



**What are your district's, school's, or classroom's educational outcomes for all students?**

	<b>District</b>	<b>School</b>	<b>Classroom</b>
<b>Academic</b>			
<b>Behavior</b>			

<p><b>3.1 Budget Plan:</b> A district budget plan with prioritized funding is developed to support operating structures and capacity building activities to implement PBIS framework.</p>	<p>0 = No budget plan exists to fund operating procedures and/or capacity building activities.  1 = Operating procedures and capacity building activities are funded with short term funding.  2 = Initiative has transitioned from short-term funding (e.g., School Climate Transformation Grants) to long-term internal district funding.</p>
<p><b>3.2 Community Agency Alignment:</b> Procedures exist to ensure that all external community agency work is aligned to PBIS framework, evidence based-practices, and organizational goals of the district.</p>	<p>0 = A written/documented process for aligning external agency work within the PBIS framework does not exist.  1 = An informal process for aligning external agency work within the PBIS framework can be described but is not documented and/or the process is inconsistently applied.  2 = Written procedures are available, known, and consistently used to embed/align external agency work within the PBIS framework and to goals of the district.</p>
<p><b>3.3. Alignment to District Outcomes:</b> Academic and social-emotional behavioral frameworks are aligned with key district outcomes/improvement goals.</p>	<p>0 = There are no clearly identified district outcomes/goals aligned to academic and social-emotional-behavioral frameworks.  1 = District outcomes/goals exist but alignment with the academic or social-emotional-behavioral frameworks are not evident.  2 = Academic and social-emotional-behavioral frameworks are directly aligned with one or more identified district outcomes/goals</p>
<p><b>3.4 Alignment to Initiatives:</b> Clear description of initiative alignment (e.g., graphic organizer, organizational chart, conceptual map) displays integrated and/or collaborative implementation of PBIS with existing initiatives having similar goals, outcomes, systems, and practices.</p>	<p>0 = No description/document that shows alignment of PBIS with existing initiatives is available/evident.  1 = Descriptions of individual initiatives (with similar goals, outcomes, systems and practices) are available, but some not all are fully aligned with PBIS.  2 = Alignment of PBIS with existing related initiatives (i.e., those with similar goals, outcomes, practices and systems) is clearly documented and readily available to relevant stakeholders (e.g., posted on district website).</p>
<p><b>3.5 Initiative Adoption Procedures:</b> A written process is followed for district level review of fit for new social emotional-behavioral initiatives or practices</p>	<p>0 = Clear procedures for reviewing new programs, prior to adoption do not exist.  1 = Procedures for review and adoption of new programs can be described but are not documented and/or inconsistently used and/or do not promote alignment and integration among existing initiatives.  2 = Clear procedures for reviewing programs are documented and regularly adhered to when considering</p>

<p>with PBIS framework (i.e., evidence base, capacity, contextual fit) before deciding whether to adopt, align, or integrate them.</p>	<p>new innovations and alignment with existing initiatives is determined prior to adoption of any new program.</p>
<p><b>3.6 Options for Tiered Interventions:</b> A formal district process is in place to select and support evidence-based Tier 2 and Tier 3 interventions that are: a) matched to student need (e.g. behavioral function) and b) adapted to improve contextual fit (e.g. culture development level).</p>	<p>0 = No Tier 2 or Tier 3 district supported evidenced based interventions are identified.  1 = District supported Tier 2 and Tier 3 evidence-based interventions are selected but no process exists at the district level to support the practices selected.  2 = A formal district process is used to identify and support Tier 2 and Tier 3 evidence-based interventions.</p>
<p><b>3.7 Annual Alignment Review:</b> Periodic formal review (e.g., audit, survey, resource mapping, alignment) of existing social-emotional-behavioral initiatives or programs to determine effectiveness, relevance, and fidelity of implementation is completed at least annually</p>	<p>0 = No review of social-emotional-behavioral related initiatives exists.  1 = Social-emotional-behavioral related initiatives are reviewed periodically but fidelity of implementation and/or effectiveness are not part of the process.  2 = Social-emotional-behavioral related initiatives are reviewed periodically and both fidelity of implementation and effectiveness are part of the process.</p>
<p><b>3.8 Operations for Tiered Interventions:</b> Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.</p>	<p>0 = Funding and organizational resources are not assessed.  1 = Funding and organizational resources across related initiatives are assessed, but not aligned to sustain implementation.  2 = Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.</p>