

**Figure 4.1: CLR-PBIS Fidelity Assessment Tool—
Tier 1 (Universal Supports)**

0—Not Implemented; 1—Partially Implemented; 2—Mostly Implemented; 3—Fully Implemented				
Systems	0	1	2	3
There is an established CLR-PBIS leadership team that is diverse and authentically inclusive of students, parents, and community members of underserved groups.				
All school personnel on the CLR-PBIS team have training in CLR.				
Regular meetings are held at times that accommodate the schedules of underserved groups.				
The school has a commitment statement for establishing a positive schoolwide social culture that is inclusive of language recognizing inequities and the need for validating, affirming, building, and bridging underserved students.				
There is ongoing use of data for decision making to identify and address inequities in disciplinary and academic outcomes.				
Professional development plans include comprehensive and ongoing training for all personnel in CLR.				
There is a personnel evaluation plan that includes the expectation that all personnel have a foundation in CLR and adhere to equitable practices; hiring criteria use CLR as a lens.				
The office discipline referral process requires personnel to first determine whether a student’s behavior is cultural as well as consider other factors relevant to the student’s behavior (for example, special education status, relationship to adverse childhood experiences, and so on).				
The three Ds (defiance, disrespect, and disruption) are removed from office discipline referral forms.				
Practices	0	1	2	3
The school has three to five schoolwide positive expectations and behaviors that are CLR.				
The school’s CLR schoolwide positive expectations and behaviors are defined collaboratively with the CLR-PBIS leadership team using a CLR lens.				
The school’s CLR schoolwide positive expectations and behaviors are taught using CLR instructional strategies with a structured method for communicating behavioral expectations.				
The concept of situational appropriateness is taught and used to frame cultural behaviors in terms of situational appropriateness as opposed to “problem” behaviors.				
Practices	0	1	2	3
There are established CLR classroom expectations aligned with CLR schoolwide expectations.				
CLR procedures for encouraging expected behaviors (for example, specific positive feedback, a 5:1 ratio of positive interactions, regular celebrations and acknowledgment ceremonies, and positive intermittent reinforcement) are collaboratively selected by the CLR-PBIS leadership team and utilized by all personnel.				
CLR procedures for discouraging “problem” behavior are used in a flexible, context-specific manner (for example, logical consequences) as opposed to as a rigid hierarchy of consequences.				

“Problem” behaviors are defined using a CLR lens in which cultural behaviors are clearly identified and separated from universally unacceptable ones.				
Cross-culturally unacceptable behaviors are clearly categorized as staff managed (minor) versus office managed (major).				
Cultural behaviors are addressed using the VABB framework (validated, affirmed, built, and bridged).				
CLR restorative practices are used to address cross-culturally unacceptable behaviors.				
CLR procedures for encouraging school-family partnerships are established by the CLR-PBIS leadership team and utilized by teachers, administrators, and other pertinent staff.				
Teachers regularly use CLR instructional and engagement practices that are intended to validate and affirm cultural behaviors and juxtaposed with those intended to build and bridge students to school cultural behaviors.				
Data	0	1	2	3
Data are regularly collected and analyzed for signs of disproportionality in discipline, especially based on racial or ethnic demographics; intersectionality with special education status, sexual orientation, gender identification, sex, and socioeconomic status is also considered.				
There is some type of schoolwide information system for collecting discipline and academic data about students where the data can be disaggregated by different demographic subgroups, staff making office referrals, time, setting, and behavior.				
The Tiered Fidelity Inventory is used to assess how closely personnel apply the core features of PBIS in combination with (or replaced by) this CLR-PBIS Fidelity Assessment Tool.				

Source: Adapted from Center on PBIS. (2021). Tier 1. Accessed at www.pbis.org/pbis/tier-1 on September 15, 2019.