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TIER 3 DISTRICT-LEVEL SYSTEMS GUIDE

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Tier 3 District-Level Systems Guide

Center on Positive Behavioral Interventions and Supports
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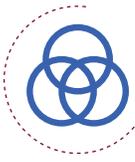
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Introduction

Tier 3 interventions are intended for the small number of students in any school or organization who require intensive and individualized social, emotional, and behavioral (SEB) supports in addition to those provided at Tiers 1 and 2. For an overview of Tier 3 foundational systems and key practices, see [What is Tier 3 Support?](#)¹

The purpose of this guide is to assist Tier 3 or MTSS District Teams in supporting school level and student level implementation of Tier 3 supports. These system features include procedures for teaming, professional development/training, coaching, data systems and evaluation, student support provisions and student and family engagement. (For guidance at the school or individual student level, see the [Tier 3 School-Level Systems Guide](#)² or the [Tier 3 Student-Level Systems Guide](#).³

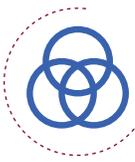
Students requiring individualized SEB support often have intensive academic needs as well. This guide focuses primarily on organizing district supports to enhance delivery of Tier 3 SEB supports at the school and individual student levels. All schools implement individualized interventions for specific students, however, many schools struggle to develop and implement systems that support effective, team-based, and data-driven implementation of those individualized interventions. Likewise, many districts struggle with developing a coordinated systems-based approach that efficiently uses the available resources and obtains effective outcomes.

Prior to assessing or revising the Tier 3 supports districts provide, districts should assess their existing

positive behavioral interventions and supports (PBIS) or multi-tiered system of supports (MTSS) framework. District-level Tier 3 supports build upon the structure provided at Tiers 1 and 2, utilizing data, systems, and evidence-based practices to support schools and meet the needs of individual students. Schools implementing Tier 1 and Tier 2 with fidelity have a solid preventative foundation that makes them more able to meet the needs of students with more intensive and complex needs (Kim et al., 2014). District level Tier 3 supports should be addressed in the context of a comprehensive assessment of district systems and practices at Tiers 1 and 2 to identify strengths, capacity, and priorities for enhancement. Although Tier 3 student supports need to be provided regardless of whether schools are implementing Tier 1 and 2 systems and practices with fidelity, when those systems and practices are in place, it is likely that a relatively small number of students (1%-5%) will need additional, intensive Tier 3 supports that can be delivered efficiently and effectively.

District-Level Tier 3 Teaming

The goal of teaming at Tier 3 is to ensure that students who require support beyond Tiers 1 and 2 receive social, emotional, and behavioral support that meets their individual needs and that those supports result in positive student outcomes. District-level teaming should maximize resources, prioritize coaching and bridge initiatives across the district to streamline and promote better alignment of priorities and policies. This section will discuss the composition, mission, and problem-solving process of the district-level Tier 3 Team.



Tier 3 Team Membership

Students who receive Tier 3 supports represent a broad spectrum of needs and may include students who are not identified with disabilities. As a result, the District Tier 3 Team members may include individuals in a variety of different roles (e.g., teachers, administrators, school psychologists, behavior specialists, community members, data specialists) and will vary widely across districts based on the size and resources of the district. It is critical for District Tier 3 Teams to bring an enhanced level of expertise to the team and include members who bring the following types of knowledge, skill, and authority:

- capacity to coach or lead the Tier 3 Team
- applied behavioral and academic expertise
- knowledge of Tier 3 data systems (may include information systems personnel)
- authority to make administrative decisions
- knowledge of how multi-tiered systems are implemented across schools
- social, emotional, and mental health expertise and knowledge of related community supports and agencies
- knowledge of academic benchmarks and evidence-based interventions
- knowledge of how to facilitate effective coordination of Tier 3 supports (e.g., person-centered planning, wraparound support, family supports)

Tier 3 Team Mission and Activities

The role of the District Tier 3 Team is to assess and monitor the overall functionality and effectiveness of

the district's Tiers 3 system. This includes evaluating the system for consistency across schools and students and may include addressing the capacity and expertise needed to provide school-level coaching, equity of supports and student response, professional development needs, development of effective data-systems, etc.

A number of tools are available to assist the District Tier 3 Team to assess and evaluate their system:

- **District Systems Fidelity Inventory (DSFI)**:⁴ The (DSFI) is designed to guide District Leadership Teams in the assessment, development, and execution of action plans that promote the capacity for sustainable, culturally and contextually relevant, and high-fidelity implementation of multi-tiered social, emotional, and behavioral systems of support and practices. The DSFI and process have been designed to serve as a guide for initial action planning, progress monitoring and annual evaluation of fidelity of implementation and impact. The purpose of the District Systems Fidelity Inventory (DSFI) is to provide an efficient instrument that can be used to guide districts exploring or actively implementing a multi-tiered social, emotional, and behavioral system of support and practices. In regard to Tier 3 supports and practices, the DSFI includes items on leadership teaming, workforce capacity, training, coaching, evaluation, and local implementation demonstrations for the goal of establishing a district-wide system of supports. The items and assessment process have been designed to serve as a guide for action planning, progress monitoring, and annual assessment of district improvement priorities as well as fidelity of implementation and impact.

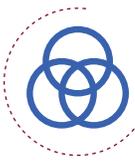


- **Tier 3 Initial District Interview:**⁵ This interview guide is used to ask the District Tier 3 Team Members to describe processes and procedures established to implement Tier 3 system components. The guide is a companion to the Florida's Tier 3 Blueprint that provides five guidelines that districts should consider when implementing a results-driven Tier 3 system. The interview can be used along with the FBA BIP Technical Adequacy Tool for Evaluation (TATE) for district Tier 3 action planning.
- **FBA BIP Technical Adequacy Tool for Evaluation (TATE):**⁶ The TATE is used to assess completed FBAs and BIPs for the inclusion of essential components such as The TATE provides a score that quantifies the quality or technical adequacy of completed FBA/BIPs. The [FBA BIP Scoring Rubric](#)⁷ accompanies the TATE and provides guidelines for assigning scores for each component.
- **Tier 3 Systems Installation Guidance Brief:**⁸ Midwest PBIS has developed a guide that describes the necessary readiness features for effective Tier 3 installation at both the district and the school level including leadership role/commitment, organization and training of personnel, and effective data systems. Readiness checklists for district and building level exploration/adoption and installation of Tier 3 are included. A case study of a school district illustrates how the system features become better defined over time as the district leaders guide and scale-up PBIS across all schools over a 3-5 year time period.
- **Tier 3 PBIS District Readiness Checklist:**⁹ This Checklist is designed by Midwest PBIS to expedite Tier 3 implementation and sustain outcomes from training and coaching. District Tier 3 Teams complete the 20 items of the checklist that address three domains: 1) District Community Leadership

Team; 2) District Team Access and Use of Data; and, District Allocated Resources, Coaching and Facilitation. The District Team will commit to progress towards having all 20 items in place before Tier 3 training and support commences.

The District Tier 3 Team should also monitor the effectiveness of Tier 3 supports at each school and with students. Many tools such as [PBISApps' I-SWIS](#),¹⁰ and even district level excel files, can provide a basic analysis of how many students are receiving Tier 3 supports across schools and the district, how well the students are progressing, and maybe even whether the outcomes are equitable by student demographics. Districts are further encouraged to develop systems (e.g., the [Rtl:B Database](#)¹¹) that allow for deeper dives into data that can answer questions about the effectiveness of different interventions, equity across the entire district and student outcomes across time and across differing demographics.

In addition, the District Tier 3 Team should monitor how well all schools are implementing multi-tiered social, emotional, and behavioral supports. One of the best tools to accomplish this is the [Tiered Fidelity Inventory \(TFI\) 2.1](#)¹² which includes sections for Tiers 1, 2 and 3. The team may also find the [Integrated Companion Guide](#)¹³ to be helpful. Version 3 of the TFI should be available soon with revised Tier 3 questions that measure each school's Tier 3 system as well as their application of that system with individual students. The District Tier 3 Team should examine each school's score, and the district's overall scores, at least once each year.



Tier 3 Team Meeting and Process

To effectively support Tier 3 systems, it is important for the District Tier 3 Team to meet at least monthly to ensure that Tier 3 systems are being implemented with fidelity and that students are benefitting from those systems and supports.

The team uses a variety of data sources to identify trends across student groups. Examples of the types of questions team might ask include:

- Are students with autism having positive behavioral outcomes?
- Are certain students being restrained or suspended at high rates?
- Are elementary students with behavioral needs receiving tier three supports with fidelity?
- Is there equity in the delivery of tier 3 supports? Do African American/Black students have access to effective supports or are they over-identified at Tier 3?

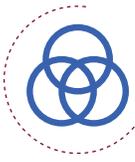
The team will look at the district-wide issues and engage in team-based problem solving. The teams could use a structured problem-solving process such as [Team Initiated Problem Solving \(TIPS\)](#)¹⁴ to support a reliable, valid, and effective approach to addressing systems issues.

The specific activities of the District Tier 3 Team include:

- creating, documenting, and monitoring the use of a **referral process for students who may need tier 3 supports**. This includes developing a consistent

system for ALL students who need Tier 3 supports, not just students who have been identified with a disability.

- tracking the **total number** of students across the district within subgroups (e.g., sorting data by grade level and ethnicity) receiving Tier 3 and the specific **types of interventions** being delivered at Tier 3
- gathering data from all schools to **evaluate overall student response to Tier 3** intervention (e.g., total numbers of students progressing and struggling, length of time students have been receiving support, students who have successfully transitioned to less intensive support)
- **ensuring that Tier 2 systems and practices are effective by** (a) identifying if students who are not being successful with Tier 2 support are receiving Tier 3 supports and (b) establishing a system to transition students who are progressing well at Tier 3 to less intensive support at Tier 2
- **evaluating if Tier 3 systems** are being implemented as designed and intended using measures such as the [Tiered Fidelity Inventory \(TFI\)](#)¹⁵ and [Reading Tiered Fidelity Inventory \(R-TFI\)](#)¹⁶ across all schools
- using Tier 3 fidelity data to **create and implement action plans** to improve Tier 3 district systems coordination
- **coordinating with the School Systems Teams** to provide staff training opportunities, provide necessary coaching, and ensure BSP implementers have necessary skills and support
- **Reporting fidelity data and school-level behavioral and academic Tier 3** outcome data to the district leadership team, the school board, and the state, as necessary



Professional Development/Training

To build systems that allow individualized support to be delivered quickly and effectively, it is critical to ensure that school-based staff have the knowledge and skills needed to support students with Tier 3 needs. This includes providing targeted professional development and training for staff based on the role they play in supporting the students receiving Tier 3 supports.

Coaching Support for the District Tier 3 Team

We will discuss the need for a coaching system for all schools later in this guide, but the District Tier 3 Team will also benefit from either internal or external coaching to ensure that district team problem-solving and evaluation activities will be effective and efficient or to access particular areas of expertise. The necessary skills of a coach applied at a school level will be discussed later. Those same skill sets are necessary for the coach(es) identified for the District Tier 3 Team.

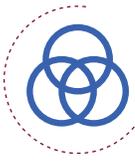
Training for Behavior Support Team Leaders

To increase capacity to support students with Tier 3 needs most efficiently, we recommend that district teams identify and train individuals who will be tasked with leading individual student teams in the FBA/BSP process. It is generally not the responsibility of individual schools to identify and train their own Tier 3 behavior support specialists as the district needs to ensure consistency in the training and skills of such staff across all schools. Those tasked with leading the FBA/BSP process within schools need to have training

and on-going coaching support from district-level behavior specialists related to:

- understanding behavioral theory
- conducting FBA (e.g., staff, parent, student FBA interviews, record reviews, collecting direct observation data in school settings)
- developing hypotheses based on FBA data
- identifying individualized interventions that are function-based and contextually appropriate
- leading a team in using assessment information to design individualized SEB/academic supports
- implementing individualized BSPs
- training and coaching plan implementers
- designing, collecting, and using fidelity and outcome data for progress monitoring and to inform changes to BSP over time

The District Tier 3 team along with district leadership will also ensure that all schools have access to personnel with the expertise, skills and time to implement evidence-based practices at a systems and individual student level. District planning and resources may designate many different types of school personnel to lead the Tier 3 process at the school level. These personnel may include special education teachers, school counselors, school psychologists, behavior analysts, or school social workers with advanced behavioral training. These personnel will need flexibility in their current roles to regularly conduct FBA interviews and classroom observations, facilitate student support team meetings, and support plan implementers.



Training for All School Staff

The District Tier 3 Team will consider how to train ALL school staff in their respective roles in supporting the Tier 3 process. Because all school personnel have instructional or other interactions with students with intensive social, emotional, or behavioral needs, at a minimum, all educational staff school should receive professional development training to understand:

- how Tier 3 systems and supports function within their school's PBIS framework,
- the process for nominating or referring a student who is having behavioral challenges for Tier 3 supports, and
- their potential role as a member of an individual student support team.

To design Tier 3 supports that are not only likely to be effective but also feasible for use in typical classroom settings, team leaders with behavioral expertise must work closely with members of the Individual Student team, including the student's classroom teacher(s), to build student behavior support plans (BSPs). Once the BSP has been created, classroom staff are responsible for consistently carrying out the strategies and supports included in the plan and may need additional coaching to implement the plan.

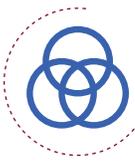
To facilitate the behavior support planning process and ensure that individualized BSPs are successfully implemented, it is strongly recommended that all school staff also receive training related to the FBA/BSP process. Though it is not necessary for

all educational staff to have the skills needed to independently conduct FBAs or build comprehensive plans, it is important for all staff to have a basic understanding of behavioral function and what is meant by a function-based approach to understanding, preventing, and addressing challenging behavior (Borgmeier et al., 2017). Specifically, we recommend that all school staff receive training related to:

- understanding why challenging behavior occurs (i.e., what purpose or function it serves)
- teaching replacement skills so students have alternative ways to express their needs
- considering function when selecting preventive, teaching, and consequence strategies
- monitoring BSP implementation and student outcomes

Training for Building Administrators

Active commitment by building administrators is critical for implementing and sustaining Tier 3 systems and supports. Administrators play a central role in behavior support planning in that they provide decision making authority that allows teams to allocate the resources (e.g., time, personnel) needed to implement Tier 3 supports (Evanovich & Scott, 2016). Having an administrator on the school's Tier 3 Systems Team can also increase staff accountability and encourage consistent behavior support implementation. Administrators participate in trainings along with staff to learn more about function-based logic, the FBA/BSP teaming process, and the role the administrator plays in



the process. Participation by administrators in trainings with staff can also help signify a strong commitment to supporting students with Tier 3 needs and increase the skills and knowledge of administrators.

Training and professional development for school administrators will be planned and delivered by the District Tier 3 Team utilizing expertise within the district or collaborating for necessary state or national technical assistance and training. Such training should reflect evidence-based practices and be consistent with district and state policies and practices.

Coaching

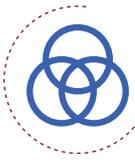
Beyond initial training, educators need ongoing support from skilled coaches to generalize and adapt new skills to their unique contexts. As discussed earlier, the District Tier 3 Team may benefit from internal or external coaching as they evaluate their Tier 3 systems and implement action plans. Likewise, individual schools may need coaching support at different levels. **School Systems Teams** (systems coaching) may need regular support from a coach (typically a district specialist or outside consultant) with expertise in schoolwide PBIS, Tier 3 systems, data systems, and implementation science. Once a behavior support plan (BSP) has been developed for a student, **Individual Student Teams** (systems coaching) may need support at least monthly to review and monitor plan implementation and student outcomes. Finally, the actual **implementers of the BSP** (individual/instructional coaching) may need ongoing opportunities to receive on-site coaching support on how to effectively implement the plan. Classroom staff should receive coaching on how to customize

the plan so that the strategies have contextual fit at both the school and classroom level, data collection is feasible and efficient, and barriers or impediments to effectiveness are anticipated.

For more information about the school level coaching needs, please see the [Tier 3 School-Level Systems Guide](#).¹⁷

Optimally, the same individual(s) would provide coaching to the Individual Student Team and BSP implementers to maximize efficiency and promote consistent use of the plan. This role may be the responsibility of one or more district or school-level personnel with extensive applied behavioral knowledge. However, it is unlikely that each school will organize and support their own coaching needs. It will be the responsibility of the District Tier 3 Team to ensure that district or school staff, regardless of job title, have time explicitly allocated within their schedule (by district or building administrators) to provide coaching for staff implementing Tier 3 supports. In addition, the District Tier 3 Team might also address the following support issues:

1. Will “coaches” for Tier 3 supports be external (funded by the district) or internal (located at each school)?
2. What job titles/positions can be designated to provide the Tier 3 support?
3. How will the district provide training to ensure those positions have the necessary skills at Tier 3?
4. How will the district continue to provide technical assistance and monitoring of the capacity and outcomes of the designated staff?



District Policy

At the district level, there might be policies that impact tier 3 and, ultimately, implementation in the schools. These policies may be federal, state, or district-based. For example, a district might decide to embed an initiative (e.g., restorative practices) into its disciplinary approach and Tier 3 support system. The District Tier 3 team will often need to plan how to align policy and practices that may promote a number of different, and perhaps competing initiatives. Based on federal, state or local laws and statutes, a district might discontinue a practice that has been part of their Tier 3 support system (e.g., corporal punishment, seclusion, etc.). In order to support such policy and practice changes, a district might consider:

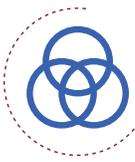
- sharing the policy with its stakeholders publicly and explicitly (e.g., schools and their personnel, family, community)
- asking for feedback for local implementation and needed adaptations to the local context
- supporting schools who are tasked with carrying out the policy, which might include professional development and/or technical assistance such as coaching and training in Tier 3 social, emotional, and behavioral practices
- funding ways that the schools can carry out the policy or its alternatives
- developing uniform ways (e.g., forms or databases) to share any required implementation data about the policy outcomes
- monitoring fidelity and outcomes of the policy at the district level

Evaluation and Data Systems for Monitoring and Problem Solving

In addition to the the provision of coaching to schools, the District Tier 3 Team is likely to be involved in the provision of data systems and supports for decision-making at the school level. Implementation of the Tier 3 systems described above requires planning, preparation, and continual evaluation and adjustment. At the school level, Tier 3 Systems Teams are responsible for asking (and answering) the following questions:

- How many students are receiving Tier 3 supports?
- Are those supports effective and resulting in meaningful change?
- Are Tier 3 interventions implemented as designed?
- Is our referral system efficient and effective?
- Are our Tier 3 systems equitable?

The District Tier 3 Team is also responsible for asking the same questions across ALL schools within the district. The District Team must ensure that schools have access to data systems to evaluate the success of their Tier 3 system of supports. Often, districts implement systems across all schools to ensure consistency of data collection and analysis at the school level, but also to ensure access at the district level to two kinds of data: fidelity data and outcome data. Fidelity data are used to determine if Tier 3 interventions are provided as intended. Outcome data measure student progress in response to those interventions. Just as Individual Student Teams collect and review these data to assess individual student



progress, the District Tier 3 Team collects these data across students and all schools to assess the effectiveness of the system.

Outcome Data

While a school team collects data that summarize the number of students currently receiving individualized interventions and their progress status, the District Tier 3 Team may problem-solve individual students or schools that may need additional support. However, the major focus of their evaluation will be on assessing the overall effectiveness of Tier 3 by demographic groups and by schools. The district data system must be able to be disaggregated (e.g., sorted by grade level, ethnicity, type of interventions delivered) across several hundred or thousands of students within their district. A data system such as [PBISApps' I-SWIS](#)¹⁸ summarizes this information on individual students in a centralized location through a web-based application. District Tier 3 Teams will need to develop a system for analyzing outcome data across larger populations of students, though I-SWIS can provide the framework. An example of a data system that looks at school level summaries of student outcomes by intervention, student subgroup, grade level, etc. is the [Florida Response to Intervention for Behavior database](#).¹⁹ To date, there are few data systems that can analyze data across an entire district for problem-solving. Each state or district may need to develop their own capacity for such analyses.

Fidelity Data

The District Tier 3 Team will also want to use multiple measures to evaluate the functioning of their overall

Tier 3 system. The following data are examples of what may be reviewed regularly by the District Tier 3 Team to assess the overall efficiency and effectiveness of the district's Tier 3 system:

- time between identification of students for Tier 3 supports and provision of intervention
- proportion of student and school teams meeting at least once a month
- frequency of individualized teams collecting and reviewing progress monitoring data related to fidelity of implementation and student outcomes
- proportion of individualized teams that include families, community members, students, and teachers

In addition to regular review of the above data, the District Tier 3 Team is encouraged to review the Tier 3 section of the revised [Tiered Fidelity Inventory \(TFI\)](#)²⁰ across ALL schools at least annually. The District Tier 3 Team may utilize an excel file to review all the schools' TFI scores or access [PBISApps' PBIS Evaluation](#).²¹ PBIS Evaluation allows the team to see every school's TFI score across all three tiers as well as the following information:

- determine how many schools met fidelity criteria, how many did not, and how those numbers change year to year
- review schools by grade level to view implementation in elementary, middle, and high schools separately
- summarize subscale and item scores for all schools to know exactly where to direct professional development efforts in the coming year



Student, Family, and Community Involvement

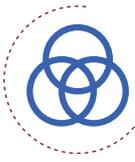
A key feature of PBIS is the involvement of student, family, and community stakeholders in the design and implementation of schoolwide systems of support (Minke & Anderson, 2005; Sugai & Horner, 2006). Engaging students, families, and community members in the development of Tier 3 systems and procedures is critical to ensuring the relevance and sustained implementation of Tier 3. Students, families, and community members help to ensure Tier 3 systems and practices are accessible, reflect and respect community and cultural values, and integrate other sources of support (e.g., community-based mental or physical health support, after school care, coaches). Furthermore, family and community engagement in education is associated with substantial benefits, including improved academic performance and school engagement (Fan & Williams, 2010; Rumberger, 1995) as well as increased collaboration between parents and teachers (Fefer et al., 2020).

The District Tier 3 Team is responsible for ensuring that each school has effective strategies to encourage student, family, and community involvement at the local school level. Likewise, the District Tier 3 Team should consider how to encourage and support the engagement of students, families and communities in the overall district Tier 3 system. Consider the following examples of engaging stakeholders in developing Tier 3 systems and procedures:

- **Student identification process:** Get input from family members, students, and relevant community stakeholders on the acceptability and accessibility of the district's methods for identifying students for additional supports. Involving families in planning the universal screening process can help identify and address potential concerns early on. Seeking feedback from families and students on the format of referral forms and the ease of the process for requesting assistance can help ensure the process is accessible. Coordination with relevant community organizations may be helpful in determining appropriate data decision rules and data sources, as well as connections to broader community resources.
- **Monitoring & communicating student progress:** The Tier 3 District Team should collaborate with students, families, and the community in developing family- and student-friendly monitoring and communication of overall district progress in Tier 3 supports. Utilizing culturally responsive language to describe goals and progress toward those goals and seeking input from other stakeholders (e.g., on language, process for setting goals, method of communication) can prevent confusion and miscommunication of district support and success.

The District Tier 3 Team is encouraged to provide a variety of ways to engage with and seek input from students, families, and community members, including:

- surveys
- focus groups
- active participation on School Tier 3 Systems Teams
- on-going engagement on the District Tier 3 Team



Communication and partnership with relevant community organizations at the district level is more likely to result in effective, comprehensive, and sustainable supports for children and youth with complex needs. Coordination and alignment of PBIS and mental health supports begin at the district level, as students with Tier 3 needs often require supports in addition to those provided at school. The District Tier 3 Team should ensure that such community supports are not siloed and uncoordinated and that the use of data for decision-making is consistent across all schools. By seeking input from community social and mental health organizations as well as families, systems for connecting families with community resources can be developed at the school and district level and coordination can be supported.

For districts, there is often a broader geographical area that includes multiple schools and the surrounding local agencies and community. For example, a faith-based entity might serve a large area that includes multiple schools and has programs that impact these schools (e.g., after-school programs), or there might be community non-profit agencies that help support students, such as mentoring programs (Big Brothers Big Sisters). Specifically for students who might need Tier 3 support, the school might work with community agencies and providers who provide wrap around services (see [person-centered/wraparound support²²](#)). Community members and agencies might also help to provide incentives for students ranging from a local pizza night to donations for school-wide initiatives.

The district might consider how to best partner with the community. This might include:

- developing and maintaining communication across community providers
- asking for feedback on ways to support students with challenging behaviors
- pooling resources to better support students
- coordinating behavioral support across settings (e.g., a student's individual behavior report might be used at an after-school program)
- setting up memorandums of understanding that detail expectations of shared responsibilities
- celebrating student success at the community level (e.g., local newspapers, volunteering at community events)

Summary

Successful implementation of Tier 3 supports requires a commitment to implementation at the district, school and student levels. The Center or PBIS has developed three guides to support team planning and problem-solving at each level. These guides provide a framework for addressing important systems issues such as teaming, professional development, coaching/staffing, and evaluation that must be addressed to develop and implement an effective and efficient Tier 3 system that supports students with social, emotional and behavioral needs.



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Embedded Hyperlinks

1. <https://www.pbis.org/pbis/tier-3>
2. <https://www.pbis.org/resource/tier-3-school-level-systems-guide>
3. <https://www.pbis.org/resource/tier-3-student-level-systems-guide>
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