

Midwest PBIS Network

Tier 3 PBIS District Readiness Checklist

Purpose: In order to expedite Tier 3 implementation and sustain outcomes from training and coaching, districts will commit to progress towards having all items in place before training and support commences.

Directions: Reflect on the expectations below with group of district, school and family stakeholders. Indicate status of items, including reference to evidence of completion, and action plan for improvement where necessary.

District Name: _____ **School Name:** _____

District Coach: _____ **Date Initiated:** _____

1. District Community Leadership Team	Status & Documentation			Current Status and Next Steps
	In Place	Partially in place	Not In Place	
a. Establishes and uses a protocol to identify interventions matched to students' needs for all schools in the district.				
b. Monitors implementation and outcomes of interventions for all schools in the district.				
c. Makes district policy changes as needed to support implementation.				
d. Conducts a resource map of local community partners. Consider partnerships with community agencies that would be guided by a Memorandum of Understanding. Consider collaborative training with partner agencies.				
e. Building leaders are active participants on Tier 2/3 district planning teams.				
f. Team members are informed and knowledgeable of Tier 2/3 systems and practices.				
g. Has established an action plan for Tier 2/3 implementation and regularly revisits to update progress.				

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2. District Team Access and Use of Data	Status & Documentation			Current Status and Next Steps
	In Place	Partially in place	Not In Place	
a. The district has data systems that are accessible and allow decision making based on fidelity and outcome data.				
b. Identify, implement, and monitor a screening process to identify students not responsive to Tier 1 supports, who require Tier 2 or 3 supports.				
c. Examines effectiveness of advanced systems by monitoring and action planning using district level data including: Least Restrictive Environment Data, Disproportionality Data, Community data, Student/family perception data, and student outcomes not limited to but including number of crisis referrals, number of students on probation, psychiatric hospitalizations, etc.				
d. Monitors and action plans around aggregated fidelity of implementation data (e.g. RIT, WIT, TATE, etc.)				
3. District Allocated Resources, Coaching, and Facilitation	Status & Documentation			Current Status and Next Steps
	In Place	Partially in place	Not In Place	
a. District coaching allocation commensurate with need: District and/or Building based Coach could support a facilitator one (1) hour per week based on intervention phase and fidelity of implementation.				
b. Has capacity to expand Tier 3 implementation and, commit additional district and/or school based FTE for larger schools/schools with additional needs.				
c. Supports use of flexible resource allocation and flexible programming.				

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<p>d. Allocates facilitators commensurate with need: 1-3% of a given population will require Tier 3 supports, (ex. 5-15 students out of 500).</p> <ul style="list-style-type: none"> a. Estimated time per student/family team is two (2) hours per week initially, fading to one (1) hour per week as plan is implemented. b. One-three (1-3) teams/plans per facilitator is recommended, dependent on other roles. 				
<p>e. Co-facilitating student/family teams and using data for intervention planning, monitoring, and problem solving progress.</p>				
<p>f. Observing and providing feedback to Tier 3 Facilitators.</p>				
<p>g. Supporting facilitators to organize ‘whole student’ support (i.e. before/after school, summer, vacation/breaks, transitions between grades/schools).</p>				
<p>h. District identifies a mechanism for professional development for all staff on Tier 3 interventions, and staff role supporting Tier 3.</p>				
<p>i. Supporting community partner collaborations at the school level.</p>				