

# Colorado Positive Behavioral Interventions and Supports Initiative

## **Appendix B: Building Readiness Checklist**

District: \_\_\_\_\_ District PBIS Coordinator/Liaison: \_\_\_\_\_

TAC: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Documents &amp; Evidence Complete?</b>	<b>Items to Complete Prior to School-wide Positive Behavior Support (PBIS) Training</b>
<input type="checkbox"/> <b>In Place</b> <input type="checkbox"/> <b>Partially In Place</b> <input type="checkbox"/> <b>Not In Place</b>	<p>1. Building administrator(s) have participated in an overview presentation summarizing Colorado PBIS Initiative, process and commitments.</p> <p><b>List date(s) of presentation, location(s) and name of presenter(s):</b></p> <p>Date of Presentation(s): _____</p> <p>Location: _____</p> <p>Presenter(s): _____</p> <p>Attendant(s): _____</p>
<input type="checkbox"/> <b>In Place</b> <input type="checkbox"/> <b>Partially In Place</b> <input type="checkbox"/> <b>Not In Place</b>	<p>2. The School Improvement Plan (SIP) includes Positive School Climate and Culture or Positive Behavior Support as one of top five school goals.</p> <p><b>Attach a recent copy of your SIP goals to this document.</b></p>
<input type="checkbox"/> <b>In Place</b> <input type="checkbox"/> <b>Partially In Place</b> <input type="checkbox"/> <b>Not In Place</b>	<p>3. Principal commits to PBIS and is aware that it is a 3-5 year process that requires ongoing training across the continuum of behavior support as well as ongoing data collection, analysis, and action planning.</p> <p><b>Please provide Principal signature(s):</b></p>

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<input type="checkbox"/> <b>In Place</b> <input type="checkbox"/> <b>Partially In Place</b> <input type="checkbox"/> <b>Not In Place</b>	<p>4. Administrator who is responsible for making discipline decisions is an active participant on PBIS/School Climate and Culture Team and agrees to attend PBIS Training across the continuum of behavior support.</p> <p><b>List participating Administrator(s):</b>          Name: _____ Role: _____          Name: _____ Role: _____</p>
<input type="checkbox"/> <b>In Place</b> <input type="checkbox"/> <b>Partially In Place</b> <input type="checkbox"/> <b>Not In Place</b>	<p>5. The building has identified an Internal PBIS Coach/ Building Facilitator who will participate in the PBIS sequence of coaches' professional development. It is recommended that Internal PBIS Coaches/ Building Facilitators begin their training series prior to school-team training, when possible. This person will fulfill the responsibilities of a Internal PBIS Coach / Building Facilitator as delineated in the Internal PBIS Coach/Building Facilitator's Roles and Responsibilities.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Building PBIS Coach: _____ Position: _____</p> <p>Phone: _____ Other Phone: _____</p> <p>Location/Address: _____</p> <p>Email: _____ Fax: _____</p> </div>
<input type="checkbox"/> <b>In Place</b> <input type="checkbox"/> <b>Partially In Place</b> <input type="checkbox"/> <b>Not In Place</b>	<p>6. The school has a plan for integrating the implementation of PBIS with the implementation of Response to Intervention (RtI).</p>

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<input type="checkbox"/> <b>In Place</b>  <input type="checkbox"/> <b>Partially In Place</b>  <input type="checkbox"/> <b>Not In Place</b>	<p>7. School will allocate/secure funding to support PBIS for 3 to 5 years. Typical expenditures include but are not limited to: substitutes, travel, SWIS, materials and supplies, printing, acknowledgement system.</p> <p>Identify funding source (s): _____</p> <p>_____</p> <p>_____</p>																						
<input type="checkbox"/> <b>In Place</b>  <input type="checkbox"/> <b>Partially In Place</b>  <input type="checkbox"/> <b>Not In Place</b>	<p>8. A PBIS or Positive School Climate and Culture Team is formed with broad representation of staff including building administrator, general education teachers with grade level representation, special education teacher, social worker and/or psychologist, specials teacher, para-educator, and family members. At least one of the members should be a part of the implementation of Response to Intervention (RtI) in the building. This team will commit to participate in universal training, attend monthly meetings, and share information and data with staff to guide universal implementation.</p> <p><b>List names and positions of team members.</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;">Name:</th> <th style="width: 40%;">Position:</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td></tr> <tr><td>2.</td><td></td></tr> <tr><td>3.</td><td></td></tr> <tr><td>4.</td><td></td></tr> <tr><td>5.</td><td></td></tr> <tr><td>6.</td><td></td></tr> <tr><td>7.</td><td></td></tr> <tr><td>8.</td><td></td></tr> <tr><td>9.</td><td></td></tr> <tr><td>10.</td><td></td></tr> </tbody> </table>	Name:	Position:	1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
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<input type="checkbox"/> <b>In Place</b> <input type="checkbox"/> <b>Partially In Place</b> <input type="checkbox"/> <b>Not In Place</b>	<p>9. PBIS/Positive School Climate and Culture Team commit to meet at least twice a month in the first year and once a month in the following years to develop a universal system of support, implement practices, and analyze school-wide behavioral and academic data. These efforts and data are used in the problem-solving process and shared with the entire staff.</p>
<input type="checkbox"/> <b>In Place</b> <input type="checkbox"/> <b>Partially In Place</b> <input type="checkbox"/> <b>Not In Place</b>	<p>10. PBIS/ Positive School Climate and Culture Team has collected baseline academic and behavioral data (ie: CSAP scores, Office Discipline Referrals, Detentions, In/Out of School Suspensions, Expulsions, Drop-out Rate, School-wide Evaluations Tool (SET), Benchmarks of Quality (BoQ), and Self-Assessment Survey) .  <b>Attach a copy of building-level data audit</b></p>
<input type="checkbox"/> <b>In Place</b> <input type="checkbox"/> <b>Partially In Place</b> <input type="checkbox"/> <b>Not In Place</b>	<p>11. Building staff has participated in an overview presentation on SW- PBIS.  <b>Date of overview Presentation:</b> _____</p>
<input type="checkbox"/> <b>In Place</b> <input type="checkbox"/> <b>Partially In Place</b> <input type="checkbox"/> <b>Not In Place</b>	<p>12. The entire building faculty has completed the Self-Assessment Survey and the results have been shared with staff members.  <b>Date of Self-Assessment:</b> _____</p>
<input type="checkbox"/> <b>In Place</b> <input type="checkbox"/> <b>Partially In Place</b> <input type="checkbox"/> <b>Not In Place</b>	<p>13. The building will use the School-wide Information system (SWIS) to collect, summarize, and analyze discipline data. SWIS will be the data system used as a behavior progress monitoring tool.  <b>Behavior Progress Monitoring Agreement</b>  The building is aware that SWIS is a school-based discipline data system that is not intended to replace and serves a different function than the current district accountability database.</p>

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	<p><b>Signature:</b> _____</p> <p><b>Printed Name:</b> _____</p> <p><b>Date:</b> _____</p> <p><b>Identified SWIS funding source:</b> _____</p> <p><b>I have reviewed the SWIS Readiness Checklist (Date):</b> _____</p>
<p><input type="checkbox"/> <b>In Place</b></p> <p><input type="checkbox"/> <b>Partially In Place</b></p> <p><input type="checkbox"/> <b>Not In Place</b></p>	<p>14. The building commits to completing a 3 to 5 year strategic PBIS action plan, addressing the universal implementation efforts.</p> <p><i>This action plan will be completed by your PBIS building team at New Team Training.</i></p>
<p><input type="checkbox"/> <b>In Place</b></p> <p><input type="checkbox"/> <b>Partially In Place</b></p> <p><input type="checkbox"/> <b>Not In Place</b></p>	<p>15. The building administrator, along with the Internal PBIS Coach/Building Facilitator, is working with the District PBIS Coordinator/Liaison and/or External/District PBIS Coach to establish future technical assistance and support needs and opportunities.</p>

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**Working Smarter, Not Harder  
Committee / Initiative Audit**

School/District Name: \_\_\_\_\_

Date: \_\_\_\_\_

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP Goal

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## SWIS Readiness Checklist

Requirement	Tasks to Complete	Who will Complete	By When	Date of Completion
1. School-wide discipline is one of the top goals for the school.				
2. Administrative support for the implementation and use of SWIS™ is available.				
3. A behavior support team exists, and they review referral data at least once a month.				
4. The school uses an office discipline referral form that is compatible with SWIS™ referral entry.				
5. The school has a coherent office discipline referral procedure that includes: a) definitions for behaviors resulting in office-managed vs. staff-managed referrals, b) a predictable system for managing disruptive behavior				
6. Data entry time is allocated and scheduled to ensure that office referral data will be current to within a week at all times.				
7. Three people within the school are identified to receive one, 2½ -3 hour training on the use of SWIS™.				
8. The school has computer access to the Internet, and one of the following web browsers (Internet Explorer 7.0 or higher for PC [IE not compatible on Macs], Safari 2.0 or higher, Firefox 2.0 or higher.).				
9. The school agrees to on-going training for the team receiving SWIS™ data on uses of SWIS™ information for discipline decision-making.				
10. The school district agrees to provide a facilitator who will work with school personnel on data collection and decision-making procedures.				