



School Readiness Checklist and Application

Introduction & Purpose: The purpose of the School Readiness Checklist is to guide a school, in coordination with their district, in evaluating the overall readiness for moving forward with full implementation of a tiered social-emotional-behavioral support framework at the school level. All components do not have to be completed before being accepted into the Maine PBIS Tier 1 Training Cohort. This serves as a planning guide to coordinate the next steps and needs to move implementation forward.

Intended Users: The School Readiness Checklist is intended for use by schools beginning implementation of a tiered social-emotional-behavioral support framework.

Procedures for Completion: The School Planning Team should review the “Items to Complete” indicators and assess the district’s current status with that readiness item/indicator. If an item/indicator is “In Progress” or “Not Started,” action steps should be created to establish completion. The school administrator needs to sign each listed agreement.

Name of School Completing Checklist: _____

Items to Complete	Status
In coordination with relevant district and other implementing schools’ leadership, a school leader is strongly encouraged to set up a meeting with a Maine PBIS coordinator (Karen Robbie or Courtney Angelosante) to review readiness requirements and clarify any questions connected to implementation and/or the application. If we do not hear from you, we may reach out with questions as we review your application.	
Promotion of positive school climate and student social-emotional-behavioral health is established by organizational leadership as one of the top five permanent goals or priorities for the next 3 to 5 years. School Goal/Priority: Please provide evidence (e.g. link to a school improvement plan):	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date:
At least 80% of your faculty, staff, and administration show interest in implementing PBIS as indicated by an anonymous survey/vote.	<input type="checkbox"/> Completed

	<input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date:																		
<p>A Positive Behavioral Interventions and Supports (PBIS) School Leadership Team is formed and has broad representation including a building administrator who will be an active member, general education teachers with grade level representation, special education teacher, social worker and/or psychologist, specials teacher, paraprofessional, family members, and students (middle/high). This team will commit to participating in the sequence of Tier 1 training.</p> <table border="1" data-bbox="203 705 1128 1218"> <thead> <tr> <th data-bbox="203 705 667 768">Name</th> <th data-bbox="667 705 1128 768">Position/Title</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td data-bbox="203 1150 667 1218">*add additional rows as needed</td> <td data-bbox="667 1150 1128 1218"> </td> </tr> </tbody> </table>	Name	Position/Title															*add additional rows as needed		<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date:
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<p>School has identified school-based coaches with (a) designated time (including at least ½ day/month during school hours) and (b) experience in team facilitation. It is highly recommended to identify 2 people to serve in this role. The coaches will engage in responsibilities connected to school-wide implementation such as those identified in the Maine PBIS School-Based Coach Roles and Responsibilities.</p> <p>Name(s) of School-based Coach(es):</p>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date:																		
<p>PBIS School Leadership Team is scheduled to meet monthly, using standard meeting agenda and problem-solving processes.</p> <table border="1" data-bbox="203 1751 1128 1879"> <thead> <tr> <th colspan="4" data-bbox="203 1751 1128 1814">PBIS School Leadership Meeting Dates</th> </tr> </thead> <tbody> <tr> <td data-bbox="203 1814 435 1879">July</td> <td data-bbox="435 1814 667 1879">August</td> <td data-bbox="667 1814 899 1879">September</td> <td data-bbox="899 1814 1128 1879">October</td> </tr> </tbody> </table>	PBIS School Leadership Meeting Dates				July	August	September	October	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date:										
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July	August	September	October																

November	December	January	February	
March	April	May	June	
<p>The PBIS School Leadership Team is prepared to develop an annual and long-term Action Plan guided by the results of the Tiered Fidelity Inventory and utilize the developed plan goals to guide agendas and team meetings.</p>				<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date:
<p>A school budget plan with prioritized funding is developed to support operating structures and capacity-building activities to implement the social-emotional-behavioral framework.</p>				<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date:
<p>School-level data systems (e.g., data collection tools and evaluation processes) are available to enable continuous decision-making and feedback.</p>				<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started Date:
Please read carefully, as the agreements below should be upheld to the best extent possible.				
Agreements				Principal Signature
The school will...				
<p>Send the PBIS School Leadership Team (including an administrator or someone with decision-making authority) to all cohort training events as outlined in Maine PBIS' Cohort 5 Training Dates</p>				
<p>Identify an administrator with decision-making authority committed to active participation on the PBIS School Leadership Team and agrees to attend 80% of team training events and meetings.</p> <p>Name of Administrator:</p>				
<p>Provide at least ½ day of release time each month to school-based coaches to support staff with implementation during the school day.</p>				
<p>Provide an overview presentation on PBIS and administer the Self-Assessment Survey to the entire staff, including the PBIS team, between May 1 and June 30 this year. The survey results will be shared with all staff members.</p>				

Date of Overview Presentation:	
Date of Self-Assessment Survey:	
Assess PBIS Fidelity bi-annually (Fall/Spring) using the Tiered Fidelity Inventory .	
Assess PBIS Outcomes bi-annually (Fall/Spring) using the School Climate Surveys for students (Grades 3-12), personnel, and families.	
Use School-wide Information System (SWIS) to continuously assess and analyze student behavior outcomes.	
Secure funds for SWIS for the next 5 years .	
Secure costs associated with sending the school's PBIS leadership team to the ME PBIS state conference for the next 5 years .	
Ensure meeting time for school-based PBIS leadership teams (once a month minimum, biweekly recommended)	
Secure time during staff meetings for PBIS updates, data-sharing, and school-wide training at least monthly .	