

District: _____

Applying for:

District Award



**Ohio
PBIS
Network**

APPLICATION FOR RECOGNITION 2020

Positive Behavioral Interventions & Supports

The Ohio PBIS Network & State Support Teams identify districts that exemplify best practices in the implementation of Positive Behavioral Interventions and Supports (PBIS). A recognized district demonstrates best practices within its system, and also is open and transparent in the sharing of their knowledge and resources with other districts. In applying for recognition, the district agrees to external verification of its application data and confirms its openness to involvement with the Ohio PBIS facilitation/coaching supports.

PBIS Award level districts have easily identifiable characteristics and are consistent in their methods of: 1) maintaining organized team based planning, 2) maintaining high levels of administrative involvement and support, and 3) systematically collecting, reviewing and applying data using a problem-solving process. These districts do a superior job of enhancing their school climates and cultures in support of their schools, students, and academic achievement. These districts recognize that improvement in student behavior and achievement within their schools requires changes in adult behavior and in district and school systems.

ESSENTIAL ELEMENTS FOR PBIS DISTRICT IMPLEMENTATION

- ◆ District has established Leadership Team to actively coordinate implementation efforts
- ◆ District prioritizes behavior or PBIS as either a goal or as part of district plan.
- ◆ Behavioral data are systematically and consistently examined on a district level.
- ◆ A designated percentage of schools within the district are implementing PBIS with fidelity.

ESSENTIAL ELEMENTS FOR PBIS IMPLEMENTATION

- ◆ A system of varied, creative and engaging reinforcements and acknowledgements for desired behaviors is maintained.
- ◆ There is an organized system and proactive approach to the correction of behavioral errors.
- ◆ Collaborative problem-solving and data-based decision making are processes utilized in all team-based structures.
- ◆ A multi-tiered system of support is available based upon identified student need.
- ◆ Practices are implemented in a culturally responsive manner.

Application Instructions

This completed application, along with the required attachments and supporting documents, must be submitted to the SST PBIS Contact Person by **HARD COPY (unless other arrangements have been made)** no later than May 1st to:

For SST PBIS Contact List by Region: <http://education.ohio.gov/Topics/School-Improvement/State-Support-Teams>

QUESTIONS? pbisohio@education.ohio.gov

SPECIAL NOTE: If your district has received a "findings" letter from the Office for Exceptional Children saying that your district has significant problems in the area of discipline for students with disabilities, you must show that your school is in compliance, and not contributing to the district's overall issue.

OH PBIS Network Official Use:

Date Received: _____ Received by: _____ Completed Application: Yes/No

SST Region # _____ Award Y / N Award Certificate confirmed on this date: _____

The completed application package is due to the SST Regional PBIS Contact by **May 1, 2020**.

District Name _____ Applying for: District Award

District address _____

District phone _____

District PBIS coach _____

Email address _____ Phone _____

Superintendent _____

Email address _____ Phone _____

PBIS District Leadership Team Lead _____

Email address _____ Phone _____

Person(s) completing application _____

Email address _____ Phone _____

District website _____

Date application completed _____

How many years has the district been implementing SWPBIS? _____

Impact Statement— This can be on an additional piece of paper.

- Please provide information on how PBIS implementation has impacted student and/or staff outcomes.
- Please explain your outcomes on the basis of both qualitative (e.g., graphs) and quantitative (e.g., narratives) data.
- Are there any variables that might have affected your outcomes, beyond PBIS implementation? (e.g., administrative change, school consolidation, different reporting methods, other programs being implemented at the same time)
- Please provide evidence or describe how your school is working to ensure that all subgroups of students experience positive outcomes.
- Please describe three ways that you will adjust your implementation to address your outcome data.

Supporting Evidence

Provide samples, products, or examples as evidence of meeting each tiered item. Your evidence should be labeled and organized in order of the criteria listed. Please include statement(s) indicating how district has prioritized PBIS implementation within schools and the evidence that supports these outcomes

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<input type="checkbox"/> DISTRICT RECOGNITION AWARD	
Recognition Requirement Items	Supporting Evidence (Check box of each submission included with this application)
<p>1.1 Required minimum percentage of schools in the district have been awarded at least Bronze Status as a school during the current award cycle.</p> <p>1-10 schools in district: 60% of schools 11-40 schools in district: 40% of schools 41+ schools in district: 20% of schools</p>	<p><input type="checkbox"/> List of Schools within District who have Received/Applied For Award Status This Year</p> <p><input type="checkbox"/> Indicate Total Number of Schools in District Here: _____</p> <p><input type="checkbox"/> Other:</p>
<p>1.2 District Level Planning Team</p> <p>District must have a district planning team or district leadership team in place to actively coordinate PBIS implementation efforts.</p>	<p><input type="checkbox"/> Copy of 3-5 Year Action Plan or School Improvement/OIP Plan</p> <p><input type="checkbox"/> Copy of Team Self-Assessment</p> <p><input type="checkbox"/> Team Meeting Schedule</p> <p><input type="checkbox"/> List Members of the PBIS District Team/District Leadership Team and their titles.</p> <p><input type="checkbox"/> Letter of Support from internal or external PBIS Coach</p> <p><input type="checkbox"/> Other:</p>
<p>1.3 District Level Examination of Data</p> <p>District must examine data at the district level including: level of PBIS implementation, fidelity of implementation monitoring, and data relevant/related to PBIS outcomes</p>	<p><input type="checkbox"/> District Leadership Team (DLT) Meeting Minutes</p> <p><input type="checkbox"/> Other Reports or Graphs (such as: Tiered Fidelity Inventory, PBIS Apps Survey, Climate Survey, Suspensions/Expulsions, Office Discipline Data, SWIS School Data, School Profile Template) (With Any Names Redacted)</p>
<p>1.4 District Behavior or PBIS Goal Identified</p> <p>School-wide behavior (e.g., school climate, discipline, safety, behavior) or PBIS is explicitly identified as a goal in a district plan.</p>	<p><input type="checkbox"/> Copy of District Improvement Plan/PBIS Action Plan</p> <p><input type="checkbox"/> Letter of Support from Superintendent's office</p> <p><input type="checkbox"/> Evidence of MTSS District Goal including both Academic and Behavioral focus</p> <p><input type="checkbox"/> Other:</p>

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1.5 District Support of Building Implementation

The district supports PBIS implementation at the building level (e.g., through allocation of professional development, personnel resources, aligning the code of conduct, district forms and procedures)

- Documentation of Professional Development Supports
- Letter of Support from Superintendent's office
- Documentation of PBIS Implementation as a Part of Personnel Responsibilities
- Code of Conduct
- Other: