted to teach and where all students can learn.” (Young, Marchant, & Wilder, 2003.)
Create Positive School Environments

“Educators across the country must address problem behavior as part of their daily assignment, in addition to teaching academic content. Addressing antisocial behavior is critical because there is a direct relationship between academic failure, underachievement, and poor social adjustment. If schools do not attend to the emotional and behavioral needs of students on a broad scale, it is unlikely that they will create the conditions necessary for academic success for many of the students.” (Young, Marchant, & Wilder, 2003.)
Process of Project Development

• Initial Meetings
  1. Readings & Video
  2. Discussion of Needs and Goals
  3. Steering Committee Identified - Parents and School Staff
  4. Discussion with All Faculty and Commitment from School
Initial Meetings (continued)

5. Transform Goals into Action Plans/Prioritize
   • Identify Theme
   • Select Social Skills
   • Integrate with Current Discipline Plan/Character Education Programs

6. Steering Committee’s Ongoing Responsibilities
   • Develop Model
   • Evaluate Model
   • Modify Model
Model

Universal Intervention
Schoolwide Social Development
and
Positive School Climate

Secondary Interventions

Tertiary Interventions
## Interventions for Multiple Contexts

<table>
<thead>
<tr>
<th>Principles</th>
<th>Non-Classroom</th>
<th>Classroom</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish High Expectations</td>
<td>Post Rules, e.g., playground, hall, buses, lunchroom</td>
<td>Post classroom Rules</td>
<td>Design Individual PBS Intervention Plans</td>
</tr>
<tr>
<td>Teach Expectations and Skills</td>
<td>Teach Routines/Rules</td>
<td>Direct instruction of Social Skills</td>
<td>Social Skill Building Contracts-Self Management, Mentors, Peer Partners</td>
</tr>
<tr>
<td>Provide Feedback and Positive Reinforcement</td>
<td>Skill Building Notes/Praise Corrective Teaching</td>
<td>Skill Building Notes/Praise Corrective Teaching</td>
<td>Positive Discipline Intervention Individual Reinforcement Systems- Home Notes</td>
</tr>
</tbody>
</table>
Universal Interventions - Components of Schoolwide Program

- 1. Relationship Building Activities
Universal Interventions-Components of Schoolwide Program

- 1. Relationship Building Activities
- 2. Peaceable School Pledge
Peaceable School
Pledge

Pledge of Grandview Grizzly Pride

I show Grizzly Pride by being respectful of others. I follow directions. I accept feedback and consequences. I show appreciation. Grizzly Pride begins with me!
I show Grizzly Pride by being respectful of others. I follow directions. I accept feedback and consequences. I show appreciation. Grizzly Pride begins with me.
Universal Interventions - Components of Schoolwide Program

- 1. Relationship Building Activities
- 2. Peaceable School Pledge
- 3. Social Skills Instruction
Grandview Elementary’s Social Skills 2002-2003

Respect and Gratitude

September, December, March
   1. How to Follow Directions

October, January, April
   2. How to Accept Feedback/Consequences

November, February, May
   3. How to Show Appreciation
Social Skills Instruction

- The Golden Rule: Do unto others as you would have them do unto you.

Steps to Show Appreciation at Grandview:
1. Look at the person.
2. Say thank you.
3. Tell what you're thankful for.
4. Give the reason(s) why you appreciate it.
Social Skills Instruction--
Our Class Product

How To Show Appreciation at Grandview

1. Look at the person.
2. Say, “Thank you.”
3. Tell what you’re thankful for.
4. Give the reason(s) why you appreciate it.
Writing thank you cards to SHOW APPRECIATION...
Showing Appreciation to our Heroes:

After a whole group interactive writing activity, the class wrote letters to SHOW APPRECIATION to our troops overseas.

May 31, 2002

Dear Veterans,

Thank you for fighting to keep our country free. You are everyones heroes and you will always be remembered (especially in Iraq). You were the ones who made our country free too. You were very brave to go out there. My neighbor neighbor is going to be in the military but he's just in training right now. Thank you again for keeping us free.

Sincerely,
Samantha Arroyo

P.S. We will always and forever remember what you did over there.
STUDENT COUNCIL: Kids In Action to promote GRIZZLY PRIDE
Universal Interventions - Components of Schoolwide Program

- 1. Relationship Building Activities
- 2. Peaceable School Pledge
- 3. Social Skills Instruction
- 4. Skill Building Notes
You've been CAUGHT showing your
GRIZZLY PRIDE!

Thank you for making our school a better place by using your social skills:

☐ How to Follow Directions
☐ How to Accept Feedback/Consequences
☐ How to Show Appreciation
☐ Other

Signed: __________________ Date: ___________ Student's Teacher: __________________
Praise Notes Grandview:

Skill Notes Totals by Month

Notes Given

- September: 153
- October: 151
- November: 315
- December: 180
- January: 185
- February: 225
- March: 341
- April: 206
- May: 123

Monthly Totals

School Total
Universal Interventions - Components of Schoolwide Program

• 1. Relationship Building Activities
• 2. Peaceable School Pledge
• 3. Social Skills Instruction
• 4. Skill Building Notes
• 5. Family Social Skills Packets
Family Social Skills Packets

Pledge of Grandview Grizzly Pride
I show Grizzly Pride by being respectful of others. I follow directions. I accept feedback and consequences. I show appreciation. Grizzly Pride begins with me!

How to Accept Feedback/Consequences
1. Look at the person.
2. Say "O.K."
3. No arguing, whining, or complaining.
   (Show Respect, Take Responsibility)

How to Follow Directions
1. Look at the person.
2. Say "O.K."
3. Do the task immediately.
4. Report back if necessary.

How to Show Appreciation
1. Look at the person.
2. Say "Thank You".
   ("Thank you Mrs. Smith..."
3. Give genuine, specific appreciation.
   ("...for giving me the band-aid..."
4. Tell why you appreciate it.
   ("...it made me feel better..."
Universal Interventions-Components of Schoolwide Program

- 1. Relationship Building Activities
- 2. Peaceable School Pledge
- 3. Social Skills Instruction
- 4. Skill Building Notes
- 5. Family Social Skills Packets
- 6. Monthly Home Notes
Monthly Home Notes

Kids—Have your parents circle the correct answer to the question below, then bring the paper back to school by Friday with your parent’s signature, and get a REWARD from your teacher! (You might need to help your parents!) 😊

**WHAT IS Wildcat Pride?**

a. The name of our school mascot

b. Westside’s new character development program that focuses on teaching positive social skills

c. Mrs. Huff’s middle name

*Parent signature*
Home Note Instruction
Universal Interventions - Components of Schoolwide Program (continue)

- 7. Playground Activities
Playground Activities

- Follow the rules of the games.
- Use equipment in a safe way.
- Everyone can play.
- Keep hands & feet to yourself.
- Use kind words.
Playground Activities (continued)
Universal Interventions-Components of Schoolwide Program (continue)

- 7. Playground Activities
- 8. Bus Activities
Universal Interventions-Components of Schoolwide Program (continue)

- 7. Playground Activities
- 8. Bus/Bus Line Activities
Universal Interventions-Components of Schoolwide Program (continue)

- 7. Playground Activities
- 8. Bus/Bus Line Activities
- 9. Lunchroom Activities
Universal Interventions-Components of Schoolwide Program (continued)

- 7. Playground Activities
- 8. Bus/Bus Line Activities
- 9. Lunchroom Activities
- 10. Visual Displays
Visual Displays
Visual Displays (continued)
Project Results to Date
Informal Indicators

- A partnership of mutual trust and respect.
- Principals accepting ownership and giving leadership.
- Teachers are involved in leadership.
- Teachers are involved in program and curriculum development.
- All teachers in two partner schools are teaching social skills, pledge, etc.
Informal Indicators (continued)

- Parents involved in planning and implementation.
- Increasing number of visual displays (e.g. posters, student work, “paw prints”).
- School wide data [e.g. decreasing office referrals, number of persons mastering social skills, praise notes, impact in multiple settings (school bus, lunchroom, playground, classroom, homes)].
- Student performance during non-classroom activities.
Project Data
Yesterday At School Questions
Grades K-1:

1. Did you help a student yesterday?  (Y: 66%, N: 34%)

2. Did you talk quietly and clean up after yourself in the lunchroom yesterday?  
   (Y: 88%, N: 12%)

3. Did a teacher say you did something well yesterday?  (Y: 71%, N: 29%)
Yesterday At School Questions
Grades K-1:

4. Did you say something mean to a student yesterday? (Y: 6%, N: 94%)

5. Did a student hit, kick, or push you yesterday? (Y: 26%, N: 74%)

6. Do you like your teacher? (Y: 98%, N: 2%)
Yesterday At School Questions
Grades 2-6:

Percentages
Yesterday At School Questions
Grades 2-6:

1. I said something nice to a student yesterday. (Y: 84%, N: 16%)
2. I helped a teacher with something yesterday. (Y: 51%, N: 49%)
3. A student said something mean to me yesterday. (Y: 32%, N: 68%)
4. A student didn’t help me when I needed it yesterday. (Y: 24%, N: 76%)
5. I hit, kicked, or pushed a student yesterday. (Y: 7%, N: 93%)

* Question was changed on later version.
6. I talked quietly and cleaned up after myself in the lunchroom yesterday. (Y: 87%, N:13%)

7. I said something mean to a teacher yesterday. (Y: 1%, N: 99%)

*8. I wouldn’t let someone play with me yesterday. (Y: 14%, N: 86%)

9. A student helped me yesterday. (Y: 63%, N: 37%)

10. My teacher likes me. (Y: 96%, N: 4%)

* Question was changed on later version.
Survey Results

Grandview:

Signal Analysis Legend

- **Purple** Exemplary – This is determined by having 80 percent or more of the respondents strongly agreeing with the item.
- **Green** Superior – This is determined by having 80 percent or more of the respondents agreeing or strongly agreeing with the item, or 50 percent or more of the respondents strongly agreeing with the item.
- **Yellow** Undistinguished – Default for any item that is not purple, green, or red.
- **Red** Improvement Needed – This is determined by having 20 percent or more of the respondents disagreeing or strongly disagreeing with the item.

The first table of this report, below, summarizes global domains by audience in order of measured priority; the second page is a breakdown for each domain by item; the third is a disaggregation by item for home language, teacher experience, child gender, and child ethnicity; and the last page summarizes demographic data and domain priorities.

<table>
<thead>
<tr>
<th>Indicators of School Quality: Summary</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Excellence</td>
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<td>Parent Support</td>
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<td>Instructional Quality</td>
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<td>Student Commitment</td>
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<td>Safety</td>
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<td>Administration</td>
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<tr>
<td>Resource Accessibility</td>
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</table>
### Indicators of School Quality

<table>
<thead>
<tr>
<th>Category</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
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</thead>
<tbody>
<tr>
<td><strong>Parent Support</strong></td>
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<tr>
<td>Parents volunteer often at the school</td>
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<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
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<tr>
<td>Parents know what happens at school</td>
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<td>Enough parents participate at parent/teacher conferences</td>
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<tr>
<td>Parents support extracurricular activities</td>
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<tr>
<td><strong>Teacher Excellence</strong></td>
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<tr>
<td>Teachers are knowledgeable about the subjects they teach</td>
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<tr>
<td>Teachers care about students as individuals</td>
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<tr>
<td>Teachers maintain discipline in their classrooms</td>
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<tr>
<td>Teachers are well organized</td>
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<td>Teachers enjoy teaching</td>
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<tr>
<td><strong>Student Commitment</strong></td>
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<tr>
<td>Students are well behaved</td>
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<tr>
<td>Enough students participate in extracurricular activities</td>
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<td>Students are excited about learning</td>
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<tr>
<td>Students have pride in their school</td>
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<tr>
<td><strong>Administration</strong></td>
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<tr>
<td>Administration is accessible to parents, students, and staff</td>
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<tr>
<td>Administration is supportive of teachers</td>
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<td><img src="#" alt="Green" /></td>
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<td><img src="#" alt="Green" /></td>
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<tr>
<td>Administration is well organized</td>
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<td>Administration applies appropriate discipline at the school</td>
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<tr>
<td>Administration has high expectations for all students</td>
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<tr>
<td><strong>Instructional Quality</strong></td>
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<tr>
<td>This school prepares students for future employment</td>
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<td>This school provides a quality education</td>
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<tr>
<td>Instruction at this school is innovative</td>
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<td>Instruction at this school challenges students</td>
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<td><strong>Resource Accessibility</strong></td>
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<td>Staff has access to enough ongoing training</td>
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<td>Counselors are accessible to students</td>
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<td>Students have adequate computer access</td>
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<td>The school has enough quality textbooks</td>
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<td>Students have enough extracurricular opportunities</td>
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<tr>
<td><strong>Safety</strong></td>
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<tr>
<td>Students and staff feel safe at school</td>
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<td>Students feel safe going to and from school</td>
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<td>The school is clean and in good repair</td>
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<tr>
<td>The school grounds and hallways are well supervised</td>
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### Indicators of School Quality

<table>
<thead>
<tr>
<th>School Climate Supplement</th>
<th>%</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school strives for academic success for all students</td>
<td>34-26</td>
<td></td>
<td></td>
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<tr>
<td>Everyone at this school treats others with positive regard &amp; respect</td>
<td>21-30</td>
<td></td>
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<tr>
<td>This school strives to prepare students to be responsible citizens</td>
<td>16-19</td>
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<tr>
<td>This school involves families in a meaningful way</td>
<td>13-19</td>
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<tr>
<td>Students at this school feel safe in their learning environment</td>
<td>18-11</td>
<td></td>
<td></td>
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<tr>
<td>This school uses positive means to develop student cooperation</td>
<td>17-7</td>
<td></td>
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<tr>
<td>Adults at this school treat students fairly</td>
<td>7-4</td>
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<tr>
<td>Our school has options for helping socially at-risk students</td>
<td>5-4</td>
<td></td>
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<tr>
<td>Students are provided enough opportunities to express feelings</td>
<td>6-0</td>
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<tr>
<td>This school develops effective links to the community</td>
<td>1-4</td>
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</table>
# Indicators of School Quality

<table>
<thead>
<tr>
<th>Status Report</th>
<th>%</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social and Emotional Development Supplement</strong></td>
<td></td>
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<tr>
<td>Students at this school show respect for each other</td>
<td>25 – 41</td>
<td>🟢  🟢  🟢  🟢  🟢</td>
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<tr>
<td>Students at this school are motivated to use appropriate social skills</td>
<td>24 – 33</td>
<td>🟢  🟢  🟢  🟢  🟢</td>
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<tr>
<td>Teachers believe appropriate praise of student behavior is important</td>
<td>35 – 15</td>
<td>🟢  🟢  🟢  🟢  🟢</td>
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</tr>
<tr>
<td>Students share responsibility for making school a positive &amp; safe place</td>
<td>18 – 30</td>
<td>🟢  🟢  🟢  🟢  🟢</td>
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<tr>
<td>Students at this school are learning important social skills</td>
<td>22 – 22</td>
<td>🟢  🟢  🟢  🟢  🟢</td>
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<tr>
<td>Students with special needs receive special help</td>
<td>18 – 15</td>
<td>🟢  🟢  🟢  🟢  🟢</td>
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<tr>
<td>Students at this school use appropriate social skills</td>
<td>9 – 22</td>
<td>🟢  🟢  🟢  🟢  🟢</td>
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<tr>
<td>Students receive written praise notes for responsible social behavior</td>
<td>11 – 0</td>
<td>🟢  🟢  🟢  🟢  🟢</td>
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<tr>
<td>Sugai’s 7-Framework Components</td>
<td>This Framework within NSD</td>
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<tr>
<td>1. Establishment of district-wide PBS leadership</td>
<td>The NSD A+ Coordination Committee has been established.</td>
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<td>2. Establishment of district-level PBS coordinator</td>
<td>An A+ and/or PBS coordinator has been identified.</td>
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<td>3. Assurance and maintenance of superintendent commitments and</td>
<td>The NSD superintendent and director of Elementary Education have committed to a PBS program in each elementary school</td>
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<td>endorsements</td>
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<td>4. Development and maintenance of specialized behavior support</td>
<td>A+ Directors and Coordinator are working with NSD’s Student Services Director on process and implementation</td>
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<td>capacity or PBS systems at district level.</td>
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<td>5. Promotion of individualized action planning at school level.</td>
<td>A process of selecting a school/parent committee has been previously designed and used in pilot schools</td>
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<td>6. Development of district-wide data management system.</td>
<td>NSD will collect and analyze data to guide A+ implementation</td>
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<tr>
<td>7. Establishment of district-level action plan for sustaining PBS.</td>
<td>This will be included into the Coordinating Committee’s responsibilities.</td>
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</tbody>
</table>
Program Organizational Chart
References & Resources


http://msed.byu.edu/A+/index.html
http://www.csf.usu.edu
CREATING PEACEABLE SCHOOLS

BYU-PUBLIC SCHOOL PARTNERSHIP

"Walk the Peaceable Walk"