BUILDING/PROGRAM
Application for Ohio PBIS Recognition
2022-2023

INTENT TO APPLY DUE: FEB. 27, 2023
APPLICATION DUE: MAY 1, 2023

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

Intent to Apply

Before completing the full application, you must submit an Intent to Apply Form by Feb. 27, 2023. Buildings/programs will not be eligible to apply for Ohio PBIS Recognition unless they submit the Intent to Apply Form. After completing the Intent to Apply Form, PBIS building contacts will receive a Google link by March 3, 2023. The Google link is necessary for uploading all required documentation and evidence that is a part of the full application. The full application for Ohio PBIS Recognition is contained in the following pages. After reviewing all requirements for each level of recognition, click on your SST region below to submit your Intent to Apply:

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, Olivia Siegfried
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 it first. Do not complete it on Google Drive or in the web browser.

Application Requirements:

- **Buildings/programs in their first year of PBIS implementation are only eligible to apply for Bronze Level recognition.**
- **Buildings/programs in their second year of PBIS implementation or beyond are eligible to apply for Bronze, Silver or Gold Level recognition.**

Important Information

- It is the applicant's responsibility to ensure all documentation is submitted by May 1, 2023. You will not be able to submit evidence after this date and you will not be asked for further documentation during the review process.
- In August 2023, the Ohio Department of Education will retrieve each building's OSS, ISS and Expulsion data from the 2022-2023 school year. See the rubric in this application on how this data will be measured.
- The full Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) can be found at www.PBISAPPS.org.
- The TFI and TFI Walkthrough may be completed by an internal facilitator for all levels.
- The right column of the rubrics will be completed by the reviewers during the scoring process.
- Remember to redact ANY student information.
- If you would like assistance with this application, reach out to your State Support Team.

When completing this application, the following items must be included:

1. _____ **Building/Program Demographic Information**
2. _____ **Itemized TFI scores with overall percentage per Tier**
3. _____ **Walkthrough data (form is on page 28 of the TFI)**
4. _____ **School Profile Template**
5. _____ **Self-Assessment Survey Summary**
6. _____ **Digital Team Photo (JPEG form)**

7. _____*For Silver applicants, completed Appendix A here and the form on page 30 of the TFI (*must print and upload)

8. _____ *For Gold applicants, the form on page 31 of the TFI (must print and upload)*

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<u>Building/Program Demographic Information:</u>

Award for which you are applying: 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___

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School Profile Template 2022- 2023

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) Summary

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

Date Administered: _____

1. School–Wide Systems

Current Status:

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

Priority for Improvement:

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

2. Non Classroom Settings Systems

Current Status:

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

Priority for Improvement:

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

3. Classroom Systems

Current Status:

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

Priority for Improvement:

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

4. Individual Student 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

Ohio PBIS Buildings/Programs can be recognized at three different levels

1.) Bronze Level	To earn recognition, building/programs must earn minimum scores of 70% on the SWPBIS TFI for Tier 1 and 80% on the Tier 1 rubric in this application.
2.) Silver Level	To earn recognition, building/programs must earn minimum scores of 70% on the SWPBIS TFI on Tier 1 and 2 and 80% on the Tier 1 and 2 rubrics in this application.
3.) Gold Level	To earn recognition, building/programs must earn minimum scores of 70% on the SWPBIS TFI on Tier 1, 2 and 3 and 80% on the Tier 1, 2 and 3 rubrics in this application. ● These buildings/programs can produce evidence of advanced tiers implementation as a result of data-based decision making. Gold level schools can produce evidence of well-established systems to provide FBAs (Functional Behavioral Assessments), BIPs (Behavioral Intervention Plans) and interagency collaboration to meet the needs of all students.

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Bronze Tier 1 Scoring Rubric for Reviewers
(80 percent = 18/22 points)

Artifacts and TFI References	Description	Scoring Rubric	SST Reviewer Score: (for reviewer use only)
Tier 1 Tiered Fidelity Inventory (TFI) with a score of 70% or higher (1.14,1.15)	● Minimum of 70% on the TFI ● 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	**0**: No evidence of TFI Included OR score is less than 70% **(Application is null and void)** **1**: Either percentage OR item reports are included but not both **2**: Both evidence of a total percentage of 70% or higher AND item reports of scores given are included.	
Walkthrough Data from page 28 of the TFI (1.3, 1.4, 1.9) *May be completed internally by a building coach or team	Walkthrough data sheet from TFI showing: ● 90% of staff list 67% of expectations ● 70% of students list 67% of expectations ● 90% of staff give acknowledgements AND 50% of students receive acknowledgements	**0**: Less than 2 criteria are met or there is no walkthrough data included **1**: 2 criteria are met **2**: All 3 criteria are met	

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	● For Early Childhood, use the [Tiered Fidelity Inventory (TFI) Early Childhood Companion Guide](#)		
Self-Assessment Survey (SAS) schoolwide results (1.14, 1.15)	● Complete SAS and submit results ● For Early Childhood, use the [Ohio EC SAS Companion Guide](#)	**0**: No SAS summary is included **2**: SAS subscale scores are included (either summary provided by PBISApps or [SAS summary form](#)	
School Profile Template	● Complete the School Profile Template	**0**: No School Profile Template **1**: School Profile Template incomplete **2**: [School Profile Template](#) completed	
Student Progress Measure as determined by Ohio Department of Education *Early Childhood programs that do not report this discipline data will not receive a score for this section.	● In-School-Suspensions ● Out-of-School Suspensions ● Expulsions *This will be a comparison from 2021-2022 data to the 2022-2023 data	**0**: No change or an increase **1**: 1/4% decrease (.0025) **2**: 1/2% decrease (.005) *ODE will be providing this data to the reviewers in August of 2023	
Current Action Plan (1.2)	● Document with at least three Tier 1 specific actionable steps for the year	**0**: No action plan included **1**: Action plan has fewer than 3 actionable steps **2**: Three action steps in the plan	

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Team Roster and Meeting Minutes (1.1, 1.2, 1.13)	From the current school year provide: ● 6 examples of monthly meeting minutes ● Team roster ● Evidence of data analysis and decision making	**0:** Meeting minutes but no evidence of data analysis and decision making **1:** 5 or fewer meeting minutes with team roster and data analysis and decision making **2:** 6 meeting minutes with team roster and evidence of data analysis and decision making	
Matrix and Posters by Location, including Classroom (1.3, 1.8)	● Building-wide matrix with positively stated expectations ● Behavioral expectations and examples by setting/location are posted.	**0:** No evidence of matrix or posters **1:** Either matrix or evidence of location/classroom posters included **2:** Building matrix and location posters with classroom included	
Teaching (1.4)	● Year-long teaching schedule ● Lesson plans or written description of teaching materials/methods used (i.e., videos, games, kick off)	**0:** No teaching schedule or teaching materials/methods included **1:** Either teaching schedule or teaching materials/methods included **2:** Both teaching schedule and materials/methods included	
Feedback and Acknowledgement (1.9)	● Clear, written set of procedures for specific behavioral feedback that	**0:** No description of acknowledgement included **1:** Written description of system is informal **2:** Clear written description for a formal system of	

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	is linked to schoolwide expectations	acknowledgement/reinforcement with multiple examples	
Flowchart (1.5, 1.6)	● Written flowchart describing teacher managed vs. office managed behaviors ● School has clear written definitions of behaviors that interfere with success	**0:** No flowchart or definitions provided **1:** Flow chart OR definitions provided but not both **2:** Flowchart AND definitions are included	

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Silver Tier 2 Scoring Rubric for Reviewers
(80 percent = 13/16 points)

Artifacts and TFI References	Description	Scoring Rubric	Reviewer Score: (for reviewer use only)
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 for this school year in order to be considered for Tier 2.**	● 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 and 2 **(Application is null and void for Silver)** **1:** Either percentage OR item reports are included but not both **2:** Both evidence of total percentages of 70% or higher AND item reports of answers given are included	
Student Progress Measure as determined by Ohio Department of Education *Early Childhood programs that do not report this discipline data will not receive a score for this section.	● In-School-Suspensions ● Out-of-School Suspensions ● Expulsions	**0:** No change or there was an increase **1:** 1/2% decrease (.005) **2:** 1% decrease (.01)	
Current Action Plan (2.2)	● Document with at least three Tier 2 specific action steps for the year	**0:** No action plan included **1:** Action plan has fewer than 3 action steps **2:** Three action steps on action plan	

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Team Roster and Meeting Minutes (2.1, 2.2, 2.11)	From the current school year provide: ● 6 examples of monthly meeting minutes ● Team roster, including Tier 2 Coordinator(s) ● Evidence of analyzing building wide enrollment and outcome data to determine effectiveness of Tier 2 interventions	**0:** Meeting minutes but no evidence of Tier 2 building wide data review. **1:** 5 or fewer meeting minutes with team roster and evidence of Tier 2 building wide data review. **2:** 6 meeting minutes with team roster and evidence of Tier 2 building wide data review.	
Screening/Decision Rules (2.3, 2.4)	● Tier 2 team utilizes at least two sources of data to identify students for interventions (Existing school data, staff or parent nomination, universal screening tool) ● Nomination forms are available to staff, families and K-12 students.	**0:** There is not a standard method to identify which students will participate in interventions **1:** Only one source is used to identify students or policy is not in writing **2:** Written policy exists that uses at least 2 sources of data to identify students who would participate in interventions and a nomination form is included	
Multiple Behavior Support Interventions available (2.5, 2.6) *Complete Appendix A Part 1	Multiple Behavior Support Interventions with descriptions are matched to the student need and	**0:** Less than 2 interventions that do not meet all the critical features **1:** 2 interventions that meet some of the critical features with student samples	

	meet the critical features: additional instruction, structure, and increased opportunity for feedback

*Student samples (names redacted) are provided for each intervention (for example, CICO form, schedule of interventions, Social Skills lesson plans, etc.) | **2:** At least 2 interventions that meet the critical features and student samples are provided for each intervention (part 1) | |
| Practices Matched to Student Need (2.7) *Complete TFI page 30 | Process to select Tier 2 interventions matched to student need and function of behavior. | **0:** Page 30 is not complete

2: Page 30 is complete | |
| Level of Use and Student Performance Data (2.10 and 2.11) *Complete Appendix A Parts 2 and 3 | Tier 2 Team tracks proportion of students participating in Tier 2 supports and experiencing success.
● number of students exited from the intervention
● number of students requiring additional supports
● percentage of students enrolled in Tier 2 supports | **0:** Student data not monitored
1: Fewer than 5% of the student population are enrolled in Tier 2 interventions, data tracked for some interventions
2: More than 5% of the student population are enrolled in Tier 2 interventions, data tracked for each intervention | |

Gold Tier 3 Scoring Rubric for Reviewers
(80 percent score =11/14 points)

Artifacts and TFI References	Description	Scoring Rubric	Reviewer Score: (for reviewer use only)
Tiers 1, 2 and 3 of the Tiered Fidelity Inventory (TFI) with a minimum score of 70% on all three tiers (3.17) **Building programs must submit and meet all requirements of Bronze and Silver level recognition for this school year in order to be considered for Gold Level (Tier 3).**	• Evidence of total percentage of 70% or higher • Item score report of answers 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, since the score of the TFI would be less than 70%.**	**0:** No evidence of TFI included OR score is less than 70% in Tiers 1, 2 or 3 **(Application for that LEVEL is null and void)** **1:** Either percentage OR item reports are included but not both **2:** Both evidence of total percentages of 70% or higher AND item reports of answers given are included.	
Current Action Plan (3.2)	• There are at least three Tier 3 specific action steps for the year	**0:** No action plan included **1:** Action plan has fewer than 3 areas of focus **2:** Three areas of focus on action plan	
Team Roster and Meeting Minutes (3.1, 3.2)	• Team roster, including Tier 3 Coordinator(s) • 6 examples of monthly meeting agenda and minutes	**0:** No meeting minutes, no roster has been included. **1:** 5 or fewer meeting minutes with team roster **2:** 6 meeting minutes with team roster	

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	with focus on Tier 3 system: review of students requiring additional supports or not making progress, FBA/BIP process, wraparound supports, Tier 3 data system		
Screening/Decision Rules and Nomination Form 3.3	• Tier 3 team utilizes written data decision rules to identify students for interventions (Existing school data, staff or parent nomination, internalizing/externalizing behavior, response to Tier 2 interventions) • Blank Nomination form (available for staff and parents)	**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 nomination form is included	
Completed TFI Tier 3 Support Plan Worksheet total number of points (TFI page 31) **ALL Identifiable student information needs to be**	• Randomly select 3 current Tier 3 plans created in the last 12 months for students needing	TFI page 31 is required to be reviewed and signed off on by an SST Reviewer. Each item is scored per items on TFI page 31 total = 18 points	

redacted/omitted of personal information. If a team has no Tier 3 Support Plans, the building is not eligible for Gold, since the score of the TFI would be less than 70 %. 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	behavior support. ● This may include an individual behavior plan provided by the school or a contracted provider such as a Behavior Specialist/BCBA.	**0:** 11 points on the Tier 3 Support Plan Worksheet **1:** 11-14 points on Tier 3 Support Plan Worksheet **2:** 14-18 points on the Tier 3 Support Plan Worksheet	
Staffing (3.5)	A list of staff assigned to facilitate individualized plans for the students enrolled in Tier 3 supports.	**0:** Personnel are not assigned to facilitate individual student support teams **1:** Personnel are assigned to facilitate some individual support teams, but not at least 1% of student enrollment **2:** Personnel are assigned to facilitate individualized plans for all students enrolled in Tier 3 supports	
Level of Use (3.16 and Data System (3.14)	Tier 3 Team tracks proportion of students participating in Tier 3 supports and access is proportionate. Aggregated Tier 3 data are summarized and reported to staff at least monthly (for example MTSS monthly summary, Tier 2/Tier 3 intervention and outcomes summary, number of students receiving FBA/BIP and their outcome data) ● percentage of students enrolled in Tier 3 supports	**0:** No quantifiable data **1:** Fewer than 1% of the student population are enrolled in Tier 3 supports, data are collected on fidelity of support plan implementation, and/or impact on student outcomes but data is NOT reported monthly to staff for all plans **2:** At least 1% of the student population are enrolled in Tier 3 supports and data are collected on support plan implementation, and student outcomes. This data IS reported to staff at least monthly for all plans.	

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	● fidelity of support plan implementation ● impact on student outcomes		