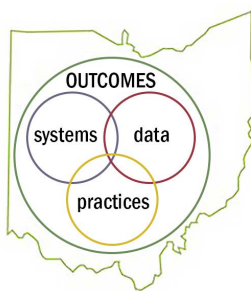


School: \_\_\_\_\_ Applying for: Bronze Silver Gold



## Ohio PBIS Network

## BUILDING/PROGRAM Application for Ohio PBIS Recognition 2021-2022

### Updated Application Instructions

*The completed application, along with the required attachments and supporting documents, must be submitted EITHER a) in ELECTRONIC form to Marla Peachock (Marla.Peachcock@sstr5.org) or b) in HARD COPY form to your SST Regional PBIS Contact Person no later than May 1, 2022.*

### QUESTIONS?

Send your questions by email to any of the following:

Patricia.Dreher@sstr5.org, Matthew.Heath@sstr5.org, Marla.Peachock@sstr5.org

**The completed application package is due by May 1, 2022**

The following items must be included in a completed application.  
See Scoring Guidelines on page 5 for additional details.

1. \_\_\_\_ Building/Program Demographic Information (pp. 2-3)
2. \_\_\_\_ Data Sources (pp. 6-11)
3. \_\_\_\_ School Profile Template (pp. 12-14)
4. \_\_\_\_ Digital Team Photo submitted electronically through email to your regional SST PBIS consultant

I verify the items listed above are complete. This application is being submitted for consideration for the 2021-2022 Ohio PBIS Recognition by **May 1, 2022.**

\_\_\_\_\_  
Principal/Director Signature

\_\_\_\_\_  
Date

### Ohio PBIS Network Official Use:

Date Received: \_\_\_\_\_ Received by: \_\_\_\_\_ Completed Application: Yes or No

SST Region # \_\_\_\_\_ Award Certificate confirmed on this date: \_\_\_\_\_ Bronze Silver Gold

DEADLINE: The completed application, attachments, and supporting documents must be submitted by May 1, 2022.

School: \_\_\_\_\_ Applying for:    Bronze    Silver    Gold



**Ohio  
PBIS  
Network**

## **BUILDING/PROGRAM APPLICATION FOR OHIO PBIS RECOGNITION 2021 - 2022**

### **1. Building/Program Demographic Information**

**Date Application Completed** \_\_\_\_\_

**School District** \_\_\_\_\_ **District IRN** \_\_\_\_\_

**School Full Name** \_\_\_\_\_ **Building IRN** \_\_\_\_\_

**School Address** \_\_\_\_\_

**School Phone** \_\_\_\_\_

**School Principal/ Program Director** \_\_\_\_\_

**Email Address** \_\_\_\_\_ **Phone** \_\_\_\_\_

**PBIS Leadership Team Lead** \_\_\_\_\_

**Email address** \_\_\_\_\_ **Phone** \_\_\_\_\_

**School website** \_\_\_\_\_

School: \_\_\_\_\_ Applying for: Bronze Silver Gold



Ohio  
PBIS  
Network

## BUILDING/PROGRAM APPLICATION FOR OHIO PBIS RECOGNITION 2021 - 2022

### 1. Building/Program Demographic Information (continued)

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 circled grade levels):

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

External Evaluator for Silver and Gold Submissions (required) \_\_\_\_\_

Email address \_\_\_\_\_ Phone \_\_\_\_\_

#### **Application Requirement:**

- 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 for Silver and Gold Level Recognition.

**Record the number of years that your building/ program has been implementing a PBIS Framework.**

# of years Including the 2021-2022 School Year: \_\_\_\_\_ years

## Ohio PBIS Building/Program Recognition Levels

**Ohio PBIS Building/Programs can be recognized at three different levels.**

### Bronze Level Building/Program Recognition (Developing):

Bronze (Developing) level buildings/programs must demonstrate evidence of a comprehensive system of behavioral supports at Tier 1 with an annual SWPBIS TFI score of at least 70%.

### Silver Level Building/Program Recognition (Proficient):

Silver (Proficient) level buildings/programs must meet all the characteristics of Bronze level recognition and implement with a higher level of fidelity. These buildings/programs are required to maintain fidelity of implementation for Tier 1 (70%) and Tier 2 (70%) as measured through their annual SWPBIS TFI score. Tier 1 and 2 supports are provided through a data-based problem solving process within existing team structures. An external facilitator is required if applying for this level of recognition.

### Gold Level Building/Program Recognition (Accomplished):

Gold (Accomplished) level buildings/programs must meet all the characteristics of Bronze and Silver level recognition and implement with the highest level of fidelity. These buildings/programs are required to maintain fidelity of implementation for Tier 1 (70%), Tier 2 (70%) and Tier 3 (70%) as measured through their annual SWPBIS TFI score. A multi-tiered system of support is provided through a data-based problem solving process within existing team structures. These buildings/programs can produce evidence of advanced tiers of PBIS 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 inter-agency collaboration to meet the needs of all students. An external facilitator is required if applying for this level of recognition.

BRONZE Developing	SILVER Proficient	GOLD Accomplished
<b>Annual SWPBIS Tiered Fidelity Inventory (TFI) Score:</b>		
70% on Tier 1	70% - 70% Tier 1 & Tier 2	70% - 70% - 70% Tier 1 & Tier 2 & Tier 3

#### **The SWPBIS Tiered Fidelity Inventory (TFI):**

- Schools wishing to apply for Ohio PBIS Building/Program Recognition must use the SWPBIS Tiered Fidelity Inventory (TFI) including the SWPBIS Tiered Fidelity Inventory Walkthrough Tool.
- The involvement of an external facilitator to the district is recommended for Bronze and **required** for Silver and Gold Applications
- Visit [www.pbisapps.org](http://www.pbisapps.org) for more information on the TFI and supporting tools

**Your School Leadership Team or PBIS Team will help determine which recognition level best fits your school's accomplishments.**

### 3. Data Sources to Support the Evidence of Each SWPBIS Tiered Fidelity Inventory (TFI) Feature.

- Carefully select and organize your data sources (in the format prescribed by your SST) for each SWPBIS TFI Feature of every tier that your building/program is applying for recognition.
- It is imperative that you submit required data sources for every applicable tier and select supporting evidence that demonstrates a clear connection between the scoring criteria of the SWPBIS TFI and your building/program's rating of that specific feature during your most recent administration of the SWPBIS TFI.

### 4. Scoring Guidelines

**Completed applications must contain the following elements:**

- Check your building/program application to make sure all required items have been completed and submitted. (*see page 1 of the Building/Program Application for PBIS Recognition 2021-2022*)
- Verify your building/program application to ensure that a SWPBIS Tiered Fidelity Inventory (TFI) including the TFI Walkthrough Tool was completed within the 2021-2022 school year.
- Review your building/program's completed SWPBIS TFI from the 2021-2022 school year to validate that a score of 70% or higher was achieved for all applicable tiers relating to your applied recognition level. (*see page 4 of the Building/Program Application for PBIS Recognition 2021-2022*)
- Confirm that an external facilitator was involved in the completion of the SWPBIS TFI including the TFI Walkthrough Tool during the 2021-2022 school year if the building/program is applying for Silver or Gold level recognition.
- Confirm if your building/program is applying for Silver or Gold level recognition has been implementing PBIS for at least two years.
- Utilize the Tier 1, 2, and 3 Tiered Fidelity Inventory (TFI) Scoring Rubric(s) to review the submitted data sources for each feature within each applicable tier relating to your building/program applied recognition level. (*see page 4 of the Building/Program Application for PBIS Recognition 2021-2022*)

☐ **BRONZE** Building/ Program: 1<sup>st</sup> year implementing schools are only eligible for Bronze

TFI TIER 1 FEATURES	Required Data Sources
<b>1.1 Team Composition</b> Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	<input type="checkbox"/> Attendance verification per meeting <input type="checkbox"/> Tier I team roster with all identified Tier I team members' expertise
<b>1.2 Team Operating Procedures</b> Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<input type="checkbox"/> All Tier I team meeting agendas and minutes <input type="checkbox"/> Tier I meeting roles descriptions within minutes <input type="checkbox"/> Current Tier I action plan
<b>1.3 Behavioral Expectations</b> School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	<input type="checkbox"/> SWPBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form <input type="checkbox"/> Behavioral expectations matrix <input type="checkbox"/> Evidence that behavioral expectations for specific settings are posted throughout the school
<b>1.4 Teaching Expectations</b> Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	<input type="checkbox"/> SWPBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form <input type="checkbox"/> Schedule for teaching the expectations <input type="checkbox"/> Lesson Plans teaching expectations across classrooms and school settings
<b>1.5 Problem Behavior Definitions</b> School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	<input type="checkbox"/> Discipline section of student handbook <input type="checkbox"/> Discipline flowchart <input type="checkbox"/> Evidences of discipline definitions and procedures that are: <ul style="list-style-type: none"> <li>• clearly defined</li> <li>• documented</li> <li>• trained</li> <li>• shared with families</li> </ul>
<b>1.6 Discipline Policies</b> School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	<input type="checkbox"/> Discipline section of student handbook <input type="checkbox"/> Evidence that policies and procedures are proactive, instructive and/or restorative AND used consistently.

<p><b>1.7 Professional Development</b></p> <p>A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</p>	<p><input type="checkbox"/> Evidence of a current formal written process used to orient all staff on the 4 core Tier I practices</p>
<p><b>1.8 Classroom Procedures</b></p> <p>Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within <b>classrooms</b> and consistent with school-wide systems.</p>	<p><input type="checkbox"/> Evidence of school-wide expectations posted in classrooms.</p> <p><input type="checkbox"/> Evidence of an acknowledgement system in classrooms.</p> <p><input type="checkbox"/> Evidence of classroom responses to challenging behavior.</p>
<p><b>1.9 Feedback and Acknowledgement</b></p> <p>A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.</p>	<p><input type="checkbox"/> Evidence of a formal written set of procedures for staff to provide specific behavior feedback that is linked to school-wide expectations</p> <p><input type="checkbox"/> SWPBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form</p>
<p><b>1.10 Faculty Involvement</b></p> <p>Faculty is shown school-wide data regularly and provides input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.</p>	<p><input type="checkbox"/> Staff meeting agendas/minutes where behavioral data was discussed</p> <p><input type="checkbox"/> Evidence that staff provided feedback on tier I practices</p>
<p><b>1.11 Student/ Family/ Community/ Involvement</b></p> <p>Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.</p>	<p><input type="checkbox"/> Evidence that ALL stakeholders have provided feedback on current Tier I practices within the past 12 months</p>
<p><b>1.12 Discipline Data</b></p> <p>Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.</p>	<p><input type="checkbox"/> Evidence of a current centralized data system being utilized</p> <p><input type="checkbox"/> Evidence that the centralized data system has instantaneous access to graphs of frequency of problem behavior events by behavior, location time of day, and individual student.</p>
<p><b>1.13 Data-Based Decision Making</b></p> <p>Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.</p>	<p><input type="checkbox"/> Tier I team meeting minutes</p> <p><input type="checkbox"/> If data indicates a problem, submit an action plan</p>
<p><b>1.14 Fidelity Data</b></p> <p>Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.</p>	<p><input type="checkbox"/> Tier I fidelity data</p> <p><input type="checkbox"/> Evidence of use of the data for decision making annually.</p>
<p><b>1.15 Annual Evaluation</b></p> <p>Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.</p>	<p><input type="checkbox"/> Evidence of evaluations conducted</p> <p><input type="checkbox"/> Evidence of how the outcomes are shared with stakeholders annually</p> <p><input type="checkbox"/> Evidence of Action Steps or action plan based on annual evaluation.</p>



<input type="checkbox"/> <b>SILVER Building/Program:</b> (Schools in Year 2 or beyond) BRONZE criteria plus: Note: The involvement of a non-team member external to the district in completing the TFI is a requirement for Silver and Gold Application submission.	
TFI TIER 2 FEATURES	Possible Supporting Evidence <b>BOLD ITEMS ARE HIGHLY RECOMMENDED</b>
<b>2.1 Team Composition</b>  Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	<input type="checkbox"/> School organizational chart <input type="checkbox"/> <b>Tier II team meeting minutes</b> ( <i>names included</i> ) <input type="checkbox"/> Other: <b>List of team members and roles</b>
<b>2.2 Team Operating Procedures</b>  Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<input type="checkbox"/> <b>Tier II team meeting agendas and minutes</b> ( <i>all meetings</i> ) <input type="checkbox"/> <b>Tier II meeting roles descriptions</b> <input type="checkbox"/> <b>Tier II action plan</b> <input type="checkbox"/> Other:
<b>2.3 Screening</b>  Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.	<input type="checkbox"/> <b>Multiple data sources used</b> (e.g., ODR's, time out of instruction, attendance, academic performance) <input type="checkbox"/> <b>Team decision rubric</b> ( <i>rules</i> ) <input type="checkbox"/> Team meeting minutes <input type="checkbox"/> School policy <input type="checkbox"/> Other: <b>(Parent notification)</b>
<b>2.4 Request for Assistance</b>  Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	<input type="checkbox"/> School handbook <input type="checkbox"/> <b>Request for assistance form</b> ( <i>procedures</i> ) <input type="checkbox"/> <b>Family handbook (or documentation)</b> <input type="checkbox"/> Other:
<b>2.5 Options for Tier II Interventions</b>  Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	<input type="checkbox"/> <b>School Tier II handbook</b> <input type="checkbox"/> <b>Targeted Interventions Reference Guide</b> <input type="checkbox"/> Other:
<b>2.6 Tier II Critical Features</b>  Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).	<input type="checkbox"/> Universal lesson plans <input type="checkbox"/> <b>Tier II lesson plans</b> ( <i>as applicable</i> ) <input type="checkbox"/> <b>Daily/weekly progress report</b> <input type="checkbox"/> <b>School schedule</b> <input type="checkbox"/> <b>School Tier II handbook (or description)</b> <input type="checkbox"/> Other:
<b>2.7 Practices Matched to Student Need</b>  A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).	<input type="checkbox"/> Data sources used to identify interventions <input type="checkbox"/> School policy <input type="checkbox"/> Tier II handbook <input type="checkbox"/> Needs assessment <input type="checkbox"/> <b>Targeted Interventions Reference Guide</b> <input type="checkbox"/> Other:



<p><b>2.8 Access to Tier I Supports</b></p> <p>Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.</p>	<p><input type="checkbox"/> <b>Universal lesson plans and teaching schedule</b></p> <p><input type="checkbox"/> Tier II lesson plans</p> <p><input type="checkbox"/> <b>Acknowledgement system</b></p> <p><input type="checkbox"/> Family communication</p> <p><input type="checkbox"/> Other: <b>Daily Progress Report</b></p>
<p><b>2.9 Professional Development</b></p> <p>A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.</p>	<p><input type="checkbox"/> <b>Professional development calendar (documentation)</b></p> <p><input type="checkbox"/> <b>Staff handbook/ Tier II Handbook</b></p> <p><input type="checkbox"/> <b>Lesson plans for teacher trainings</b></p> <p><input type="checkbox"/> School policy</p> <p><input type="checkbox"/> Other</p>
<p><b>2.10 Level of Use</b></p> <p>Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.</p>	<p><input type="checkbox"/> <b>Tier II enrollment data/School Profile Sheet</b></p> <p><input type="checkbox"/> Tier II team meeting minutes</p> <p><input type="checkbox"/> <b>Progress monitoring tool (Tier II/III tracking tool)</b></p> <p><input type="checkbox"/> Other:</p>
<p><b>2.11 Student Performance Data</b></p> <p>Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.</p>	<p><input type="checkbox"/> <b>Student progress data</b> [e.g., % of students meeting goal(s)]</p> <p><input type="checkbox"/> <b>Intervention Tracking Tool</b></p> <p><input type="checkbox"/> Daily/Weekly Progress Report sheets</p> <p><input type="checkbox"/> Family communication</p> <p><input type="checkbox"/> Other: <b>Decision Rules</b></p>
<p><b>2.12 Fidelity Data</b></p> <p>Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.</p>	<p><input type="checkbox"/> <b>Tier II Fidelity Data</b></p> <p><input type="checkbox"/> Tier II team meeting minutes</p> <p><input type="checkbox"/> Progress monitoring tool</p> <p><input type="checkbox"/> Other:</p>
<p><b>2.13 Annual Evaluation</b></p> <p>At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.</p>	<p><input type="checkbox"/> Staff and student surveys</p> <p><input type="checkbox"/> Tier II handbook</p> <p><input type="checkbox"/> <b>Fidelity tools</b></p> <p><input type="checkbox"/> School policy</p> <p><input type="checkbox"/> Student outcomes</p> <p><input type="checkbox"/> District reports</p> <p><input type="checkbox"/> Other: <b>Evaluation Tier II Report</b></p>

☐ **GOLD Building/Program:** (Schools in Year 2 or beyond) **BRONZE & SILVER** criteria plus:  
 Note: The involvement of a non-team member external to the district in completing the TFI is a requirement for Silver and Gold Application submission.

TFI TIER 3 FEATURES	Possible Supporting Evidence <b>BOLD ITEMS ARE HIGHLY RECOMMENDED</b>
<b>3.1 Team Composition</b> Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RE-NEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.	<input type="checkbox"/> School organizational chart <input type="checkbox"/> <b>Tier III team meeting minutes</b> <input type="checkbox"/> Other: <b>List of team members and roles</b> (e.g. behavior expertise, multi-agency supports)
<b>3.2 Team Operating Procedures</b> Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<input type="checkbox"/> <b>Tier III team meeting agendas and minutes</b> (attendance, roles) <input type="checkbox"/> Tier III meeting roles descriptions <input type="checkbox"/> <b>Tier III action plan</b> <input type="checkbox"/> Other:
<b>3.3 Screening</b> Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports.	<input type="checkbox"/> School policy <input type="checkbox"/> <b>Team decision rubric</b> (decision rules) <input type="checkbox"/> Team meeting minutes <input type="checkbox"/> Other: <b>Nomination form</b>
<b>3.4 Student Support Team</b> For each <b>individual student support plan</b> , a uniquely constructed team exists (with input/approval from student/ family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	<input type="checkbox"/> <b>Three randomly selected Tier III student behavior support plans created in the last 12 months</b> (see TFI Tier III Support Plan Worksheet) <input type="checkbox"/> Other: <b>Tier III Handbook—Individual Team/Family</b>
<b>3.5 Staffing</b> An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.	<input type="checkbox"/> <b>Administrative plan/ staffing</b> <input type="checkbox"/> Tier III team meeting minutes <input type="checkbox"/> <b>FTE (i.e., paid time) allocated to Tier III supports</b> <input type="checkbox"/> Other:
<b>3.6 Student/ Family/ Community Involvement</b> Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.	<input type="checkbox"/> <b>Three randomly selected Tier III student behavior support plans created in the last 12 months</b> (see TFI Tier III Support Plan Worksheet) <input type="checkbox"/> Other:
<b>3.7 Professional Development</b> A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	<input type="checkbox"/> <b>Professional development calendar/ documentation</b> <input type="checkbox"/> <b>Staff handbook—Tier III</b> <input type="checkbox"/> <b>Lesson plans for teacher training</b> <input type="checkbox"/> School policy <input type="checkbox"/> Other:
<b>3.8 Quality of Life Indicators</b> Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).	<input type="checkbox"/> <b>Three randomly selected Tier III student behavior support plans created in the last 12 months</b> (see TFI Tier III Support Plan Worksheet) <input type="checkbox"/> Other:

<b>3.9 Academic, Social, and Physical Indicators</b> Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	<input type="checkbox"/> <b>Three randomly selected Tier III student behavior support plans created in the last 12 months</b> (see <i>TFI Tier III Support Plan Worksheet</i> ) <input type="checkbox"/> Other:
<b>3.10 Hypothesis Statement</b> Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	<input type="checkbox"/> <b>Three randomly selected Tier III student behavior support plans created in the last 12 months</b> (see <i>TFI Tier III Support Plan Worksheet</i> ) <input type="checkbox"/> Other:
<b>3.11 Comprehensive Support</b> Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	<input type="checkbox"/> <b>Three randomly selected Tier III student behavior support plans created in the last 12 months</b> (see <i>TFI Tier III Support Plan Worksheet</i> ) <input type="checkbox"/> Other:
<b>3.12 Formal and Natural Supports</b> Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RE-NEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.	<input type="checkbox"/> <b>At least one Tier III behavior support plan requiring extensive support</b> (see <i>TFI Tier III Support Plan Worksheet</i> ). <input type="checkbox"/> Other:
<b>3.13 Access to Tier I and Tier II Supports</b> Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports	<input type="checkbox"/> <b>Three randomly selected Tier III student behavior support plans created in the last 12 months</b> (see <i>TFI Tier III Support Plan Worksheet</i> ) <input type="checkbox"/> Other:
<b>3.14 Data System</b> Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.	<input type="checkbox"/> <b>Reports to staff—fidelity and student outcomes</b> <input type="checkbox"/> Staff meeting minutes <input type="checkbox"/> Staff report <input type="checkbox"/> Other: <b>Fidelity tools</b>
<b>3.15 Data-based Decision Making</b> Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	<input type="checkbox"/> <b>Three randomly selected Tier III student behavior support plans created in the last 12 months</b> (see <i>TFI Tier III Support Plan Worksheet</i> ) <input type="checkbox"/> Other:
<b>3.16 Level of Use</b> Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.	<input type="checkbox"/> <b>Student progress data</b> ( <i>Tier 3 tracking tool</i> ) <input type="checkbox"/> Tier III team meeting minutes <input type="checkbox"/> Other: <b>Enrollment Data/School Profile Sheet</b>
<b>3.17 Annual Evaluation</b> At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.	<input type="checkbox"/> Tier III team meeting minutes <input type="checkbox"/> Tier III team action plan <input type="checkbox"/> Team member verbal reports <input type="checkbox"/> Other: <b>Evaluation Tier 3 Report and action plan items to be amended/added if applicable</b>

#### 4. School Profile Template 2021- 2022

##### Person Completing Report

Name:	
Email:	
Date Completed:	

##### School

Name:	
School IRN	
School District:	
District IRN	
County:	
SST Region:	

##### Current Year Student Characteristics

###### Enrollment by Grade (# of students):

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total

Total School Enrollment  
(# of students) \_\_\_\_\_

###### Enrollment by Ethnicity (# of students):

White	African-American	Hispanic or Latino	Asian	Native Hawaiian/Pacific Islander	American Indian/Alaska Native	Other

###### Enrollment by Gender (# of students):

Male	Female

###### Eligibility for Special Services (# of students):

IEPs	Free and Reduced Lunch	Chapter/Title	Other

## School Profile Template 2021 - 2022 (continued)

School Behavioral Data			
	Category:	Total for Previous Academic Year	Total for Current Academic Year*
	<i>(Early Childhood only):</i> Number of Behavior Incident		
	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		

*Has your school disaggregated disciplinary data in the current school year to examine disparities based on race/ethnicity, gender, disability status, grade-level, or other relevant demographic factors? (check one)*

\_\_\_\_\_ Yes

\_\_\_\_\_ No

*(The "OH PBIS Disaggregated Discipline Template" Excel file is available from your SST PBIS contact to assist you in producing disaggregated data graphs. Although submission of that file is not required for recognition at this time, schools are encouraged to use this helpful tool to identify disparities).*

## School Profile Template 2021 - 2022 (continued)

### Report Card Measure for PBIS Implementation:

Please put an "X" next to your building/program's Report Card Measure for PBIS Implementation for 2020-2021:

\_\_\_\_ **A. Work on implementing PBIS has not yet begun.**

\_\_\_\_ **B. Exploration and Adoption**– Researching PBIS, exploring readiness, and securing staff and administration agreement to implement PBIS.

\_\_\_\_ **C. Installation**– Creating the PBIS team, completing PBIS team training and establishing initial systems, data–decisions, policies and practices that will be required to implement PBIS.

\_\_\_\_ **D. Initial Implementation**– Rolling out and implementing PBIS schoolwide, with a focus on Tier I supports.

\_\_\_\_ **E. Full Implementation**– Implementing PBIS with all systemic components and a range of interventions (Tier I, II, and III supports).

\_\_\_\_ **F. Innovation and Sustainability**– Routinely checking fidelity and outcomes of implementation using national assessments and revising and updating practices and systems as needed.

### Average Daily Attendance

Previous School Year  
Average % Daily Attendance: \_\_\_\_\_

Current School Year  
Average % Daily Attendance: \_\_\_\_\_

### Tiered Fidelity Inventory (TFI) Scores:

**Directions: Please record each Tiers percentage of implementation from your most recent annual SWPBIS TFI.**

Tier 1 % Implementation: \_\_\_\_\_ Date Administered: \_\_\_\_\_

Tier 2 % Implementation: \_\_\_\_\_ Date Administered: \_\_\_\_\_

Tier 3 % Implementation: \_\_\_\_\_ Date Administered: \_\_\_\_\_

## School Profile Template 2021 - 2022 (continued)

### Self-Assessment Survey (SAS) Summary (if available)

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: \_\_\_\_\_