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 District Action Planning 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 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 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. Describe when you meet or plan to meet (days, location, time) throughout the school year:

☐ DLT has completed an action plan facilitated by the FLPBS:MTSS Project. Provide copy of action plan and list date of completion:

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 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.

Demonstrations
☐ The district has identified the number of schools they would like to see participate in the PBS: Tier 1 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:
  O On-site training at a district selected site
  O Training provided in a nearby district (travel expenses covered by district)
  O Web-based training with direct contact with a FLPBS:MTSS Project Trainer
  O A train-the-trainer approach to develop district-level training capacity
Coaching Capacity and Behavioral Expertise

☐ The district is aware that coaching is not a position but a set of skills and activities that can be completed by multiple people on a team.

☐ PBS Coaches (Facilitators) have been identified by the DLT to receive additional training and actively participate in the school-wide initiatives. **List PBS Coaches and roles for newly identified schools:**
1. 
2. 
3. 
4. 
5. 
6.

☐ 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 do 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. Identified PBS Coaches should be supported to input these data at the three yearly scheduled evaluation dates (by Nov 1, March 1 and June 15 annually).