Tier 2 PBIS Leadership Team Product Book CHECKLIST *A Guidance Document to Support PBIS Districts*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School Name:  |  | Date Reviewed:  |  |  |  |
| Item  | Evidence/Artifacts  | Y  | N  | Notes  |
| 2.1 Team Composition  | List of Current Team Members with Role Indicated |   |   |   |
| 2.2 Team Operating Procedures | Team Norms  |   |   |   |
| Current TFI Action Plan  |   |   |   |
| PBIS Team Meeting Agendas, Sign-In Sheets, Minutes for each meeting. (Was an administrator present at each meeting?)  |   |   |   |
| August  |  Agenda Sign-in Sheet Minutes Admin  |   |   |   |
| September  |  Agenda Sign-in Sheet Minutes Admin  |   |   |   |
| October  |  Agenda Sign-in Sheet Minutes Admin  |   |   |   |
| November  |  Agenda Sign-in Sheet Minutes Admin  |   |   |   |
| December  |  Agenda Sign-in Sheet Minutes Admin  |   |   |   |
| January  |  Agenda Sign-in Sheet Minutes Admin  |   |   |   |
| February  |  Agenda Sign-in Sheet Minutes Admin  |   |   |   |
| March  |  Agenda Sign-in Sheet Minutes Admin  |   |   |   |
| April  |  Agenda Sign-in Sheet Minutes Admin  |   |   |   |
| May  |  Agenda Sign-in Sheet Minutes Admin  |   |   |   |
| 2.3 Screening  | Documented process and data sources (Early Warning System, Nomination/Screening) to identify students who require Tier II supports.  |   |   |   |
| Written policy for notifying teachers, families, and students who are eligible for Tier II supports. |   |   |   |

|  |
| --- |
|  Item Evidence/Artifacts Y N Notes  |
| 2.4 Request for Assistance  | Written Request for Assistance Form available to staff, families and students.  |   |   |   |
| Documented process that includes how the team will respond within three days.  |   |   |   |
| 2.5 Options for Tier II Interventions  | List of Tier II interventions with supporting evidence of effectiveness and matched to student need (Targeted Interventions Reference Guide or similar document). |   |   |   |
| 2.6 Tier II Critical Features  | Evidence of additional instruction/time for student skill development, structure/predictability, and/or increased opportunity for feedback.  |   |   |   |
| 2.7 Practices Matched to Student Need  | Written process with decision guidelines to select interventions that match student need (Targeted Interventions Reference Guide or similar document) and have contextual fit (Evidence-Based Invention Checklist or similar document). |   |   |   |
| 2.8 Access to Tier I Supports  | Tier I Product Book  |   |   |   |
| Tier II documentation showing alignment with Tier I school-wide expectations (Tier II lesson plans, DPR’s, etc.)  |   |   |   |
| 2.9 Professional Development  | Written process used to teach and coach all relevant staff the following: Request for Assistance process, delivering effective feedback, monitoring student progress, and all aspects of intervention delivery (e.g. Staff Professional Development Calendar, orientation materials, new teacher training materials, intervention facilitator training, substitute teacher guidance, etc.) |   |   |   |
|  Item Evidence/Artifacts Y N Notes  |
| 2.10 Level of Use  | Based on Tier II decision rules, percentage of student participation and response is tracked.  |   |   |   |
| 2.11 Student Performance Data   | Student progress monitoring data reviewed monthly. (e.g. SWIS-CICO, Excel Spreadsheet, Tier II-III Tracking Tool, etc.) |   |   |   |
| Documented data decision rules used to determine modifications in student supports.  |   |   |   |
| Written process on how teachers and family members are updated on changes to interventions.  |   |   |   |
| 2.12 Fidelity Data  | Documented fidelity assessments and frequency of systematic use (Assessment Calendar).  |   |   |   |
| 2.13 Annual Evaluation  | Evidence of annual evaluation including the following: effectiveness and efficiency of interventions, data decisions rules to identify students, range of interventions available, fidelity of implementation, on-going support to implementers.  |   |   |   |
| Document method of sharing annual evaluation with all stakeholders (faculty, students, family, district leadership, etc.)  |   |   |   |