



District Readiness Checklist

The purpose of the FLPBS:RtIB Project is to build district capacity in addressing problem behaviors using Positive Behavior Support within a Response to Intervention framework. Prior to any school receiving training sponsored by the FLPBS:RtIB Project, the district is required to complete the following items with assistance from the Project. Completion of this checklist (initiated through participation in a District Action Planning Meeting facilitated by the FLPBS:RtIB Project) insures more positive outcomes for participating schools and districts.

Leadership Team

- A district Positive Behavior Support (PBS) Team is formed and has broad representation (including regular and exceptional student education, student support services, personnel preparation, curriculum and instruction, management information systems, safe and drug free schools, school improvement, transportation, etc.). **List team members and identify roles:**

- District PBS Team commits to attend a portion of the school-wide training and participate in annual or bi-annual update meetings to discuss progress to date. **Describe when you meet or plan to meet (days, location, and time) throughout the school year:**

- District PBS Team has completed a needs assessment and action plan facilitated by Florida's PBS Project. **Provide copy of action plan and list date of completion:**

- There is a district RtI Team (i.e., Task Force, Steering Committee, etc.) to coordinate all RtI activities (academic and behavior). **Describe the name of this team and how the PBS Leadership Team fits within the district's current RtI structure.**

Coordination

- A district representative has been identified as the PBS District Coordinator (i.e., lead contact) for all PBS initiatives within your district. **List district representative and provide contact information (name, title, address, phone, cell, fax, e-mail):**

Funding

- District has allocated/secured funding to support the Response to Intervention for Behavior process in their respective schools (e.g., School Improvement, Safe and Drug Free Schools, other school/community resources). **Identify funding source(s) that will be utilized:**

Visibility

- District Administrators have participated in an awareness presentation summarizing Florida's PBS 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.

Demonstrations

- The district has identified the number of schools who they would like to see participate in Tier 1: Response to Intervention for Behavior training during the next year. **List number and names of possible schools:** _____
 1.
 2.
 3.
 4.
 5.
 6.

Training

- The district has identified the number of three-day 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 Project Trainer
 - A train-the-trainer approach to develop district level training capacity

Coaching Capacity

- PBS Coaches (Facilitators) have been identified by the PBS District Coordinator to receive additional training and actively participate in the school-wide initiatives (may overlap with District PBS Team) **List PBS Coaches and roles for newly identified schools:**

Evaluation

- The district understands that Response to Intervention for Behavior requires accurate **data collection** across all three RtI Tiers for effective data-based decision-making. As such, the district agrees to one of the following strategies to collect data for Tier 1 RtIB:
 - Adapt the district ODR form to meet the FLPBS:RtIB requirements for data collection
 - Allow each school to adapt the district ODR form to meet the FLPBS:RtIB requirements for data collection

- The district understands that Response to Intervention for Behavior requires accurate **data analysis** across all three RtI Tiers for effective data-based decision-making. As such, the district agrees to one of the following strategies to analyze data for Tier 1 RtIB:
 - Utilize district MIS personnel to develop or adapt current database to meet FLPBS:RtIB requirements for data analysis
 - Allow schools to utilize SWIS III to meet FLPBS:RtIB requirements for data analysis and data-based decision-making
 - Support MIS personnel to explore SWIS compatibility with your current district database.

- The district is aware that the FLPBS:RtIB 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 and that coaches should be supported to input the data at the three yearly scheduled evaluation dates.