BUILDING/PROGRAM
Application for Ohio PBIS Recognition
2023-2024

INTENT TO APPLY DUE: FEB. 12, 2024
APPLICATION DUE: MAY 1, 2024

Thank you for considering applying for PBIS Recognition by the Department of Education and Workforce and State Support Teams. We appreciate the time and effort of building PBIS teams in sustaining behavioral support. This completed application, along with data sources to support each feature, must be submitted electronically in Google to your SST consultant.

INTENT TO APPLY

To be eligible to apply for Ohio PBIS recognition, programs must submit an Intent to Apply Form by Feb. 12. After completing the Intent to Apply Form, PBIS building contacts will receive a Google Folder link **by Feb. 20.** All required documentation and evidence included in the full application should be uploaded in the folder provided.

SUBMIT AN INTENT TO APPLY BY CLICKING ON YOUR SST REGION BELOW:

SST Region 1 – Tamie Cruz
SST Region 2 – Joshua Preece
SST Region 3 – Stephanie Denham
SST Region 4 – Carrie McClure
SST Region 5 – Jessica Detec
SST Region 6 – Alison Sites
SST Region 7 – Ann Ditlevson
SST Region 8 – Heidi Kerchenski

SST Region 9 – Debbi Bailey
SST Region 10 – Heather Kulin
SST Region 11 – TJ Wendt
SST Region 12 – Scott Eldredge
SST Region 13 – Alicia Lateer-Huhn
SST Region 14 – Alexis Kirk
SST Region 15 – TJ Howard
SST Region 16 – Missy Baker

Application for Ohio PBIS Recognition

To complete the application, download and save filled PDF.

AWARD ELIGIBILITY

- Buildings/programs in the first year of PBIS implementation can only apply for Bronze Level recognition.
- Buildings/programs in the second year of PBIS implementation or beyond can apply for Bronze, Silver or Gold Level recognition.
- Buildings/programs in the restraint, seclusion or special education complaint process may not be eligible for the award. The Department will review whether there is a current violation for all programs/buildings that submit an Intent to Apply. If your district has a letter of findings related to a restraint or seclusion complaint **or** a special education complaint addressing behavior supports and discipline and you still wish to apply for recognition:
  - Include a copy of the letter from the Department that demonstrates the violation was corrected **or** provide an explanation and evidence that the district's violation does not apply to your school building.
  - An official complaint closure letter must be received by the **application due date, May 1**.

APPLICATION NOTES & REQUIREMENTS

- **All documentation must be submitted by upload to the assigned Google Folder by May 1, 2024**.
  - **Accepted Formats:** Upload only PDFs, Word doc/x and JPEGs. Do not submit entire handbooks; only the documentation that is required per the scoring rubric.
  - **Student Information**: Remember to redact ANY student information.
- The TFI and TFI Walkthrough may be completed by an internal facilitator for all levels. All TFI pages referenced in the application are from the Tiered Fidelity Inventory version 2.1 (September 2019). The full Tiered Fidelity Inventory (TFI) 2.1 and Self-Assessment Survey (SAS) 4.0 can be found at www.PBISApps.org.
- In Sep. 2024, the Department will use building's In-School Suspension, Out-of-School Suspension, In-School Alternate Discipline Class/Program/Building, Expulsion, Emergency Removal by District Personnel and Removal by a Hearing Officer data from the 2022-2023 and 2023-2024 school year to determine the Student Progress Measure.

If you would like assistance with this application, reach out to your State Support Team.

Department of Education & Workforce

REQUIRED COMPONENTS OF APPLICATION SUBMISSION:

1. Application (download, complete, and upload into folder A1 Completed Application)
2. Itemized TFI scores **with the total** percentage per tier (upload into TFI folder in each applicable tier)
3. TFI Walkthrough Tool Interview and Observation form on pg. 28 of the TFI (B2 Folder)
4. Digital Team Photo
   a. Professional looking photo (will be showcased in Recognition Award Videos)
   b. Landscape Orientation
   c. JPEG file labeled with the district and school's official names (for example, Happyville School District - Smiley Elementary School)
5. *For Silver applicants,* page 30 of the TFI (S5 folder) **and** Tier 2 Data Sheet (S6 Folder)
6. *For Gold applicants,* page 31 of the TFI (G5 Folder) **and** the Tier 3 Data Sheet (G6 folder)

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Building/Program Demographic Information:

Award for which you are applying (please check one):   Bronze   Silver   Gold

County: **SST Region:**

School District:

District IRN:

School Name:

Building IRN:

School Principal/Program Director name:

Email:

PBIS Contact Name:

PBIS Contact Email:

Indicate all grade levels that are a part of this Building/Program PBIS application for recognition in your Building/Program (evidence would be expected for all selected grade levels):

PreK   K   1   2   3   4   5   6   7   8   9   10   11   12

Total student enrollment:

Ohio **Department of Education & Workforce**

School Profile 2023 - 2024

Category:	Total for Previous Academic Year	Total for Current Academic Year
(Early Childhood only): **Number of Behavior Incidents**		
Number of Minor Referrals		
Number of Major Referrals		
Number of In-School Suspensions		
Number of Out-of-School Suspensions		
Number of Days for Out-of-School Suspensions		
Number of Students with One or More Out-of-School Suspensions		
Number of Expulsions		
Number of Days for Expulsions		

Average Daily Attendance	
Previous School Year Average % Daily Attendance:	Current School Year Average % Daily Attendance:

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Self-Assessment Survey

Self-Assessment Survey (SAS) Total Score Summary

Directions: Please record the total score summary **percentages** for the Current Status and Priority for Improvement for each of the four systems areas.

Date Administered:

1. Tier 1 School–Wide Systems

Current Status:

    In Place: _____ **Partially In Place:** _____ **Not In Place:** _____

Priority for Improvement:

    High: _____ **Medium:** _____ **Low:** _____

2. Tier 1 Classroom Systems

Current Status:

    In Place: _____ **Partially In Place:** _____ **Not In Place:** _____

Priority for Improvement:

    High: _____ **Medium:** _____ **Low:** _____

3. Tier 2 Systems

Current Status:

    In Place: _____ **Partially In Place:** _____ **Not In Place:** _____

Priority for Improvement:

    High: _____ **Medium:** _____ **Low:** _____

4. Tier 3 Systems

Current Status:

    In Place: _____ **Partially In Place:** _____ **Not In Place:** _____

Priority for Improvement:

    High: _____ **Medium:** _____ **Low:** _____

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Ohio PBIS Building/Program Recognition Levels

1.) Bronze Level	To earn recognition, minimum scores of 70% on the SWPBIS TFI for Tier 1 and 80% on the Bronze Tier 1 application rubric.
2.) Silver Level	To earn recognition, minimum scores of 70% on the SWPBIS TFI on Tier 1 and 2 and 80% on the Bronze Tier 1 and Silver Tier 2 application rubrics.
3.) Gold Level	To earn recognition, minimum scores of 70% on the SWPBIS TFI on Tier 1, 2 and 3 and 80% on the Bronze Tier 1, Silver Tier 2 and Gold Tier 3 application rubrics. ● Evidence of advanced tiers implementation demonstrates data-based decision making. Gold level schools produce evidence of well-established systems to provide FBAs (Functional Behavioral Assessments), BIPs (Behavioral Intervention Plans) and collaboration with community partners to meet the needs of all students.

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Bronze Tier 1
(Recognition Eligibility: 80 percent = 18/22 points)

Folders and TFI References	Description	Scoring Rubric
B1. Tier 1 Tiered Fidelity Inventory (TFI) with a score of 70% or higher (1.14,1.15)	• Minimum of 70% on the TFI (Scale Report) • Item report of score given to each question of the Tier 1 TFI • For Early Childhood, use the Tiered Fidelity Inventory (TFI) Early Childhood Companion Guide here	**0**: No evidence of TFI included OR score is less than 70% **(Applicant disqualified from recognition)** **1**: Either percentage (Scale Report) OR item report included but not both **2**: Both evidence of a total percentage (Scale Report) of 70% or higher AND item report included
B2. Walkthrough Tool Data from page 28 of the TFI (1.3, 1.4, 1.9) *May be completed internally by a building coach or team.	**Walkthrough Tool Interview and Observation Form*** data sheet from TFI pg. 28 showing: 1. 90% of staff list 67% of expectations 2. 70% of students list 67% of expectations 3. 90% of staff give acknowledgements AND 50% of students receive acknowledgements For Early Childhood, use the Tiered Fidelity Inventory (TFI) Early Childhood Companion Guide here	**0**: Less than two criteria are met or there is no walkthrough tool data included **1**: Two criteria are met **2**: All three criteria are met
B3. Self-Assessment Survey (SAS) Total Score results (1.14, 1.15)	• Complete SAS and submit results (either "Total Score" summary provided by PBISApps or SAS summary form on pg. 5 of this application) • For Early Childhood, use the Ohio EC SAS Companion Guide here	**0**: No SAS summary is included **1**: Partially completed SAS Total Scores for the current school year **2**: SAS Total Scores included for the current school year

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Folders and TFI References	Description	Scoring Rubric
B4. School Profile Template	• Complete the **School Profile Template** on pg. 4 of this application	**0**: No School Profile **1**: Partially completed School Profile **2**: Complete School Profile
Student Progress Measure as determined by the Department **(no evidence required).** *Early Childhood programs that do not report this discipline data will not receive a score for this section.	**All Discipline Types Report** • In-School-Suspension • Out-of-School Suspension • In-School Alternate Discipline Class/Program/Building • Expulsion • Emergency Removal by District Personnel • Removal by a Hearing Officer *This will be a comparison from 2022-2023 data to the 2023-2024 data.	**0**: Increase **1**: 1/4% decrease (.0025) **2**: 1/2% decrease (.005)/ no change *The Department will provide data to reviewers Sept. 2024.
B5. Team Roster and Current Action Plan for this school year (1.1, 1.2)	1. Team roster with building roles identified (coordinator, administrator, grade level representative, etc.) 2. Action Plan with at least three Tier 1 specific actionable steps for 2023-2024 school year	**0**: Zero criteria are met **1**: One criterion is met **2**: Two criteria are met
B6. Meeting Minutes and Data Based Decision Making (1.2, 1.13)	1. 6 examples of monthly meeting minutes **In at least 5 of the meeting minutes:** 2. Documentation of team data review (i.e., student behavior/attendance data, TFI, SAS) 3. Summary of data-based decision making discussion and next steps	**0**: Zero criteria are met **1**: One criterion is met **2**: Two criteria are met

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Folders and TFI References	Description	Scoring Rubric
B7. Matrix and Posters by Location, including Classroom (1.3, 1.8)	1. Building-wide matrix with positively stated expectations. 2. Evidence of building wide expectations implemented within classroom (i.e. expectations poster, classroom matrix) 3. Posters of behavioral expectations and examples by setting/location	**0**: Less than two criteria are met or there is no evidence included **1**: Two criteria are met **2**: All three criteria are met
B8. Teaching (1.4, 1.8)	1. Evidence of behavioral expectations teaching schedule across locations. 2. Evidence of Teaching Materials/Methods (i.e. lesson plans or written description of teaching materials/methods) 3. Evidence of teaching behavioral expectations in the classroom	**0**: Less than two criteria are met or there is no evidence included **1**: Two criteria are met **2**: All three criteria are met
B9. Acknowledgement System based on building expectations (1.9)	• Clear, **written** set of procedures for specific behavioral feedback that is linked to schoolwide expectations with at least **2 visual samples**. (tickets, school store, building-wide visual displays, shout outs, social media examples, etc).	**0**: Less than two criteria are met or there is no evidence included **1**: Two criteria are met **2**: All three criteria are met
B10. Flowchart (1.5, 1.6)	1. Written flowchart describing staff-managed vs. office-managed behavior 2. Clear, written definitions of behaviors that interfere with success 3. Practices or procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior	**0**: Less than two criteria are met or there is no evidence included **1**: Two criteria are met **2**: All three criteria are met

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Silver Tier 2
(Recognition Eligibility: 80 percent = 14/17 points)

Folders and TFI References	Description	Scoring Rubric
S1. Tiers 1 and 2 of the Tiered Fidelity Inventory (TFI) with scores of 70% or higher (2.13) **Building programs must submit evidence that meet the requirements of Bronze Level recognition to be considered for Silver recognition.**	• Evidence of total percentage of 70% or higher • Item report of answers given to each question on the Tier 2 TFI	**0**: No evidence of TFI included OR score is less than 70% in Tiers 1 or 2 **(Applicant disqualified for silver level)** **1**: Either percentage OR items report is included but not both **2**: Both evidence of total percentages of 70% or higher AND items report of answers given are included.
Student Progress Measure as determined by the Department **(no evidence required)** *Early Childhood programs that do not report this discipline data will not receive a score for this section.	**All Discipline Types Report** • In-School-Suspension • Out-of-School Suspension • In-School Alternate Discipline Class/Program/Building • Expulsion • Emergency Removal by District Personnel • Removal by a Hearing Officer	**0**: Increase **1**: 1/2% decrease (.005) **2**: 1% decrease (.01)/ no change

S2. Team Roster and Current Action Plan for this school year (2.1, 2.2)	1. Team roster with building roles identified and labeled:
	   a. Tier 2 systems coordinator
	   b. individual(s) able to provide behavioral expertise
	   c. individual(s) with administrative authority
	 2. Action Plan with at least three Tier 2 specific actionable steps for 2023-2024 school year
		0: No criteria met
		 1: One criterion is met
		 2: Two criteria are met

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Folders and TFI References	Description	Scoring Rubric
S3. Meeting Minutes and Data Based Decision Making (2.2, 2.11)	1. Six examples of monthly meeting minutes **In at least 5 of the meeting minutes:** 2. Team keeps a monthly running record of the number of students in each intervention and student progress with **names redacted** 3. Summary of **systemic and individual** data-based decision-making and next steps is included	**0**: Less than two criteria are met **1**: Two criteria are met **2**: Three criteria are met
S4. Screening/Decision Rules/Nomination Form (2.3, 2.4)	1. Team uses written decision rules with at least two sources of data to identify students for interventions (ODR's, attendance, screening tools, academic progress, etc.) 2. Nomination form is available for staff to request Tier 2 supports 3. There is a process in place for families/students to request assistance (i.e. nomination form, school website link, school newsletter) 4. Team has written decision rules to fade/intensify supports based on performance data	**0**: Less than two criteria are met **1**: Two criteria are met **2**: Three criteria are met **3**: Four criteria are met
S5. Practices Matched to Student Need (2.7) *TFI page 30	***Targeted Interventions Reference Guide Map* Completed** ● Process to select Tier 2 interventions matched to student need and function of behavior.	**0**: Page 30 is not complete **1**: Page 30 is partially complete **2**: Page 30 is complete

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Folders and TFI References	Description	Scoring Rubric
S6a. Multiple Behavior Support Interventions available (2.5, 2.6) *Tier 2 Data Sheet located in S6 folder	**Tier 2 data sheet Part 1 includes** ● Multiple Behavior Support Interventions with descriptions matched to the student need and meet the critical features: additional instruction, structure and increased opportunity for feedback ● Student samples **(names redacted)** are provided for each intervention (i.e. daily progress report, schedule of interventions, Social Skills lesson plans, etc.)	**0:** Less than two interventions that do not meet all the critical features **1:** One intervention that meets the critical features with student samples of that intervention **2:** At least <u>two</u> interventions that meet the critical features **and** student samples are provided for those <u>two</u> interventions
S6b. Level of Use (2.10) *Tier 2 Data Sheet located in S6 folder	**Tier 2 Data Sheet Part 2 & 3 Completed** ● Team tracks proportion of students participating in Tier 2 supports **and** access is proportionate	**0:** Tier 2 student data not monitored **1:** Tier 2 Data Sheet completed with fewer than 5% of the student population enrolled in Tier 2 interventions **OR** data tracked for <u>some</u> interventions over the entire school year **2:** Tier 2 Data Sheet completed and at least 5% of the student population are enrolled in Tier 2 interventions **AND** data tracked for each intervention over the entire school year

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Gold Tier 3
(Recognition Eligibility: 80 percent score = 20/24 points)

Folders and TFI References	Description	Scoring Rubric
G1. Tiers 1, 2 and 3 of the Tiered Fidelity Inventory (TFI) with a minimum score of 70% or higher on all three tiers (3.17) **Building programs must submit and meet all requirements of Bronze and Silver level to be considered for Gold Level (Tier 3).**	● Minimum of 70% or on the TFI (Scale Report) ● Item report of score given to each question on the Tier 3 TFI **If a team has no Tier 3 Support Plans, the building is not eligible for Gold, TFI score would be less than 70%.**	**0:** No evidence of TFI included OR score is less than 70% in Tiers 1, 2 or 3 **(Applicant disqualified from Gold level)** **1:** Either percentage (Scale Report) OR Items report is included, but not both **2:** Both evidence of total percentage (Scale Report) of 70% or higher AND Items report of scores given are included

G2. Team Roster and Current Action Plan for this school year (3.1, 3.2)	1. Team roster with building roles identified and labeled as:
	   a. Tier 3 systems coordinator
	   b. individual(s) with behavioral expertise
	   c. individual(s) with administrative authority
	   d. agency partners as applicable
	2. Action Plan with at least three Tier 3 specific actionable steps for 2023-2024 school year
		0: No criteria met met
		1: One criterion is met
		2: Two criteria are met

G3. Screening/Decision Rules and Nomination Form (3.3)	● Tier 3 team utilizes written data decision rules to identify students for interventions (Existing school data, internalizing/ externalizing behavior, response to Tier 2 interventions) ● Nomination form for more intensive support accessible to staff, families, and students	**0:** No decision rules for identifying students who should receive Tier 3 support **1:** Informal process or one data source is used to identify students **2:** Written data decision rules, which include two or more sources were used to identify students who would participate in interventions and at least one nomination form is included

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Folders and TFI References	Description	Scoring Rubric
G4. Meeting Minutes and Data System (3.2, 3.14)	1. Six examples of monthly meeting minutes **In at least five of the meeting minutes, school-level Tier 3 data is aggregated and summarized. All identifiable student data redacted.** 2. Team keeps a systemic/building monthly running record of the number of students in each intervention and student progress monitor data 3. Summary of **systemic and individual** data-based decision-making and next steps is included	**0**: Less than two criteria are met **1**: Two criteria are met **2**: All three criteria are met
G5. Completed TFI page 31 **Redact/omit ALL identifiable student information (use Student #1, #2, and #3)** If a team has no Tier 3 Support Plans, the building is not eligible for Gold. If there are only 1 or 2 Tier 3/BIP's available, score a TFI as a 2 only if all plans scored a 2	• Include TFI page 31 **completed by building team** • Randomly select 3 current Tier 3 plans created in the last 12 months for students needing behavior support • This should include an FBA and individual behavior plan provided by the school or a contracted provider such as a Behavior Specialist/ BCBA	**0**: No TFI page 31 ***Gold Application is null and void** **2**: TFI page 31 is completed for the current school year

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Folders and TFI References	Description	Scoring Rubric
Item 3.8 Plans include quality of life (QOL) needs/ goals and strengths.	For each plan **verified by Application Reviewer:** 0 = No QOL needs/goals or strengths defined 1 = QOL needs/goals or strengths defined, but not by student/family or not reflected in plan 2 = QOL needs/goals or strengths defined by student/family AND reflected	**Sum of Points for all plans:** **0**: Zero points **1**: One to five points **2**: Six points *If there are only 1 or 2 plans available, score a TFI feature as 2 only if all plans are scored as 2.
Item 3.9 Assessment data are available for academic, behavioral, medical and mental health strengths and needs, where relevant	For each plan **verified by Application Reviewer:** 0 = No formal data sources for student assessment 1 = Includes some but not all relevant life-domain information 2 = Includes medical, mental health information and complete academic data where appropriate	**Sum of Points for all plans:** **0:** Zero points **1:** One to five points **2:** Six points *If there are only 1 or 2 plans available, score a TFI feature as 2 only if all plans are scored as 2.
Item 3.10 Plans include a hypothesis statement, including (a) operational description, (b) identification of antecedents and (c) behavioral function	For each plan **verified by Application Reviewer:** 0 = Hypothesis statement does not include all 3 parts (or is missing) 2 = Hypothesis statement includes all 3 parts	**Sum of Points for all plans:** **0:** Zero points **1:** Two to four points **2:** Six points *If there are only 1 or 2 plans available, score a TFI feature as 2 only if all plans are scored as 2.

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Folders and TFI References	Description	Scoring Rubric
Item 3.11 Plans include or consider (a) prevention, (b) teaching, (c) removing rewards for problem behavior, (d) rewards for desired behavior, (e) safety if applicable, (f) process for assessing fidelity and impact and (g) action plan.	For each plan **verified by Application Reviewer:** 0 = Plan includes less than 5 parts 2 = Plan includes 5 or more parts *Please note that criteria for the rubric scoring has been modified from original TFI Tier 3 Support Plan Worksheet.*	**Sum of Points for all plans:** **0**: Zero points **1**: Two to four points **2**: Six points *If there are only 1 or 2 plans available, score a TFI feature as 2 only if all plans are scored as 2.
Item 3.13 Plans include access to Tier 1 and 2 supports.	For each plan **verified by Application Reviewer:** 0 = Plan does not mention Tier 1 and 2 supports 1 = Plan notes access to Tier 1 and 2 supports 2 = Plan documents how access to Tier 1 and 2 supports occurs	**Sum of Points for all plans:** **0**: Zero points **1**: One to five points **2**: Six points *If there are only 1 or 2 plans available, score a TFI feature as 2 only if all plans are scored as 2.
Item 3.15 Each student's individual team meets at least quarterly and uses data to modify the plan to improve fidelity or outcomes.	For each plan **verified by Application Reviewer:** 0 = No evidence of meetings, plan review or use of data 1 = Evidence of review, but includes use of either fidelity or outcomes/progress data 2 = Evidence of at least quarterly review with use of both fidelity and outcomes /progress data	**Sum of Points for all plans:** **0**: Zero points **1**: One to five points **2**: Two points *If there are only 1 or 2 plans available, score a TFI feature as 2 only if all plans are scored as 2.

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Folders and TFI References	Description	Scoring Rubric
G6. Level of Use (3.16) Complete Tier 3 Data Sheet in G6 Folder	**Tier 3 Data Sheet Part 1 & 2 Completed** ● Tier 3 Team tracks proportion of students participating in Tier 3 supports **and** access is proportionate	**0:** Tier 3 student data not monitored **1:** Tier 3 Data Sheet completed with fewer than 1% of the student population enrolled in Tier 3 supports **OR** data tracked for <u>some</u> interventions over the entire school year **2:** Tier 3 Data Sheet completed and at least 1% of the student population enrolled in Tier 3 supports **AND** data tracked for each intervention over the entire school year

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