School-Wide Positive Behavior Supports
And
Character Education Quality Standards

The following is an integrated outline of School Wide Positive Behavior Supports and the Character Education Quality Standards Self-Assessment Tool for Schools and Districts, developed by the Character Education Partnership, 2006. For more detailed instructions and scoring guide please refer to the CEP Quality Standards Assessment Tool. Special thanks to the Florida Positive Behavior Supports: (FLPBS) project for their technical assistance and collaboration with Pinellas County Schools in the implementation of Positive Behavior Supports and the integration of Character Education.

An objective and non-biased evaluator should score these items on the following scale:

0  Not evident or visible; poor
1  Some implementation
2  Good implementation
3  Very good implementation
4  Exemplary implementation

NOTE: Each of the eleven principles is in bold italics. Items highlighted in bold in each of the eleven principle indicators is aligned to FLPBS critical element links for School Wide Positive Behavior Supports (SWPBS). Descriptions of these aligned critical element links are provided in the final box of each principle.

<table>
<thead>
<tr>
<th>1.0</th>
<th>Promotes core ethical values as the basis of good character.</th>
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<tbody>
<tr>
<td>1.1</td>
<td>The school community has agreed upon or given assessment to the core ethical values (or virtues, positive character traits, pillars, principles, or thematic words that form an umbrella for ethical content) it promotes in its character education initiative. The school community develops definitions of its core ethical values in terms of observable behaviors</td>
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<tr>
<td>1.2</td>
<td>The school has made deliberate and effective efforts to make its core ethical values, the justification for them, and their behavioral definitions widely known throughout the school and parent community</td>
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**FLPBS 1.0:** School-Wide PBS uses clearly defined expectations and rules based on observable and measurable behaviors that are visibly displayed throughout the school and taught to staff, students, and parents.
### 2.0 Defines ‘character’ comprehensively to include thinking, feeling, and behavior

2.1 The school takes deliberate and effective steps to help students acquire a developmentally appropriate understanding of what the core values mean in everyday behavior and grasp the reasons why some behaviors are right and some others wrong.

2.2 The school takes deliberate and effective steps to help everyone appreciate the core values, reflect upon them, desire to embody them, and become committed to them.

2.3 The school takes deliberate and effective steps to help students practice the core values so that they become habitual patterns of behavior.

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**FLPBS 2.0:** School-Wide PBS is educative, in that school based teams create lesson plans to teach prosocial behaviors and embed the expectations and rules into already established curricula. Students are given the time and ability to practice the desired proactive behaviors.

### 3.0 Uses a comprehensive, intentional, proactive, and effective approach to character development

3.1 The school is intentional and proactive in addressing character at all grade levels.

3.2 Character education is regularly integrated into academic content.

3.3 Character education is a priority in how all classes are conducted.

3.4 Character education is infused throughout the school day to include sports and extracurricular activities; core values are upheld by adults and taken seriously by students throughout the school environment.

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**FLPBS 3.0:** School-Wide PBS addresses the use of positive, proactive, and educative techniques, at all grade levels across the school and includes students and staff. School-Wide expectations and classroom rules are embedded into already utilized curricula and infused throughout the school day.
### 4.0 Creates a caring school community.

| 4.1 | The school makes it a high priority to foster caring attachments between adults and students. |
| 4.2 | The school makes it a high priority to help students form caring attachments to each other. |
| 4.3 | The school does not tolerate peer cruelty or any form of violence and takes steps to prevent peer cruelty and violence and deal with it effectively when it occurs. |
| 4.4 | The school makes it a high priority to foster caring attachments among adults within the school community. |

4.0: School-Wide PBS is designed to create a more positive and safe environment with the intention that relationships will be fostered through more positive attention from staff and peers. School-Wide PBS teams create a discipline flowchart or plan that addresses what types of behavior will generate an office discipline referral and aligns problem behavior with effective consequences based on the function of the behavior.

### 5.0 Provides students with opportunities for moral action.

| 5.1 | The school sets clear expectations for students to engage in moral action in terms of civility, personal responsibility, good sportsmanship, helping others, and service to school and community. |
| 5.2 | The school provides students with repeated and varied opportunities for engaging in moral action within the school, and students engage in these opportunities and are positively affected by them. |
| 5.3 | The school provides students with repeated and varied opportunities for engaging in moral action in the larger community, and students engage in these opportunities and are positively affected by them. |

5.0: School-Wide PBS utilizes the clearly defined expectations and rules. Staff members are encouraged to recognize and reward those prosocial behaviors throughout the school campus and day (including transportation time, and parental involvement). Staff and students are encouraged to incorporate the expectations and rules throughout the day in school and in the larger community.

### 6.0 Includes a meaningful and challenging academic curriculum that respects all learners.

6.0 Includes a meaningful and challenging academic curriculum that respects all learners,
6.0 The academic curriculum provides meaningful and appropriate challenges to students that **promote character development throughout the curriculum**.

6.1 The school **implements a wide range of strategies to accommodate the diverse cultures, skills, interests, and needs of students**.

6.2 Teachers promote the development of character traits that support students’ intellectual growth and academic performance.

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| 6.0: School-Wide PBS teams develop lesson plans to assist teachers in teaching the desired pro social behaviors and are encouraged to assist teachers in finding creative and effective ways of embedding teaching the expectations and rules into academic and social skills curricula. |

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7.0 **Strives to foster students’ self-motivation.**

7.1 The school **explicitly values good character for its own sake**.

7.3 Staff and students recognize and celebrate the natural, beneficial consequences of acts of character rather than rewarding students with material recognition (behavior modification rewards).

7.4 The school’s approach to student conduct emphasizes core values within constructive discussion, explanation, and consequences.

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| 7.0: Schools are encouraged to participate in School-Wide PBS to decrease discipline referrals, create a safe and more positive climate, and provide staff and students with more opportunities to engage in pro social behaviors. Schools implementing School-Wide PBS are encouraged to include elements of School-Wide PBS into every facet of the school environment including curriculum delivery, overall educational philosophy, use of effective consequences, etc. |

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8.0 **Engages the school staff as a learning and moral community that shares responsibility**.
generates a sense of community and in other leadership roles that contribute to the character education effort.

9.0: The School-Wide PBS team is comprised of a representative sampling of the staff across grade levels, general and special education, support staff, parents, etc. A school administrator must be a member of that school based team. That team is responsible for data-based decision making, monitoring and evaluating implementation, problem solving, and disseminating information to staff, etc. At upper grade levels (middle and high school) students are encouraged to participate on the school based team and assist in the implementation process.

10.0 Engages families and community members as partners in the character building effort.
10.0 The school engages families in the character educations initiative

10.1 The school and its faculty regularly exchange communications with parents and guardians, providing suggestions and activities that help them reinforce the core values

10.2 The school recruits the help of the wider community

10.0: The school based team is encouraged to include a parent of family member onto the PBS team. Schools are also encouraged to communicate often with parents and families about any activities and interventions that are occurring at the school, as well as, suggestions for how to incorporate the School-Wide expectations and rules in the home and community. Schools are also encouraged to utilize community partners in the implementation and support of School-Wide PBS.

11.0 Evaluates the character of the school, the school staff’s functioning as character educators, and the extent to which students manifest good character.

11.1 The school regularly assesses (both quantitatively and qualitatively) the character of the school as a learning and moral community to determine its degree of success

11.2 The staff periodically report on their efforts to implement character education, as well as on their growth as character educators

11.3 The school assesses student progress in developing an understanding of and an emotional attachment and commitment to the qualities of good character; behavior is assessed in ways that reflect core values

11.0: A major component of School-Wide PBS is the use of data-based decision making. School based teams are encouraged to meet monthly to assess relevant behavioral and academic data to assess the level of implementation and progress. School-Wide PBS has assessment and evaluation of student outcomes, school outcomes, and climate change. Behavior is most regularly assessed in terms of office discipline referrals, in school and out of school suspensions, attendance, academic performance, staff reports, progress monitoring, etc. Outcomes are measured based on the needs of the school and can be assessed by items such as problem behavior, location, time, function, average referral day per month, etc.