

- DLT has completed the Pre-Yearly Implementation Planning (Pre-YIP) Survey in preparation for the Yearly Implementation Planning Meeting facilitated by the FLPBIS:MTSS Project.

Provide date of completion: ____/____/____

- DLT has completed an action plan facilitated by the FLPBIS:MTSS Project.

Provide copy of action plan with date of completion.

Coordination

A district representative has been identified as the PBIS District Coordinator (i.e., lead contact) for all PBIS activities within the district. **List district representative and contact information.**

District Coordinator	Title	Address	Telephone	Fax	Email

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:

Funding source(s)

Visibility

District Administrators have participated in an awareness presentation summarizing the FLPBIS :MTSS Project and the School-wide PBIS process.

Date(s) of Presentation	Location(s)	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.

Attach a copy of the letter.

Training

- The implementation of PBIS training and technical assistance will address the following district outcome goals:

- 1.
- 2.
- 3.

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

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

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

Description of 3 day Tier 1 trainings:

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

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

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

Description of 2 day Tier 2 trainings:

- The district has selected to use which of the following training approaches (check all that apply):
 - 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 FLPBIS:MTSS Project Trainer
 - A train-the-trainer approach to develop district-level training capacity
- The district has been informed of the FLPBIS: MTSS Project support available for Tier 3 PBIS 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 PBIS team members that include the following areas of expertise:
 - Problem Solving Facilitation
 - Facilitated Leadership and Support
 - Effective Communication
 - Collaborative Teaming
 - Family and Community Involvement
 - Professional Development
 - MTSS Content Knowledge Dissemination
 - PBIS
 - Behavior Principles
 - Data-driven Decision-making
 - Implementation Fidelity

- The district is aware that one member of the PBIS team must be identified as the ‘Point of Contact’ for the PBIS District Coordinator and PBIS Project staff. That individual will be responsible for entering evaluation data into the online PBIS Evaluation System (PBSES) three times each year. **List the ‘Point of Contact’ for each school scheduled to attend Tier 1 training:**

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

- The district is aware that one or more PBIS 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 FLPBIS: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 the following for effective data-based decision-making:

- Accurate **data collection** across all three Tiers. As such, the district agrees to one of the following strategies to collect behavioral data for Tier 1 in order to meet FLPBIS requirements:
 - Adapt the current district ODR form
 - Allow each school to individually adapt the current district ODR form

- Accurate **data analysis** across all three Tiers. As such, the district agrees to one of the following strategies to analyze behavioral data for Tier 1 in order to meet FLPBIS requirements:
 - Utilize district MIS personnel to develop or adapt current for data analysis
 - Allow schools to utilize the state-wide RtI:B Database for data analysis

- The district is aware that the FLPBIS 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 PBIS school-based team should be supported to input these data at the three yearly scheduled evaluation dates (November 1, March 1 and June 15).