

Federal Formula Grants and Positive Behavioral Interventions and Supports (PBIS)

There is tremendous excitement in Ohio about Positive Behavioral Interventions and Supports (PBIS) and the importance of a positive school climate in increasing student success. Ohio's strategic plan for education, [Each Child, Our Future](#), recognizes the need for a positive climate in every school to support student well-being, academic achievement and future success. Ohio also enacted the *Supporting Alternatives for Fair Education (SAFE)* Act. This law strengthens requirements for school districts to implement PBIS, social-emotional learning supports, and trauma-informed practices to benefit students and schools.

Each Ohio district and school is required to have a PBIS framework that includes a continuum of behavioral intervention supports based on a three-tiered model or multi-tiered system of support (MTSS). Schools and districts must also [provide professional development on the implementation of PBIS](#).

Federal formula grants, such as Title I-A, Title II-A and Title IV-A, can be used for many purposes that could form part of a PBIS framework. In general, districts must use federal funds to [supplement, not supplant](#), state or local funding sources. Because federal funds cannot be used to provide services required under other federal, state or local laws, the changes to [Ohio law regarding PBIS](#) mean that districts must be more aware of the risk of supplanting when using their federal funds to support their PBIS program. Any services required on a child's Individualized Education Plan (IEP) may not be supported with Title I-A, Title II-A, Title III, Title IV-A or Title V-B funds.

The chart below lists several supplemental allowable PBIS activities within federal formula grants. Allowable activities are not limited to this list. Talk to your Federal Programs Coordinator if you need additional guidance.

Possible Supplemental Activity	Federal Fund
<ul style="list-style-type: none">• Counseling• Behavioral interventions• School-based mental health services	Title I-A
<ul style="list-style-type: none">• PBIS training for staff beyond Ohio's basic professional development requirement<ul style="list-style-type: none">○ Book Study○ Teacher Workbooks○ Speakers	Title II-A

<ul style="list-style-type: none"> • Training for the use of referral mechanisms that link children to appropriate treatment and intervention services in the school and community, where appropriate. • Training for partnerships between school-based mental health programs and public or private mental health organizations. • Training for issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism. • Conducting in-service training for school personnel on when and how to refer students affected by trauma and children with, or at risk of, mental illness. • Providing ongoing professional development aimed at cultural competency and responsiveness, and equity coaching designed to improve conditions for all educators and students, including educators and students from underrepresented minority groups, diverse national origins, English language competencies, and varying genders and sexual orientations. • Provide ongoing professional development and training on topics such as trauma informed practices, social and emotional learning, restorative practices, and other areas that would support students, to be integrated into the PBIS framework. • Fund a Professional Learning Community (PLC) for teachers on various PBIS topics, such as effective classroom practices. • Fund a teacher peer support group to promote teacher mental wellness. 	
<ul style="list-style-type: none"> • Stipends or supplemental contracts for PBIS leadership teams • Stipend for family member liaison • Effectively engage parents, families, and community partners, and coordinate services between school and community • Speakers for students and parents • Develop videos for school expectations • Purchase of supplemental or PBIS data systems to go beyond office referrals and detention • Supplemental supplies, such as videos, posters, and other resources to improve the effectiveness of the multi-tiered PBIS strategy • Secondary reinforcements (previously called “incentives” for demonstrating appropriate behavior in PBIS Tier I that are reasonable and necessary. Examples include items of nominal value such as pens, bookmarks, erasers, etc. • Supplemental resources for Tiers 2 and 3 of the PBIS strategy, including: <ul style="list-style-type: none"> ○ Costs for evidence-based curricula; ○ Costs for building-level data collection; 	<p>Title IV-A</p>

<ul style="list-style-type: none"> ○ A percentage of salary for internal PBIS coaches to be released from class time to work on PBIS; ○ Tiers 2 and 3 functional behavioral assessments and plans. ● Design and implement a locally tailored plan to reduce exclusionary discipline practices ● Specialized staff behavior and mental health experts or mentors ● Materials for Tier 3 interventions ● Professional development for behavioral supports such as Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP) 	
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Additional federal, state, or local funds may be available to support PBIS and school climate initiatives. Be sure to follow federal supplement, not supplant guidance for formula grants when using multiple funds to support the PBIS framework.

Related Resources

[SAFE Act, Ohio Revised Code 3319.46](#)
[Ohio Administrative Code 3301-35-15](#)
[Ohio Positive Behavioral Interventions and Supports](#)
[Guidance - Ohio PBIS Professional Development Requirements](#)