



PreK-12 PBIS

Training for Leadership Teams



Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a broad range of supports that address climate and the social-emotional needs of students and staff. The key attributes of PBIS include preventive activities, data-based decision making, and a problem solving orientation.

This training is designed for district and school level teams to support their PBIS implementation PreK-12. This is a Train-the-Trainer series that focuses on creating a professional development plan that supports the implementation of PBIS.

Community schools' participation may be as school or management/sponsor teams to serve as Train the Trainers for individual schools or several schools combined.

Audience: District, building or early childhood program teams. Requires participation of at least one administrator. This is a team-based registration. **Teams are limited to 6 team members. Participants MUST attend all sessions.**

Limited to Cuyahoga County districts/schools ONLY.

Series 2

(Must attend all sessions)

January 25, 2022

February 17, 2022

April 26, 2022

Times: 9:00 am—3:30 pm (registration at 8:30 am)

All sessions will be held virtually via Zoom with the possibility of face-to-face sessions on some dates.

Submit your registration forms early.
The series is limited to 70 participants.

Professional Development Contact Hours:
5.5 each session

Participants MUST attend all sessions.

Registration: This is a TEAM registration. Please return the completed team registration packet that includes the Registration Form, New School Commitment Form and PBIS School Profile to:

Shonte Smith
Fax: 216-446-3829
Email: shonte.smith@escneo.org

Ohio District/Schoolwide Positive Behavioral Interventions & Supports

District Agreement for Beginning PBIS Teams



**Ohio
PBIS
Network**

Ohio District/Schoolwide Positive Behavioral Interventions and Supports

Thank you for your interest in Positive Behavioral Interventions and Supports (PBIS). The following information will help answer your questions about PBIS implementation in your school and district.

What is Positive Behavioral Interventions and Supports (PBIS)?

PBIS is a general education initiative, supporting all children and youth, Prekindergarten-Grade 12. The OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports defines PBIS as: a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. In general, PBIS emphasizes four integrated elements: data for decision making, measurable outcomes supported and evaluated by data, practices with evidence that these outcomes are achievable, and systems that efficiently and effectively support implementation of these practices.

Getting Started with PBIS

Contact your State Support Team or Educational Service Center for information related to readiness, commitment, and training. We recommend that the district/school/program teams review the PBIS resources on the Ohio Department of Education website for an overview of PBIS. The overview provides an introduction to the fundamental elements, principles, guidelines of PBIS.

Who Needs to Be Involved

Commitment and support begins at the district level and district leaders need to be informed and dedicated to the implementation of PBIS. Building/program administrators are expected to be actively involved in implementation along with a building/program team.

A PBIS District Team may include: district administration, district PBIS trainers and coaches, representatives from each school building, and various department coordinators (special education, curriculum and instruction, early childhood).

A PBIS Building Team is comprised of a broad representation of 5-10 staff members including: building/program administrator (**required**), general education teachers with grade level representation, intervention specialists, related service providers, specials teachers, para-educators, and family members.

What's Next

The materials contained in this packet are used by you and your regional consultant to prepare your district/school/program for confirmation of your agreement and continued training, implementation, and support. Commitment, readiness, and planning are integral parts of the process to support the successful implementation of PBIS.

Thank you for your interest and ongoing effort as you continue to pursue safe and effective learning environments for your staff and students.

Ohio Positive Behavioral Interventions and Supports Network

Ohio Positive Behavior Interventions and Supports New School Commitment Form

The Regional SST or ESC Consultant Commits To:

1. Providing training and training materials for your district/school/program team
2. Providing ongoing technical assistance and coaching
 - a. Assisting with completion of Tiered Fidelity Inventory and other PBIS assessments
 - b. Assisting with completion of an action plan for implementation
 - c. Guidance with data collection and decision making
 - d. Supporting a network of PBIS schools/programs in the region

The School District Commits To:

1. Maintaining a Climate and Culture Goal with a PBIS strategy as a top priority on their CCIP/OIP or School Improvement Plan for the next 3-5 years.
2. Providing specific funding commitments within the annual school budget to support training for implementation of PBIS. (Related costs such as travel, substitutes, materials and supplies)
3. Providing for release time for PBIS Building/Program Leadership Team on-going training and technical assistance activities. (*see attached Universal PBIS training dates*)
4. Designating a district coach and/or team to serve as a contact and to coordinate PBIS implementation.
5. Supporting ongoing data based decision making at the district/building/program level including the use of the Tiered Fidelity Inventory and other assessment measures on pbisapps.org.
6. Developing an Action Plan to include PBIS training and meeting times for PBIS building teams.

School Buildings/Early Childhood Programs Commit To:

1. Maintaining a Climate and Culture Goal with a PBIS strategy as a top priority on their CCIP/OIP or School Improvement Plan for the next 3-5 years.
2. Designating both an administrator and a building/program coach that actively lead and support implementation and the PBIS School Team.
3. Participating in regional level training
4. Supporting Building/Program Coach attendance in regional coaching meetings
5. Establishing, defining, teaching, and reinforcing developmentally appropriate school/program-wide expectations.
6. Operating a student information system that can be used to determine information on discipline office Referrals/Behavior Incidents by problem behavior, by location, by student, by time of day, and the number of referrals per day/month.
7. Providing resources, time, materials, and personnel to support implementation of new practices/procedures.
8. Participation in PBISapps.org assessments which may include the Tiered Fidelity Inventory, Self - Assessment Survey and Climate Surveys.
9. Developing a clearly defined PBIS Action Plan for Tier 1 Practices.

The PBIS Team/EC PBIS Team Commits To:

1. Designating an internal building coach who will support activities to build capacity and sustain implementation of the PBIS framework.
2. Actively participating in on-going training and technical assistance activities.
3. Meeting at least monthly using a meeting agenda and recording minutes.
4. Annually planning professional development to train all staff in the elements of PBIS and effective behavior practices.
5. Disseminating information about activities and accomplishments to the school as whole.
6. Analyzing, and reviewing data at every team meeting to guide implementation and action planning.
7. Completing a Tiered Fidelity Inventory and other PBIS assessments as determined by the team to determine adult implementation annually.
8. Completing a PBIS TFI Action Plan or PBIS Schoolwide Scale-up Action plan as the roadmap for implementation.

By signing this commitment, the district and school site are agreeing to the above expectations for successful implementation of Schoolwide Positive Behavior Interventions and Support.

District _____ School Building/EC Program _____

Superintendent of Schools: _____ Date: _____

Building Principal/EC Program Supervisor: _____ Date: _____

Regional SST/ESC Consultant: _____ Date: _____

Building PBIS Coach: _____ Date: _____

PreK-12 PBIS Training for Leadership Teams

Training for Leadership Teams REGISTRATION FORM

District: _____ Team Contact: _____

Building/Program: _____ Grade Levels in the Building: _____

Email: _____ Phone: _____

☐ Please check this box if you are a Community School

Select the series you are registering for:

Series 2

Dates: January 25, 2022, February 17, 2022, and April 26, 2022

Your entire team needs to be either face-to-face at the ESC-NEO (if that option is available, conditions permitting) or virtual. Please indicate your choice below.

☐ **Face-to-Face**

☐ **Virtual (Zoom)**

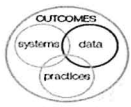
Team Membership *must include*, but is not limited to the following:

1. Administrator
2. General educator
3. Intervention specialist/Itinerant teacher
4. Related services representative (i.e. school psychologist, speech and language pathologist, school social worker, counselor, etc.)
5. For Early Childhood: teaching team (teacher(s) and assistant teacher)
6. **For Community schools:** teams may be comprised of sponsor and management company personnel

Please fill out ALL information for each Team Member!

Team Role	Team Member Name	School Email	Ohio Teaching License # OR Date of Birth and OPIN for EC
*Administrator			
*General Educator			
*Intervention Specialist			
*Related Services			
Other			
Other			

*** REQUIRED TEAM MEMBERS** ***All registered members MUST attend all sessions.***



School Profile Template 2021-2022

Person Completing Report	
Name:	
Email:	
Date Completed:	

School	
Name:	
School District:	
County:	
SST Region:	

Current Year Student Characteristics														
Enrollment by Grade (# of students):														
PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total

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 Behavioral Data		
Category:	Total for Previous Academic Year	Total for Current Academic Year*
<i>(Early Childhood only):</i> Number of Behavior Incident Reports		
Number of Minor Referrals		
Number of Major Referrals		
Number of In-School Suspensions		
Number of Out-of-School Suspensions		
Number of <i>Days</i> for Out-of-School Suspensions		
Number of Students with One or More Out-of School Suspensions		
Number of Expulsions		
Number of <i>Days</i> for Expulsions		
TOTAL SCHOOL ENROLLMENT (# of students)		

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).

Average Daily Attendance			
Previous School Year Average % Daily Attendance:		Current School Year Average % Daily Attendance*:	
Tiered Fidelity Inventory (TFI) Scores (if available)			
Tier 1 % Implementation:		Date Administered:	
Tier 2 % Implementation:		Date Administered:	
Tier 3 % Implementation:		Date Administered:	
Self-Assessment Survey (SAS) Scores (if available)			
Total Score:		Date Administered:	

***Only include if full current year data is available (e.g., if you are completing this in October, you would not have full current year data available, so you would leave this information blank).**