

MEMO

TO: Weber School District Board Members: Paul Widdison, Kelly Larson, Douglas Hurst, Janis Christensen, Bruce Jardine, Jan Burrell, and Wyle Williams

FROM: Superintendent Gina Butters
Jennifer Warren, Student Services Director

DATE: January 26, 2026

SUBJECT: Weber School District PBIS Implementation & Data Outcomes

The purpose of this memo is to provide context for a board presentation on our district's Positive Behavioral Interventions and Supports (PBIS) implementation progress and data outcomes.

Overview:

PBIS is a research-based, three-tiered framework designed to improve student outcomes by increasing positive behaviors and decreasing negative behaviors through creating an environment of predictability, positivity, and consistency.

- **Core Frameworks:** PBIS is part of a larger Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RtI) framework aimed at identifying and providing academic and behavioral interventions based on individual student needs.
- **District Strategic Goals:**
 - 100% of schools will have implemented Positive Behavior Interventions and Supports (PBIS) System-Tier I at an 80% fidelity rate.
 - 80% of students in grades 3-6 will report Sense of Belonging as a strength on the Panorama Survey.
 - 60% of students in grades 7-12 will report Sense of Belonging as a strength on the Panorama Survey.
 - 80% of all K-12 students will achieve 95% or better attendance (absent nine or fewer days per year).
- **Benefits and Evidence:** Successful PBIS implementation is linked to improved academic scores and engagement, better mental health, reduced discipline incidents, builds a sense of belonging and reduces problem behavior. It focuses on enhancing protective factors, such as rewards and opportunities for prosocial involvement, while reducing risk factors like low school commitment.
- **Data and Outcomes:**
 - Teacher-student relationships;
 - Students' sense of belonging;
 - Behavior incident rates; and
 - Chronic absenteeism.