District Readiness Checklist

The purpose of Florida’s Positive Behavior Support Project: A Multi-Tiered Support System (FLPBS:MTSS) is to increase the capacity of Florida’s school districts to use team-based planning and problem-solving to implement positive behavior support within a multi-tiered system of support. Prior to any school receiving training and/or technical assistance sponsored by the FLPBS:MTSS Project, the district is required to complete the following items with assistance from the Project. Completion of this checklist (initiated through participation in a Yearly Implementation Planning (YIP) meeting facilitated by the FLPBS:MTSS Project) ensures more positive outcomes for participating schools and districts.

Leadership Team

- A District Leadership Team (DLT) addressing behavior is formed and has broad representation (including regular and exceptional student education, student services, personnel preparation, curriculum and instruction, management information systems, safe and drug free schools, school improvement, transportation, etc.). List team members and identify roles as it relates to addressing behavior in the district.

- DLT commits to attend a portion of the school-wide training and participate in annual or bi-annual update meetings to discuss progress to date. When does the DLT meet or plan to meet (days, location, time) throughout the school year.

- DLT has completed the Pre-Yearly Implementation Planning (Pre-YIP) Survey in preparation for the Yearly Implementation Planning Meeting facilitated by the FLPBS:MTSS Project. Provide date of completion.

- DLT has completed an action plan facilitated by the FLPBS:MTSS Project. Provide copy of action plan with date of completion.

Coordination

- A district representative has been identified as the PBS District Coordinator (i.e., lead contact) for all PBS activities within the district. List district representative and contact information (title, address, phone, cell, fax, e-mail).
Funding
- District has allocated/secured funding to support a multi-tier system of support process for behavior in their respective schools (e.g., School Improvement, ESE/IDEA, Title I, other school/community resources, etc.). **Identify funding source(s) that will be utilized:**

Visibility
- District Administrators have participated in an awareness presentation summarizing the FLPBS:MTSS Project and the School-wide PBS process. **List date(s) of presentation, location(s) and name of presenter(s):**

Political Support
- School-wide discipline (i.e., school climate, safety, behavior, etc.) is identified as one of the top district goals. **Attach a copy of district goals or letter of support from Superintendent’s office.**

- The district will provide a letter from the Superintendent/Assistant Superintendent to participating school principals reminding them of the training dates, requirements of attendance, stipend requirements, items needed at training, etc. **Attach a copy of the letter.**

- Following training, the district will provide a letter from the Superintendent/Assistant Superintendent to participating school principals on the importance of data collection, the need for daily use of their database system, and encourage participation of team members in ongoing training opportunities.

Training
- The district has identified the schools they would like to see participate in the PBS Tier 1 training during the next year. **List the names of possible schools.**

1. 
2. 
3. 
4. 
5. 
6.
The district has identified the number of three-day Tier 1 trainings needed for their district during the next year. **Describe:**

The district has identified the number of schools they would like to see participate in the PBS Tier 2 training during the next year. **List the names of possible schools.**

1. 
2. 
3. 
4. 
5. 
6. 

The district has identified the number of 1-day Tier 2 trainings needed for their district during the next year. **Describe:**

The district has selected to use which of the following training approaches:
- On-site training at a district selected site
- Training provided in a nearby district (travel expenses covered by district)
- Web-based training with direct contact with a FLPBS:MTSS Project Trainer
- A train-the-trainer approach to develop district-level training capacity

The district has been informed of the FLPBS:MTSS Project support available for Tier 3 PBS and are aware that district action planning and building capacity to sustain Tier 3 must first occur prior to training individual schools. **Indicate whether the district is interested in receiving training/technical assistance for Tier 3 at this time:**

**Coaching and Areas of Expertise**

The district is aware that coaching is not a position but a set of skills and activities completed by the school-based PBS team members that include the following areas of expertise:
- Content Knowledge
  - Systems Change
  - MTSS
  - PBS
  - Basic Principles of Behavior
The district is aware that one member of the PBS team must be identified as the ‘Point of Contact’ for the PBS District Coordinator and PBS Project staff. That individual will be responsible for entering evaluation data into the online PBS Evaluation System (PBSES) three times each year. **List the ‘Point of Contact’ for each school scheduled to attend Tier 1 training:**

1. 
2. 
3. 
4. 
5. 
6. 

The district is aware that one or more PBS school-based team members may need to attend additional training and/or professional development to acquire the necessary knowledge and skills within each area of expertise listed above.

The DLT is aware that the mission of the FLPBS:MTSS Project is to increase the capacity of Florida’s school districts to use team-based planning and problem-solving to implement positive behavior support within a multi-tiered system of support. Therefore, individual school site visits and contact by project staff will not occur without district representation to enhance skill transfer (and build district capacity).

**Evaluation**

The district understands that a Multi-Tiered System of Support (MTSS) for behavior requires accurate data collection across all three Tiers for effective data-based decision-making. As such, the district agrees to one of the following strategies to collect behavioral data for Tier 1:

- Adapt the current district ODR form to meet the FLPBS:MTSS requirements for data collection
- Allow each school to individually adapt the current district ODR form to meet the FLPBS:MTSS requirements for data collection
The district understands that a Multi-Tiered System of Support (MTSS) for behavior requires accurate **data analysis** across all three Tiers for effective data-based decision making. As such, the district agrees to one of the following strategies to analyze behavioral data for Tier 1:

- Utilize district MIS personnel to develop or adapt current database to meet FLPBS:MTSS requirements for data analysis
- Allow schools to utilize the state-wide RtI:B Database to meet FLPBS:MTSS requirements for data analysis and data-based decision-making.

The district is aware that the FLPBS:MTSS Project provides a web-based data system for collecting data on implementation fidelity, ODRs, ISS, OSS, and academic performance that should be used by schools and the district. The identified ‘Point of Contact’ for each PBS school-based team should be supported to input these data at the three yearly scheduled evaluation dates (November 1, March 1 and June 15).