

**Positive Behavior Interventions and Supports of Arizona (PBISAz):
Reducing Seclusion and Restraints through PBIS
July 1, 2014 - June 30, 2016**

Purpose

This is a continuation of the proposal approved for July 2013 - June 2014.

The purpose of this multi-year project is to reduce the use of unnecessary and dangerous seclusion and restraint among students with developmental disabilities. This project pursues this goal by building the capacity in Arizona to support local education agencies (LEAs) in their own efforts to train staff in Positive Behavior Interventions and Supports (PBIS). This will result in positive school climates, help schools make data-based decisions about how they manage behavior, and ultimately reduce the use of dangerous and unnecessary seclusion and restraint. This proposal coordinates existing state resources in PBIS and uses the strength of the state Developmental Disabilities Network. The anticipated outcome of this project is to create a lasting system of state leadership that will increase the number of LEAs that use the best practices established by PBIS.

Project Goal

Local Education Agencies (LEAs) striving to improve their school climates and student behavior, and reduce unnecessary and dangerous use of seclusions and restraints, will have access to quality training and technical assistance.

State Plan Goal

The goal of the Arizona Developmental Disabilities Planning Council (ADDPC) that this project addresses is Goal #3 "Empower persons with developmental disabilities, their families, and others who support them by linking them to information that promotes informed decision making about their choices and their quality of life". It is through the linking of people to reliable information about alternatives to seclusion and restraint that family members and persons who support students with developmental disabilities will have a greater ability to advocate. Empowerment in this project is achieved by creating systems and structures that not only implement positive alternatives to restraint and seclusion, but do so in a manner that is transparent, easy to access by consumers, and communicates useable information when making person centered decisions related to selection of public or charter schools that offer maximum inclusion and a culture that accommodates and supports diversity.

Program Partnerships

This proposal is a continuation of a State Developmental Disabilities Network project with each partner agency providing critical and essential activities to bring the goals and objectives of this project to fruition.

1. The Arizona Developmental Disabilities Planning Council (ADDPC) plays the critical role of funding the project initially, and providing overall contract management responsibilities.
2. The Institute for Human Development, Arizona's University Center on Disabilities (IHD/AzUCD) provides overall project and contract management activities, awareness training, proper disposition of resources and proper documentation as required. IHD/AzUCD will accomplish the goals and objectives of the project both directly and through subcontracts with KOI-Education and other DD Network partners below.
3. The Sonoran Center for Excellence in Developmental Disabilities Education, Research and Service (Sonoran UCEDD) provides the project evaluation to determine the success or failure of the project to meet set goals and objectives.
4. Participating Local Education Agencies (LEAs) will use grant funds to train staff, implement PBIS, evaluate the fidelity of implementation, evaluate the outcome on students, build a sustainable system of support, and submit the required reports.

Scope of Work

This proposal is for years three through five of a multi-year effort to help LEAs implement PBIS as an effective alternative to restraint and seclusion, and thereby reducing the incidence of students removed from the learning environment for challenging behaviors.

Year 2 Summary

A detailed report of the Year 2 outcomes and accomplishments can be found in the year-end report, "*Reducing Seclusion and Restraints Through Positive Behavior Interventions and Supports (PBIS)*" to be submitted within 30 days after June 30, 2014. At the time of writing this continuation proposal some year 2 activities were still pending. However a brief summary of project activities is provided below.

Most of Year 2 activities involved continuing with the PBIS Advisory Committee (AC) and recruiting, selecting and supporting pilot local education agencies (LEAs) to begin their process of obtaining training/coaching to transform their school climates and implement PBIS:

1. Host six PBIS-AC meetings annually to ensure a single coordinated system of statewide PBIS leadership through subcontracts with KOI-Education

Completed/Continued: PBIS-AC meetings have take place on the dates listed below. All meetings ran from 8:00 am to 12:00 noon and were held at the KOI-Education office. See <http://pbisaz.org/advisory-council/resources/> for meeting agendas and minutes.

- September 16, 2013
 - November 4, 2013
 - December 9, 2013
 - January 13, 2014
 - March 10, 2014
 - May 5, 2014
2. Host PBISAz website to ensure public awareness and transparency of PBIS-AC members, agendas, minutes, and resources through subcontracts with KOI-Education.

Completed/Continued: The PBISAz website (<http://pbisaz.org/>) is the repository for all PBISAz activities and more. Specific information about the Advisory Council, its meeting agendas, minutes and more, can be found at <http://pbisaz.org/advisory-council/>. The detailed application process and supporting documents used to recruit pilot districts (see Objective 4 below) can be found here <http://pbisaz.org/getting-started/>.

3. Monitor and revise PBIS-AC action plan as needed to pursue the necessary elements of a statewide system (e.g., policy, funding, political support, visibility, etc) through subcontracts with KOI-Education.

Completed/Continued: A portion of each PBIS-AC meeting has been devoted to updates and decisions regarding ongoing activities (e.g., the selection of LEAs, the upcoming conference, etc). The rest of the time has been devoted to defining specific action items most likely to result in a long-term sustainable system of PBIS support to districts. The revised objectives listed below are a result of this planning.

4. Recruit LEAs from all public school districts and charters begin training in 2013/2014 school year, through PBISAz website, emails to all public/charter LEAs, and communication of PBIS-AC representatives.

Completed: As soon as we had confirmation of continued funding from ADDPC for year two notices were sent out to all school district special education directors and school principals through the AZ Department of Education (ADE) email lists. Notices were also sent to all charter schools in AZ. PBIS-AC members also forwarded announcements to their respective stakeholders. The purpose of the notice was to inform Local Education Agencies (LEAs) that funding was available to districts willing to commit to the process of training staff and implementing PBIS over several years. Interested parties were directed to the “Getting Started” page of the PBISAz website (<http://pbisaz.org/getting-started/>).

5. Select 4 pilot LEAs with a minimum of 2 schools each, to receive training and technical assistance beginning in 2013/2014 school year

Completed: The selected LEAs are:

Madison School District

- Simis (PreK-4th) (7302 N. 10th Street Phoenix, AZ 85020)
- Camelview (PreK-4th) (2002 E. Campbell Avenue Phoenix, AZ 85016)

Cartwright School District #83

- Davidson (K-5th) (6935 W. Osborn Rd., Phoenix, AZ 85033)
- Desert Sands Middle Schl
 - (6th) (4602 N. 63rd Ave., Phoenix, AZ 85033)
 - (7th) (6308 W. Campbell Ave, Phoenix, AZ 85033)

Phoenix Elementary School District #1

- Dunbar (PreK-8th) (707 W Grant, Phoenix, AZ 8500)
- Kenilworth (PreK-8th) (1210 N 5th Ave., Phoenix, AZ 85003)

Yuma Elementary School District One

- OC Johnson Elementary (K-5th) (1201 W. 12th St., Yuma, AZ 85364)
- Woodard Jr. High (6-8th) (2250 8th Ave., Yuma, AZ 85364)

6. Assist the selected LEAs in finding prospective providers

Completed: As a part of the application process, LEAs were asked to list the training provider they planned to use. In order to help all prospective applicants the PBIS-AC generated a list of persons or agencies known to provide such training and contacted them all to ask if they wanted to be listed on the PBISAz website. Those that responded can be found under Step 2 of <http://pbisaz.org/getting-started/>.

In order to help those prospective applicants select a provider, if they had not already done so, a *Service Provider Criteria* document was also prepared and made available to the LEAs (see <http://pbisaz.org/getting-started/>).

7. Award and manage stipends to selected LEAs, with a small amount available in year 2, and larger amount for years 3 and 4 contingent on their meeting select criteria

Completed/Continued: Each prospective LEA initially selected for funding was congratulated and then informed of the subcontract steps with NAU to follow. This was initiated in an email from the Project Director on 9/26/13. Several subsequent emails and phone calls were required until all subcontracts were finalized. A videoconference was held on 12/4/13 and the purpose of the conference was to ensure that all participants clearly understood exactly what would be expected of them in order to receive continued funding the following year. The content included:

- **Procedural Outcomes** (invoices to NAU, district coordinator trained as “PBIS Assessments” coordinator, training provider to help achieve the school outcomes, and a data system in place)

- **Fidelity Outcomes** (matrix of expected student behavior, reinforcement system, behavioral procedures for major/minor infractions, and sample lesson plans for how to teach students the expected behavior)
- **Student Outcomes** (standardized test data, behavior data, and seclusion/restraint data)

8. Monitor LEA implementation progress

In Progress: The Project Director has checked in with each district coordinator regularly to clarify expectations, answer questions and assess their progress *relative to their fidelity of implementation*. These data were received from each of the LEA subcontractors and will be described in detailed in the annual report to ADDPC.

9. Monitor LEA student outcomes

In Progress: The Project Director has checked in with each district coordinator regularly to clarify expectations, answer questions and assess their progress *relative to tracking their student outcomes*. All LEAs met criteria their first year of implementation, so all will receive continued funding this next year.

10. Publicly honor LEAs with high implementation scores through the PBISAz website and an annual PBIS state conference through subcontracts with KOI-Education

Completed/Continued: KOI-Education held its Behavior Education Technology Conference (BET-C) at the Desert Willow Conference Center in Phoenix on February 2, 2/20/14. See <http://bet-c.org/>. During this conference were the 2014 Achievement Awards, where individual schools were publically honored for achieving various levels of implementation. The schools nominated and selected for 2014 did not include the pilot LEAs selected for funding through this project, because they had only just started. However, the award process itself, and the opportunity for any school to be publicly recognized is a step this project has supported in hopes of encouraging greater numbers of LEAs to pursue PBIS for years to come. A total of 21 schools were recognized for their PBIS implementation. A list and a map of all schools recognized can be found at <http://pbisaz.org/getting-started/success-stories/>.

11. Pursue sustainability of PBISAz by formalizing partnerships with ADE (e.g., letters of support, memorandums of agreement, revising ADE multi-tiered training and resources)

In Progress: No formal agreements have been pursued yet, but a high level of cooperation has been received. Members of ADE responsible for their multi-tiered system of behavior support (MTBS) training actively participate on the PBIS-AC. In doing so they helped to shape the process and outcomes established for our pilot LEA training, as well as modify their own training requirements. Examples include the

Readiness checklist and fidelity outcome measures. Furthermore, KOI-Education was awarded the ADE contract for future MTBS trainings. This has helped ensure a consistent approach to evaluating school and district readiness, fidelity of implementation, and student outcomes. ADE has also agreed to add additional training days to their MTBS.

In addition, ADE has taken the initiative to promote PBIS as the best approach to prevent needless or dangerous instances of seclusion and restraint by working with the director of this project to: a) develop a best practices document to be disseminated to all LEAs (see <http://www.azed.gov/special-education/2014/05/08/seclusion-restraint-guidance/>), b) conduct presentations at the annual ADE Teacher's Institute in July 2014, and c) conduct presentations at the annual ADE Director's Institute in September, 2014. Finally, ADE has offered the PBIS-AC to use their conference equipment for future remote PBIS-AC meetings.

12. Pursue sustainability of PBISAz through recommendations of the PBIS-AC and the Blueprint action plan (e.g., additional funding, visibility, political support, policies, behavioral expertise, training/coaching resources, etc)

In Progress: The overall approach to sustainability is in using ADDPC funding for this project to leverage resources for additional and sustained funding. Listed below are a few efforts that were undertaken this year in response to unforeseen opportunities not anticipated at the time of writing these objectives. Some will need to be carried over into next year.

DDD Pilot Project - One of the PBIS-AC members (Tyrone Peterson, Division of Developmental Disabilities - DDD) reported that the Deputy Associate Director for DDD, Dr. Larry Latham, was interested in PBS. Tyrone facilitated a meeting on 11/15/13 with Dr. Latham, Tyrone Peterson, Daniel Gulchak, Daniel Davidson (by phone), and Larry Clausen (ADDPC). The suggestion was made of a pilot program that would focus on the families of DDD-eligible children attending schools implementing PBIS. The details of that proposal are still currently under development and have not been approved by DDD. The essence of the draft proposal is that ADDPC funding could be used to help with initial training of key players, and the development of a multi-tiered system of home-based PBIS, if DDD could ensure continued funding required to provide the various tiered services when needed. ADDPC funding would also be requested to design and implement a process of data-collection and evaluation of the Home-based PBIS system.

Planning for the pilot will continue into this next year in order to ensure adequate collaboration of stakeholders and resources of funding and personnel (see objective # 14 below)

Conference Presentation – A session on PBISAz will be conducted at the annual Leading Change conference (June 17-19, 2014) at the request of ADE. See <http://www.azed.gov/leadingchange/>

Federal “School Climate and Transformation” Grant – <http://www.grants.gov/search-grants.html?agencies%3DED%7CDepartment%20of%20Education>
> 84.184F – School Climate Transformation Grants (SEAs)).

The request for proposals is due June 23, 2014. Although the state grant must be submitted by ADE, the PBISAz has offered assistance in the writing of the grant in order to ensure that the proposal is designed so that federal funds are used to complement and support the work that PBISAz has already begun, and to help ensure sustainability long after ADDPC funds have ended.

Federal “Wellness and Resilience in Education” Grant – <http://beta.samhsa.gov/grants/grant-announcements/sm-14-018>).

The purpose of this Cooperative Agreement program is to build and expand the capacity of State Educational Agencies to increase awareness of mental health issues among school-aged youth, provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues in children and young adults, and connect children, youth, and families who may have behavioral health issues with appropriate services. The intent of the grant is to develop a comprehensive, coordinated, and integrated program for advancing wellness and resilience in educational settings for school-aged youth.

Together, these two grants represent a strong focus for ADE to build the capacity of LEAs to create climates of prevention, and early detection and support for students at risk for behavioral challenges. If either or both grants are funded then PBISAz will share in some responsibilities for implementation (see objective # 15 below), and the scope of the PBISAz will become larger than just the objectives listed below. However, ADE personnel will be responsible for the federal grants requirements, and will only use the PBIS-AC as a resource and a means for collaboration on activities that serve both the PBISAz and the ADE.

Child Protection Redesign – The Project Director and key PBIS-AC members met with two members of the Arizona House of Representatives at their request on 5/5/14. The purpose of this meeting was for the representatives to learn about PBIS and if/how it could be applied in home settings. Their interest was to gather information that might help with legislation regarding the redesign of the state’s child protection system. The representatives asked if PBISAz could work with them in future planning efforts.

If the opportunities for such involvement become available then PBISAz will work with the representatives and other stakeholders to recommend a multi-tiered system of support to families of children at risk of abuse or neglect (see objective # 19 below).

13. Pursue sustainability of PBISAz through the formalization of an Arizona Network of the Association for Positive Behavior Support- APBS (e.g., recruiting members,

serving as liaison to the national PBIS Center, conducting meeting and submitting reports)

In Progress: The Association for Positive Behavior Support (APBS) hosts a site for affiliate “Networks” (http://www.apbs.org/network_preview.aspx#Arizona)..

On 9/24/13 the Project Director contacted APBS and requested new network contacts be listed (i.e., Davidson and Gulchak), and submitted a brief status report to the APBS... to allow time to seek new members and reconfigure the network mission and goals. Since that time several emails were sent to persons known to have an interest in PBS inviting them to help shape our AZ network and to meet briefly at the Behavior, Education, Technology conference on 2/20/14.

The Project Director and other members of the PBIS-AC all contacted school personnel known to be pursuing PBIS and invited them to join an email listserv. To date the AZ-PBS-Network has 24 members. Efforts will continue throughout the next year to increase both the membership number as well as active participation.

14. Continue awareness training in two new locations per year through subcontracts with ACDL

Completed: Through a subcontract with the Arizona Center for Disability Law (ACDL), two trainings took place in Douglas and Sierra Vista, on 11/20/13 and 11/21/13, respectively. The trainings included information about the rights of students with disabilities, and about how PBIS can reduce the need for dangerous and unnecessary seclusion and restraint.

A total of 25 people (educators, parents, and other providers) attended the trainings (3 in Douglas and 22 in Sierra Vista). Follow-up surveys were emailed to all participants one month following the training in order to assess their perceptions of the training and what they have done with the information since the training. Six people responded to the Sierra Vista Training and none from the Douglas Training. A summary of the training evaluations will be included with the final report. Due to the low participation of the trainings this year, and the cost associated with traveling to conduct the presentations, we will be revising how we conduct awareness training in the future.

A related activity that was conducted this year was the development of a series of slides and a script to be used by all who do PBIS awareness training. The goal was to make these materials available on the website and to encourage all trainers to include the slides in their presentations in order to provide school personnel with helpful links and to ensure greater awareness of the effort involved with exploring PBIS. It is thought that by making these materials readily available through the Internet, that we can reach larger numbers in a more cost-effective manner than through the above traveling presentations.

These training materials will be revised, enhanced with a short video and posted on the PBISAz.org website during this next year in order to increase both awareness and exploration of PBIS among LEAs (see objective # 13 below).

15. Continue to independently evaluate the process and outcomes of the PBIS-AC through subcontracts with Sonoran Center

Completed: A subcontract was established with Sonoran Center for another year-end evaluation. Unlike the first year of the project (planning only), we now have data on the pilot schools at the end of this year that will be included in the evaluation report. These data include various fidelity measures (how well the schools implemented PBIS) and student outcome measures (what impact it had on student behavior). The detailed results of this evaluation will be included with the final report to be submitted within 30 days of June 30, 2014.

16. Submit written reports to ADDPC twice per year

In Progress: The detailed final report will be submitted within 30 days of June 30, 2014. Copies of the progress report will be shared with all PBIS-AC members, as well.

Outcomes for Year 2

1. A public and accessible website where anyone can go to follow the actions and decisions of the PBIS-AC, as well as helpful resources (see <http://pbisaz.org/>)
2. Clearly defined criteria for determining “readiness” among districts and schools interested in pursuing PBIS
3. A standard method to evaluate annual PBIS implementation within each LEA
4. A standard method to evaluate PBIS outcomes on students within each LEA
5. An objective method to recognize and celebrate school implementation of PBIS
6. The actual awards given to high-implementer schools
7. The start of a proposal for a pilot home-based PBIS system for DDD families
8. The draft of what will become readily available and accessible PBIS awareness and exploration training materials for all LEAs
9. An Arizona PBS Network for like-minded people to share ideas and resources
10. Two federal grants supporting the activities of PBISAz submitted for funding

Leveraging of Funding/Resources

The following list reflects accomplishments in **Year 2** that would not have happened without the ADDPC funding:

1. **Financial commitment to PBIS through matching Funds** - ADDPC requires matching funds of NAU that in-turn requires matching funds of all its subcontractors (i.e., KOI Education, ACDL, Sonoran Center, Madison School District, Cartwright School District, Phoenix Elementary School District, and Yuma Elementary School District)
2. **Continuous PBIS planning among state agencies, associations, and organizations** – The PBIS-AC member list includes: Arizona Charter School Association, Arizona Council for Administrators of Special Education, Arizona Department of Behavioral Health Services, Arizona Department of Education - Exceptional Student Services, Arizona Department of Education - School Safety and Prevention, Arizona Department of Juvenile Corrections, Arizona Education Association, Arizona School Administrators Association, Raising Special Kids, School Board Members, School District Superintendents
3. **Four pilot districts, including Eight pilot schools learning to implement PBIS** – Each LEA shares in the responsibility of training, coaching capacity-building, evaluation, and funding.

The following list reflects accomplishments anticipated in **Year 3** that have a much greater chance of happening because of ADDPC funding:

1. **Federal School Climate Grant for State Education Agencies (SEAs)** – Among the grant requirements is the need for collaboration with other federal, state and local resources. The PBISAz is the most established, relevant and effective means of interagency collaboration regarding PBIS in AZ.
2. **Federal School Climate Grant for Local Education Agencies (LEAs)** – In addition to the above, any LEA can also apply for federal funding, and like above, one of the requirements is state and local collaboration.
3. **Federal Wellness and Resilience in Education Grant** – Written into the grant is a strong collaboration component with PBISAz.
4. **State DES/DDD Home-Based PBS Pilot** – This would be a shared responsibility project where ADDPC funds only start-up activities like training providers in the multi-tiered model of PBIS in the home, and designing the research/evaluation component, but DES/DDD funds all costs associated with the actual delivery of service.
5. **Southwest Regional PBIS Resource Center** – If this request for proposals becomes available we will work with other states in the southwest region to submit a proposal based on shared resources, time, and collaboration. Preliminary meetings have already occurred with the California Technical Assistance Center on PBIS (see <http://www.pbiscaltac.org/>). PBIS experts from other states have been contacted (e.g., Utah, Nevada) but no real planning has begun. The very structure of the PBISAz, including our use of national resources to establish LEA readiness and monitor outcomes, lends itself to playing a lead role in the design of a regional center.
6. **Meaningful Legislation on Seclusion and Restraint in Schools** – The ADDPC authored the follow-up study in 2011 to the AZ Task Force recommendations on seclusions and restraint published in 2009, which served as the rationale for this

PBISAz project. In 2013 a bill regarding seclusion rooms was signed into law. But this bill had few meaningful protections for students. In 2014 an amendment to that law was dropped due to lack of stakeholder input. During this time PBISAz has positioned itself to be a key stakeholder in the drafting and passage of a new bill that would provide meaningful protections from dangerous and unnecessary seclusion and restraint.

4. **Legislation on the new Child Protection System that includes PBIS –**
Because of the visibility of PBISAz, interested representatives from the AZ State House asked for input on ways to design new legislation that would provide meaningful prevention and intervention for children at risk for abuse/neglect. If these representatives have their way PBISAz will play a meaningful role.

Some of the above opportunities may not become available during this next year, but if they do, PBISAz will respond. This means that ADDPC funding is clearly being used to leverage other funding and other resources to affect an overall increase in the use of PBIS across the state.

Years 3-5 Proposal

The purpose of this multi-year continuation proposal is to support the pilot LEAs to ensure that they receive sufficient training and technical assistance required to implement PBIS with fidelity, to evaluate both their implementation and outcomes on students, and to put in place systems that will sustain these efforts long after ADDPC funding ends.

Ultimately, the outcomes we anticipate will be reductions in seclusion and restraint among students with developmental disabilities (as well as other students). The data the LEAs provide for their first year of training will serve as the starting baseline. See Data Audit Tool (DAT) in Appendix B. They will continue recording each instance of seclusion and restraint, and reporting changes over time, so that we can demonstrate that this project has made a difference. Those student outcome data, along with other outcome data (see SET, SAS, and TIC in Appendix B) will be reported to the ADDPC.

Listed below are the revised objectives for years 3 through 5 of the project. Objectives completed and no longer needed (described above) have been deleted from the table below. New objectives previously not established have been added. Some objectives that were a priority last year and continue into this year may have been revised slightly. Evidence of meeting each objective are listed below the objective under “Evidence”.

Objectives Years 3 – 5

Objectives	Yr 3		Yr 4		Yr 5	
	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun
1. Host three in-person day-long PBIS-AC meetings and seven hour long conference calls annually to ensure a single coordinated system of statewide PBIS leadership	X	X	X	X	X	X
Responsible: Project Director, KOI-Education Evidence: Meeting minutes						
2. Host PBISAz website to ensure public awareness and transparency of PBIS-AC meetings, as well as other resources and announcements	X	X	X	X	X	X
Responsible: KOI-Education Evidence: PBISAz.org website contents						
3. Award and manage subcontracts to the LEAs selected last year to help them continue the training/coaching for their initial schools and new schools this year	X		X			
Responsible: Project Director Evidence: Subcontract awards						
4. Monitor LEA implementation progress		X		X		X
Responsible: Project Director Evidence: Data Audit Tool (DAT) completed and submitted for each LEA						
5. Monitor LEA student outcomes		X		X		X
Responsible: Project Director Evidence: Data Audit Tool (DAT) completed and submitted for each LEA						
6. Publicly honor LEAs with high implementation scores through the PBISAz website and an annual PBIS state conference		X		X		X
Responsible: KOI-Education Evidence: PBISAz.org website, Conference agenda						
7. Pursue sustainability of PBISAz by formalizing partnerships with ADE (e.g., letters of support, memorandums of agreement, grant subcontracts, shared resources, etc)		X		X		X
Responsible: Project Director, select PBIS-AC members Evidence: Letters or other appropriate documents						

8. Pursue sustainability of PBISAz through recommendations of the PBIS-AC and the Blueprint action plan that arise throughout the year (e.g., new grant opportunities, legislation, partnerships, etc).	X	X	X	X	X	X
Responsible: Project Director, KOI-Education, PBIS-AC Evidence: Meeting minutes, revised action plan						
9. Pursue sustainability of PBISAz through the continued recruitment of members to the Arizona PBS Network	X	X	X	X	X	X
Responsible: Project Director Evidence: Member list, Approval letter from APBS, AZ-APBS meeting minutes, reports						
10. Continue to independently evaluate the process and outcomes of the PBIS-AC, including but not limited to a summary of data submitted by pilot LEAs		X		X		X
Responsible: Project Director, Sonoran Center Evidence: Year-end Evaluation report						
11. Submit written reports to ADDPC twice per year, and update the Executive Director by regularly scheduled phone calls	X	X	X	X	X	X
Responsible: Project Director Evidence: Bi-annual Progress reports						
12. Expand awareness of PBIS by conducting presentations at relevant state conferences (e.g., ADE Teacher's Institute, ADE Director's Institute in September 2014, Transition conference, School Safety conference, Institute for Human Development – Evidence Based Conference, Council for Administrators of Special Education, etc)		X		X		X
Responsible: Project Director Evidence: Conference agenda's and evaluations						
13. Expand awareness and exploration of PBIS for interested schools by revising and disseminating the training materials drafted this year to include slides, handouts and a short video, available on the PBISAz website.	X	X	X	X	X	X
Responsible: KOI-Education, select PBIS-AC members Evidence: Materials available at www.pbisaz.org						
14. Pursue sustainability by completing a proposal to leverage funding with DES/DDD for a pilot program that would implement and evaluate a multi-tiered system of home-based PBIS	X	X				
Responsible: Project Director, select PBIS-AC members						

Evidence: Written proposal						
15. Pursue sustainability by partnering with ADE to leverage funding in the implementation of the federal “School Climate Transformation” and “Wellness and Resilience in Education” grants, if funded.	X	X	X	X	X	X
Responsible: Project Director, select PBIS-AC members Evidence: Written proposal						
16. Pursue sustainability by partnering with ADE in planning for the federal “State Personnel Development Grant (SPDG)” grant – The ADE anticipates that this grant will become available in 2015. So planning for this grant will begin in fall 2014.	X	X	X			
Responsible: Project Director, select PBIS-AC members Evidence: Written proposal						
17. Pursue sustainability by collaborating with other southwest states in the writing and submission of a Regional PBIS Technical Assistance center when funding becomes available	X	X				
Responsible: Project Director, select PBIS-AC members Evidence: Written proposal						
18. Pursue political support by collaborating with other key stakeholders to get a bill passed that would provide meaningful protections for all students (including those with developmental disabilities) against the dangerous and unnecessary use of seclusions and restraints	X	X				
Responsible: Project Director, select PBIS-AC members Evidence: Bill versions						
19. Pursue sustainability by collaborating with stakeholders planning the Governor’s new Child Protection department, in order to promote the use of PBIS	X	X				
Responsible: Project Director, select PBIS-AC members Evidence: Bill versions						
20. Expand awareness of PBIS among early childhood stakeholders (e.g., Head Start, First Things First, AZ Children’s Association, etc) through personal contacts, sharing of materials, and conference submissions.	X		X		X	
Responsible: KOI-Education, select PBIS-AC members Evidence: emails, meeting minutes, materials and conference announcements						

Proposed Outcomes for Year 3

1. The number of pilot schools that continue to meet PBIS implementation criteria by end of year 3 (see SET, SAS, and TIC in Appendix B)
2. Changes in student behavior data by end of year 3 (including incidences of seclusion and restraint) among the pilot schools (see Data Audit Tool – DAT in Appendix B)
3. The number of all schools in the state that earn recognition for implementing PBIS in year 3 (see <http://pbisaz.org/getting-started/success-stories/>)
4. The number of downloads or views made through PBISAz of the new awareness and exploration training materials
5. An agreement with DES/DDD to pursue a pilot study implementing PBIS in the home, along with a detailed proposal
6. A new law signed by the governor that puts in place meaningful student protections on the use of seclusion and restraint in schools

Sustainability

This project will only be sustainable with multiple years of funding. The first year was for the establishment of the PBIS Advisory Committee and planning only. Actual training and technical assistance to LEAs began in year two and must continue for several years to make an impact on students with developmental disabilities and the formalization of the PBIS process within each LEA.

The method of pursuing sustainability adopted by this project is to increase demand for PBIS services from schools, districts, ADE, DDD, parents, early childhood providers, and more. As the demand grows, the importance of PBISAz grows with it. Eventually, the right organizational design for statewide PBIS leadership will become evident. It may be through a private not-for-profit organization or through a series of state interagency agreements. But without first knowing where the greatest demand will come from, it is hard to know the best design to pursue. The following is an outline of the methods that have been, and will continue to be, used to grow the demand for PBIS, and therefore PBISAz.

- Arizona Department of Education (ADE) staff has been active and important members of the PBIS-AC. They are using the PBISAz and the ADDPC funding that supports this project as a springboard to improve, consolidate and enhance their own PBIS supports to LEAs. Furthermore, they have listed PBISAz as a partner in two new federal grants related to PBIS: 1) a 5-year “School Climate Transformation” grant, and 2) a 5-year “Wellness and Resilience in Education” grant. If funded, each would use the PBISAz as the main coordinating body to accomplish state-level capacity building, and contribute personnel time to ensure the objectives are met.
- Through the process of recognizing schools that implement PBIS, schools must seek an external assessment of their implementation fidelity. The more schools request these assessments, the more people must be trained and available to

conduct those assessments. This places continued demand on our state PBIS system to meet this need.

- By virtue of the way that we publicly honor implementing schools (listing them on the PBISAz website and map), we are encouraging other schools nearby to contact them and view them as model demonstration sites. The more this continues the more demand there will be for a coordinated statewide system of PBIS.
- The current plan for meaningful legislation regarding unnecessary and dangerous seclusion and restraint includes data collection for internal purposes (i.e, data-based decision making). If passed, every school in the state must have a data collection system that can produce reports showing, for example, the most frequent students and staff involved, the locations, the behaviors warranting crisis intervention, and the triggers to those behaviors. This will create tremendous demand for training on how to interpret these data, leading ultimately to PBIS as the means to prevent future instances.
- By assisting DES/DDD in the design and implementation of a pilot study of PBIS in the home, we hope to create the demand for greater PBIS services for families of individuals eligible for DES/DDD services. If the demand grows then so will the opportunities to meet that demand.

The above efforts show how the funding of the ADDPC in the creation of PBISAz is continually increasing demand for PBIS services by other stakeholders. We expect that by end of year 3 the best design for the future of PBISAz will become evident and we will pursue it in the subsequent years.

Budget and Justification

The next page provides a detailed budget, followed by a justification for year three. In Appendix A that follows you will find a proposed budget and justification for the final two years of this project (years 4 and 5). Note that the funding for last two years decreases as we find other ways to sustain the PBISAz. In Appendix C you will find the draft subcontract budgets for Year 3. Note that these are drafts only but they give the reader a clear picture of how the subcontract partners will use ADDPC funds as well as their own matching funds, to meet the above objectives. Final budgets are subject to approval through NAU Grants and Contracts department.

Budget (Yr 3)

Exhibit B
Arizona Developmental Disabilities Planning Council
 1740 West Adams, Suite 201
 Phoenix, AZ 85007
 Office: 602-542-8970//Fax:602-542-8978

Contractor Name: Northern Arizona University/Institute for Human Development

Project Name: ADDPC-PBS Project

Project/Contract Number:

Service Start Date: 7/1/2014

Service End Date: 6/30/2015

Budget Category	Description	Requested Funds	Non-Federal In-Kind Match	Total Cost
Salaries (12 mo)	Dan Davidson (75%)	58,858		58,858
Fringe Benefits	Dan Davidson (50%)	22,366		22,366
Salary (12mo)	Jie Kunkel (8%)		4,901	4,901
Fringe Benefits	Jie Kunkel (8%)		2,338	2,338
Salary (12 Mo)	Tom Uno (6%)		4,967	4,967
Fringe Benefits	Tom Uno (6%)		1,510	1,510
Staff Travel	1,000/In-state 2,000/Out-of-state	3,000		3,000
Contracted Service				
	Subcontract to KOI	58,300	19,433	77,733
	Subcontract to Sonoran Center	5,000	1,667	6,667
	Subcontract to LEAs	120,000	40,000	160,000
Other	Printing, copying and Project supplies	1,500		1,500
Indirect Costs	10% of TDC	26,902	25,851	52,754
Total Costs		295,926	100,667	396,593

It is understood that Non-Federal Funds identified in this budget will be used to match from seven subcontractors and the difference in indirect cost rate between funding agency 10% vs. NAU 30.9%

Budget Justification (Yr 3)

The budget justification that follows is based on the understanding that the best way to help selected LEAs continue to implement PBIS with fidelity, and reduce dangerous and unnecessary instances of seclusion and restraint, is to provide them with training and technical assistance over the next two years. And that the changes required to sustain a coordinated statewide system of support for all LEAs pursuing PBIS will take several years to achieve. This budget includes additional funding for the original pilot LEAs (that started last year and are implementing with fidelity). Funding is required for them to continue to purchase training and technical assistance on PBIS, and to begin new training for additional schools. It also includes an increase in the Project Director's time from 0.5 FTE (year 2) to 0.75 FTE (year 3) in order to award subcontracts, support and monitor pilot LEA implementation, but also to increase awareness, pursue sustainability, and expand PBIS beyond the schools.

A total contract amount of \$295,926 for Year 3 (12 months) is detailed above and described below. Estimated budgets for years 4 and 5 are included in the Appendix A.

Year 3 (7/1/14 – 6/30/15)

Project Director: (\$58,858) for 0.75 FTE (12 months) salary and ERE (\$22,366). Dr. Daniel Davidson will: 1) oversee the subcontracts to ensure all are fulfilling their responsibilities; 2) travel to participate in the Advisory Committee meetings; 3) travel to conduct awareness training (state and local conference presentations); 4) travel to participate in meetings regarding the expansion of PBISAz (e.g., DDD, Behavioral health, Child Safety...) and meetings regarding the passage of a seclusion/restraint legislation; 5) monitor the implementation and student outcomes of the LEAs; 6) continue with member recruitment of the state PBIS network; and 7) submit mid-year and final reports to ADDPC.

Business Manager: (\$4,901) for 0.08 FTE (12 Month) salary and ERE (\$2,338) will be contributed as in-kind. Funds are requested for Ms. Kunkel who will provide administrative and budgetary oversight to the project and assure all expenditures are in accordance with federal, and state university policies.

Associate Director: Tom Uno (4,967) for 0.06 FTE (12 month) salary and ERE (\$1,510) will be contributed as NAU in-kind. Mr. Uno will assist the Project Director in maintaining the focus of the project in meeting its goals and objectives.

Travel: (\$3,000) to be divided in this way: (\$1,000) for in state travel required to attend the AC and other meetings, and conduct awareness trainings, and (\$2,000) to attend the annual Association for Positive Behavior Support (APBS) national conference. It includes an estimated 2 nights lodging at an average rate \$106 per night for in-state travel, the mileage rate will be based on NAU state car rate at \$30 per day plus 15 cents per mile, and per diem rate based on the actual destination per NAU travel policy.

Subcontract KOI Education: (\$58,300) with (\$19,433) as in-kind. A detailed budget with budget justification is included in Appendix C.

Subcontract Sonoran Center: (\$5,000) with (\$1,667) as in-kind. A detailed budget with budget justification is included in Appendix C.

Subcontracts with LEAs: (\$120,000) with (\$40,000) as in-kind, is requested to support the selected LEAs in their second year of training and technical assistance. This is based on the expectation that four LEAs originally supported last year (8 total) will continue to train and coach the staff of those schools while also initiating new training and coaching to other schools, for the fixed amount of \$30,000 per LEA. LEAs will be able to use contract funds for any of the following expenses: professional fees of the PBIS trainer they select, travel expenses for each school team to attend training, expenses required to hire substitute teachers while team members are away at training, fees associated with entering outcome data into a database and generating reports as required by the project, training materials or other supplies required to participate in the training and technical assistance. Detailed budgets are included in Appendix C.

It should be noted that \$30,000 per LEA is only intended to offset some of their costs. It will not cover their entire expenses. LEAs must show commitment to PBIS in part by finding a way to fund the remaining costs. LEAs that meet project criteria for Year 3 will be awarded smaller final subcontracts in Year 4, and no additional funding in Year 5 (see Appendix A).

Other: (\$1,500) for printing and materials required for the public awareness trainings, Advisory Committee participation, and reports to ADDPC.

Indirect Cost: 10% TDC of the budget, which is the approved indirect cost rate by the funding agency. The NAU has an approved negotiated Federal (Department of Health and Human Services) Funding Indirect cost rate of 30.9% for this type of project. The difference between what is being charged 10% and the approved rate will be used towards the in-kind contributions (\$11,707) requirements (25%) by the funding agency.

APPENDIX A

Budgets/Justifications Years 4-5

Budget (Yr 4)

Exhibit B
Arizona Developmental Disabilities Planning Council
 1740 West Adams, Suite 201
 Phoenix, AZ 85007
 Office: 602-542-8970//Fax:602-542-8978

Contractor Name: Northern Arizona University/Institute for Human Development

Project Name: ADDPC-PBS Project

Project/Contract Number:

Service Start Date: 7/1/2015

Service End Date: 6/30/2016

Budget Category	Description	Requested Funds	Non-Federal In-Kind Match	Total Cost
Salaries (12 mo)	Dan Davidson (50%)	39,239		39,239
Fringe Benefits	Dan Davidson (50%)	14,911		14,911
Salary (12mo)	Jie Kunkel (15%)		9,190	9,190
Fringe Benefits	Jie Kunkel (15%)		4,384	4,384
Salary (12 Mo)	Tom Uno (12%)		9,933	9,933
Fringe Benefits	Tom Uno (12%)		3,020	3,020
Staff Travel	1,000/In-state 2,000/Out-of-state	3,000		3,000
Contracted Service				
	Subcontract to KOI	58,300	19,433	77,733
	Subcontract to Sonoran Center	5,000	1,667	6,667
	Subcontract to LEAs	80,000	26,667	106,667
Other	Printing, copying and Project supplies	1,500		1,500
Indirect Costs	10% of TDC	20,195	0	20,195
Total Costs		222,145	74,294	296,439

Budget Justification (Yr 4)

The budget justification that follows reflects a reduction in funding for the selected LEAs as they continue to implement the PBIS that they started in all the schools the prior two years. This budget also includes a decrease in the Project Director's time and salary, from 0.75 FTE (year 3) to 0.50 FTE (year 4). It is anticipated that one of the federal grants submitted by ADE in June 2014 will supply additional financial support to the PBISAz in order to continue to accomplish our goals. At the time of writing this proposal, the exact nature of that support is not clear. It may help support a portion of the PBISAz director salary, or it may provide additional support in staff time from the ADE personnel funded under the grant. Regardless of the exact nature of the support, the financial responsibility of ADDPC for PBISAz will decrease as the ADE support will increase.

A total contract amount of \$222,145 for Year 4 (12 months) is detailed above and described below. The estimated budget for the final year is also included in this Appendix A.

Year 4 (7/1/16 – 6/30/17)

Project Director: (\$39,239) for 0.50 FTE (12 months) salary and ERE (\$14,911). Dr. Daniel Davidson will: 1) travel to participate in the Advisory Committee meetings; 2) travel to conduct awareness training (state and local conference presentations); 3) travel to participate in meetings regarding the expansion of PBISAz (e.g., DDD, Behavioral health, Child Safety...) and meetings regarding the passage of a seclusion/restraint legislation; 4) monitor the implementation and student outcomes of the LEAs; 5) continue with member recruitment of the state PBIS network; and 6) submit mid-year and final reports to ADDPC.

Business Manager: (\$9,190) for 0.15 FTE (12 Month) salary and ERE (\$4,384) will be contributed as in-kind. Funds are requested for Ms. Kunkel who will provide a higher amount of administrative and budgetary oversight to the project as in previous years to help with the oversight of the subcontracts, because the project director's time has been reduced. Ms Kunkel will also assure all expenditures are in accordance to federal, and state university policies.

Associate Director: Tom Uno (9,933) for 0.12 FTE (12 month) salary and ERE (\$3,020) will be contributed as NAU in-kind. Mr. Uno will assist the Project Director in maintaining the focus of the project in meeting its goals and objectives, and also assist Ms. Kunkel in the monitoring of the subcontracts.

Travel: (\$3,000) to be divided in this way: (\$1,000) for in state travel required to attend the AC and other meetings, and conduct awareness trainings, and (\$2,000) to attend the annual Association for Positive Behavior Support (APBS) national conference. It includes an estimated 2 nights lodging at an average rate \$106 per night for in-state travel, the mileage rate will be based on NAU state car rate at \$30 per day plus 15 cents per mile, and per diem rate based on the actual destination per NAU travel policy.

Subcontract KOI Education: (\$58,300) with (\$19,433) as in-kind. A detailed budget with budget justification will be included with next year's contract.

Subcontract Sonoran Center: (\$5,000) with (\$1,667) as in-kind. A detailed budget with budget justification will be included with next year's contract.

Subcontracts with LEAs: (\$80,000) with (\$26,667) as in-kind, is requested to support the selected LEAs in their third and last year of training and technical assistance. LEAs will be able to use contract funds for any of the following expenses: professional fees of the PBIS trainer they select, travel expenses for each school team to attend training, expenses required to hire substitute teachers while team members are away at training, fees associated with entering outcome data into a database and generating reports as required by the project, training materials or other supplies required to participate in the training and technical assistance.

It should be noted that \$20,000 per LEA is only intended to offset some of the their costs. It will not cover their entire expenses. LEAs must show commitment to PBIS in part by finding a way to fund the remaining costs. Detailed budgets will be included with next year's contract.

Other: (\$1,500) for printing and materials required for the public awareness trainings, Advisory Committee participation, and reports to ADDPC.

Indirect Cost: 10% TDC of the budget, which is the approved indirect cost rate by the funding agency.

Budget (Yr 5)

Exhibit B
Arizona Developmental Disabilities Planning Council
 1740 West Adams, Suite 201
 Phoenix, AZ 85007
 Office: 602-542-8970//Fax:602-542-8978

Contractor Name: Northern Arizona University/Institute for Human Development

Project Name: ADDPC-PBS Project

Project/Contract Number:

Service Start Date: 7/1/2016

Service End Date: 6/30/2017

Budget Category	Description	Requested Funds	Non-Federal In-Kind Match	Total Cost
Salaries (12 mo)	Dan Davidson (25%)	19,620		19,620
Fringe Benefits	Dan Davidson (25%)	7,456		7,456
Salary (12mo)	Jie Kunkel (7%)		4,289	4,289
Fringe Benefits	Jie Kunkel (7%)		2,046	2,046
Salary (12 Mo)	Tom Uno (6%)		4,967	4,967
Fringe Benefits	Tom Uno (6%)		1,510	1,510
Staff Travel	500/In-state 2,000/Out-of-state	2,500		2,500
Contracted Service				
	Subcontract to KOI	29,150	9,719	38,869
	Subcontract to Sonoran Center	5,000	1,667	6,667
Other	Printing, copying and Project supplies	750		750
Indirect Costs	10% of TDC	6,448		6,448
Total Costs		70,924	24,197	95,121

Budget Justification (Yr 5)

The budget justification that follows is based on the understanding that this is the last year ADDPC funding will be used to support the PBISAz. By end of Year 5, other sources of funding will be available to sustain a statewide leadership team that oversees resources to schools to implement PBIS with fidelity and ultimately reduce dangerous and unnecessary seclusions and restraints. This budget also includes a decrease in the Project Director's time and salary, from 0.50 FTE (year 4) to 0.25 FTE (year 5). It is anticipated that one of the federal grants submitted by ADE in June 2014 will supply additional financial support to the PBISAz in order to continue to accomplish our goals.

A total contract amount of \$70,924 for Year 5 (12 months) is detailed above and described below.

Year 3 (7/1/16 – 6/30/17)

Project Director: (\$19,620) for 0.25 FTE (12 months) salary and ERE (\$7,456). Dr. Daniel Davidson will: 1) travel to participate in the Advisory Committee meetings; 2) travel to conduct awareness training (state and local conference presentations); 3) travel to participate in meetings regarding the long term sustainability of PBISAz; 4) continue with member recruitment of the state PBIS network; and 5) submit final mid-year and reports to ADDPC.

Business Manager: (\$4,289) for 0.07 FTE (12 Month) salary and ERE (\$2,046) will be contributed as in-kind. Funds are requested for Ms. Kunkel who will provide administrative and budgetary oversight to the project and assure all expenditures are in accordance with federal, and state university policies.

Associate Director: Tom Uno (4,967) for 0.06 FTE (12 month) salary and ERE (\$1,510) will be contributed as NAU in-kind. Mr. Uno will assist the Project Director in maintaining the focus of the project in meeting its goals and objectives.

Travel: (\$2,500) to be divided in this way: (\$500) for in state travel required to attend the AC and other meetings, and conduct awareness trainings, and (\$2,000) to attend the annual Association for Positive Behavior Support (APBS) national conference. It includes an estimated 2 nights lodging at an average rate \$106 per night for in-state travel, the mileage rate will be based on NAU state car rate at \$30 per day plus 15 cents per mile, and per diem rate based on the actual destination per NAU travel policy.

Subcontract KOI Education: (\$29,1500) with (\$9,719) as in-kind. A detailed budget with budget justification will be included with the final contract.

Subcontract Sonoran Center: (\$5,000) with (\$1,667) as in-kind. A detailed budget with budget justification will be included with the final contract.

Other: (\$750) for printing and materials required for the public awareness trainings, Advisory Committee participation, and reports to ADDPC.

Indirect Cost: 10% TDC of the budget, which is the approved indirect cost rate by the funding agency.

APPENDIX B

LEA Outcome Data Requirements



DATA AUDIT TOOL
(DAT)

School Name _____
 District Name _____
 Contact Person _____ Title _____
 Email _____ Phone _____
 Type of School _____
 Elementary, Middle, High, K-12 _____
 Public, Charter, Alternative, Tribal, Private _____

Data Source	Data	Baseline: TYPE YEAR (Before Starting PBIS)						Year 1: TYPE YEAR (Specify training or roll out year)						Year 2: TYPE YEAR (Specify training or roll out year)																							
100 Day Count from School	Total Enrollment	1000						1000						1000																							
ADE Published Results (www.ade.az.gov)	Standardized Test Data (add % Meets + % Exceeds Criteria) Reading Writing/Language Math Science	2	3	4	5	6	7	8	9	10	2	3	4	5	6	7	8	9	10	2	3	4	5	6	7	8	9	10									
From School Database	Behavior Data American Indian Asian Black/African American Hispanic/Latino Pacific Islander/Hawaiian White Total Population General Education Population Special Education Population	ODR #	%	ISS #	%	OSS #	%	Expulsion #	%	Grad. #	%	DropOut #	%	ODR #	%	ISS #	%	OSS #	%	Expulsion #	%	Grad. #	%	DropOut #	%	ODR #	%	ISS #	%	OSS #	%	Expulsion #	%	Grad. #	%	DropOut #	%
From School Database	Disproportionality and Seclusion/Restraint Data American Indian Asian Black/African American Hispanic/Latino Pacific Islander/Hawaiian White Total Population General Education Population Special Education Population	Total Pop. #	%	Gen.Ed. Pop. #	%	Sp.Ed. Pop. #	%	Seclusion #	%	Physical Restraint #	%	Mechanical Restraint #	%	Total Pop. #	%	Gen.Ed. Pop. #	%	Sp.Ed. Pop. #	%	Seclusion #	%	Physical Restraint #	%	Mechanical Restraint #	%	Total Pop. #	%	Gen.Ed. Pop. #	%	Sp.Ed. Pop. #	%	Seclusion #	%	Physical Restraint #	%	Mechanical Restraint #	%
From School Database	Special Education Data All Students	Referred #	%	Identified #	%	Referred #	%	Identified #	%	Referred #	%	Identified #	%																								

% Is always percent of Total Enrollment from 100 Day Count
 PBISaz DAT Adapted from the Illinois PBIS Network DAT

PBIS Team Implementation Checklist (TIC 3.1)

This checklist is designed to be completed by the PBIS Team once a quarter to monitor activities for implementation of PBIS in a school. The team should complete the **Action Plan** at the same time to track items that are In Progress or Not Yet Started items.

School: _____ Coach: _____ Date of Report: _____

District: _____ County: _____ State: _____

Person Completing Report: _____

PBIS Team Members: _____

Complete & submit to coach quarterly.					
Status: A = Achieved, I = In Progress, N = Not Yet Started					
					Date:
ESTABLISH COMMITMENT					
1. Administrator's Support & Active Involvement <ul style="list-style-type: none"> Admin attends PBIS meetings 80 % of time Admin defines social behavior as one of the top three goals for the school Admin actively participates in PBIS training 	Status:				
2. Faculty/Staff Support <ul style="list-style-type: none"> 80% of faculty document support that school climate/discipline is one of top three school improvement goals Admin/faculty commit to PBIS for at least 3 years 	Status:				
ESTABLISH & MAINTAIN TEAM					
3. Team Established (Representative) <ul style="list-style-type: none"> Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors. Team has established clear mission/purpose 	Status:				
4. Team has regular meeting schedule, effective operating procedures <ul style="list-style-type: none"> Agenda and meeting minutes are used Team decisions are identified, and action plan developed 	Status:				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support <ul style="list-style-type: none"> Team has completed the "Working Smarter" matrix 	Status:				

Complete quarterly with your PBIS Coach

Complete & submit to coach quarterly.
Status: A = Achieved, I = In Progress, N = Not Yet Started

Date:				
SELF-ASSESSMENT				
6. Team completes self-assessment of current PBIS practices being used in the school <ul style="list-style-type: none"> The team has completed the TIC (progress monitoring), BoQ (annual assessment) or SET. 	Status:			
7. Team summarizes existing school discipline data <ul style="list-style-type: none"> The team uses office discipline referral data (ODR), attendance, & other behavioral data for decision making. 	Status:			
8. Team uses self-assessment information to build implementation Action Plan (areas of immediate focus) <ul style="list-style-type: none"> The team has an Action Plan guiding implementation of PBIS with specific actions scheduled to be performed. 	Status:			
ESTABLISH SCHOOL-WIDE EXPECTATIONS: PREVENTION SYSTEMS				
9. 3-5 school-wide behavior expectations are defined and posted in all areas of building <ul style="list-style-type: none"> 3-5 positively and clearly stated expectations are defined. The expectations are posted in public areas of the school. 	Status:			
10. School-wide teaching matrix developed <ul style="list-style-type: none"> Teaching matrix used to define how school-wide expectations apply to specific school locations. Teaching matrix distributed to all staff. 	Status:			
11. Teaching plans for school-wide expectations are developed <ul style="list-style-type: none"> Lesson plans developed for teaching school-wide expectations at key locations throughout the school. Faculty is involved in development of lesson plans. 	Status:			
12. School-wide behavioral expectations taught directly & formally <ul style="list-style-type: none"> Schedule/plans for teaching the staff the lessons plans for students are developed Staff and students know the defined expectations. School-wide expectations taught to all students Plan developed for teaching expectations to students to who enter the school mid-year. 	Status:			

Complete quarterly with your PBIS Coach

Complete & submit to coach quarterly.
Status: A = Achieved, I = In Progress, N = Not Yet Started

		Date:			
13. System in place to acknowledge/reward school-wide expectations <ul style="list-style-type: none"> • Reward systems are used to acknowledge school-wide behavioral expectations. • Ratio of reinforcements to corrections is high (4:1). • Students and staff know about the acknowledgement system & students are receiving positive acknowledgements. 	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed <ul style="list-style-type: none"> • Major & minor problem behaviors are all clearly defined. • Clearly defined and consistent consequences and procedures for undesirable behaviors are developed and used. • Procedures define an array of appropriate responses to minor (classroom managed behaviors). • Procedures define an array of appropriate responses to major (office managed) behaviors. 	Status:				
CLASSROOM BEHAVIOR SUPPORT SYSTEMS					
15. School has completed a school-wide classroom systems summary <ul style="list-style-type: none"> • The teaching staff has completed a classroom assessment (Examples: SAS Classroom Survey, Classroom Systems Survey, etc.) 	Status:				
16. Action plan in place to address any classroom systems identified as a high priority for change <ul style="list-style-type: none"> • Results of the assessment are used to plan staff professional development and support. 	Status:				
17. Data system in place to monitor office discipline referral rates that come from classrooms <ul style="list-style-type: none"> • School has a way to review ODR data from classrooms to use in data based decision making. 	Status:				

Complete quarterly with your PBIS Coach

Complete & submit to coach quarterly.
Status: A = Achieved, I = In Progress, N = Not Yet Started

Date:					
ESTABLISH INFORMATION SYSTEMS					
18. Discipline data are gathered, summarized, & reported at least quarterly to whole faculty <ul style="list-style-type: none"> Data collection is easy, efficient & relevant for decision-making ODR data entered at least weekly (min). Office referral form lists a) student/grade, b) date/time, c) referring staff, d) problem behavior, e) location, f) persons involved, g) probable motivation, h) consequences and i) administrative decision. ODR data are available by frequency, location, time, type of problem behavior, motivation and student. ODR data summary shared with PBIS team at least monthly (min). 	Status:				
19. Discipline data are available to the Team regularly (at least monthly) in a form and depth needed for problem solving <ul style="list-style-type: none"> Team is able to use the data for decision making, problem solving, action planning and evaluation. Precision problem statements are used for problem solving. 	Status:				
BUILD CAPACITY FOR FUNCTION-BASED SUPPORT					
20. Personnel with behavioral expertise are identified & involved <ul style="list-style-type: none"> Personnel are able to provide behavior expertise for students needing Tier II and Tier III support. 	Status:				
21. At least one staff member of the school is able to conduct simple functional behavioral assessments <ul style="list-style-type: none"> At least one staff member can conduct simple behavioral assessments and work with a team in developing behavior support plans for individual students 	Status:				
22. Intensive, individual student support team structure in place to use function-based supports <ul style="list-style-type: none"> A team exists that focuses on intensive individualized supports for students needing Tier III supports. The team uses function-based supports to develop, monitor and evaluate behavioral plans. The team delivering Tier III has a data system that allows on-going monitoring of the fidelity and outcomes of individual behavior support plans. 	Status:				

Complete quarterly with your PBIS Coach

Additional Comments & Information:

PBIS Action Plan

Only include those items in Team Implementation Checklist that are marked "In Progress" or "Not Yet Started"

Activity	Activity Task Analysis (What)	Who	By When
1. Administrator's Support and Active Involvement			
2. Faculty / Staff Support			
3. Team Established (Representative)			
4. Team has regular meeting schedule, effective operating procedures			
5. Audit is completed for efficient integration of team with other teams /initiatives addressing behavior support			

Complete quarterly with your PBIS Coach

Activity	Activity Task Analysis (What)	Who	By When
6. Team completes self-assessment of current PBIS practices being used in the school			
7. Team summarizes existing school discipline data			
8. Team uses self-assessment information to build implementation Action Plan (areas of immediate focus)			
9. 3-5 school-wide behaviors expectations are defined and posted in all areas of building			
10. School-wide teaching matrix developed			
11. Teaching plans for SW expectations are developed			

Complete quarterly with your PBIS Coach

Activity	Activity Task Analysis (What)	Who	By When
12. SW behavioral expectations taught directly and formally			
13. System in place to acknowledge/reward SW expectations			
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed			
15. Team has completed a SW classroom systems summary			
16. Action plan in place to address any classroom systems identified as a high priority for change			
17. Data system in place to monitor office discipline referral rates that come from classrooms			
18. Discipline are gathered, summarized and reported at least quarterly to whole faculty			

Complete quarterly with your PBIS Coach

Activity	Activity Task Analysis (What)	Who	By When
19. Discipline data are available to Team at least monthly in a form and depth needed for problem solving			
20. Personnel with behavior expertise are identified and involved			
21. At least one staff member of the school is able to conduct simple functional behavioral assessments			
22. Intensive, individual student support team structure in place to use function-based supports			

Complete quarterly with your PBIS Coach

SAS Summary

School: _____

Date: _____

Use the SAS Tally page and the SAS Summary Graph to develop an accurate summary & determine initial focus area priorities

For each system area, follow the steps as outlined below	Overall Perception			
	School-wide	Non-classroom	Classroom	Individual Student
1. Use <i>SAS Summary Graph</i> to rate overall perspective of PBIS implementation & circle High, Med. or Low	High Med Low	High Med Low	High Med Low	High Med Low
2. Using <i>SAS Tally Pages</i> , list three major strengths	a. b. c.	a. b. c.	a. b. c.	a. b. c.
3. Using the SAS Tally pages, list three major areas in need of development. 4. For each system, circle one priority area for focusing development activities	a. b. c.	a. b. c.	a. b. c.	Targeted group or Individual interventions a. b. c.
5. Circle or define activities for this/next year's focus to support area selected for development	a. Organize a team b. Define/teach school rules c. Define consequence systems for appropriate & inappropriate behavior d. Define a measurement system linked to school improvement goal e. Establish communication cycles with other school teams f. Develop implementation plan	a. Define/teach routines b. Supervisor booster training & feedback sessions c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Define/teach routines/ link with school wide rules b. Classroom staff boosters & feedback sessions for creating effective strategies/materials c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Process for referral & support plan design, implementation & monitoring b. Plan to develop & use FBA to support skills c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan
6. Specify system(s) to: sustain (S) & develop (D).				
7. Use the PBIS Annual Action Planning form for determining management, design & implementation activities in the selected focus areas.				

School-wide Evaluation Tool (SET)

Overview

Purpose of the SET

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to:

1. assess features that are in place,
2. determine annual goals for school-wide effective behavior support,
3. evaluate on-going efforts toward school-wide behavior support,
4. design and revise procedures as needed, and
5. compare efforts toward school-wide effective behavior support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products listed below and to identify a time for the SET data collector to preview the products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the SET averages takes two to three hours.

Products to Collect

- | | |
|----------|--|
| 1. _____ | Discipline handbook |
| 2. _____ | School improvement plan goals |
| 3. _____ | Annual Action Plan for meeting school-wide behavior support goals |
| 4. _____ | Social skills instructional materials/ implementation time line |
| 5. _____ | Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions) |
| 6. _____ | Office discipline referral form(s) |
| 7. _____ | Other related information |

Using SET Results

The results of the SET will provide schools with a measure of the proportion of features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/ maintenance phases of development toward a systems approach to school-wide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.



**School-wide Evaluation Tool
(SET)
Implementation Guide**

School _____

Date _____

District _____

State _____

Step 1: Make Initial Contact

- A. Identify school contact person & give overview of SET page with the list of products needed.
- B. Ask when they may be able to have the products gathered. Approximate date: _____
- C. Get names, phone #'s, email address & record below.

Name _____ Phone _____

Email _____

Products to Collect

- 1. _____ Discipline handbook
- 2. _____ School improvement plan goals
- 3. _____ Annual Action Plan for meeting school-wide behavior support goals
- 4. _____ Social skills instructional materials/ implementation time line
- 5. _____ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
- 6. _____ Office discipline referral form(s)
- 7. _____ Other related information

Step 2: Confirm the Date to Conduct the SET

- A. Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the school while conducting student & staff interviews, & for reviewing the products.
Meeting date & time: _____

Step 3: Conduct the SET

- A. Conduct administrator interview.
- B. Tour school to conduct observations of posted school rules & randomly selected staff (minimum of 10) and student (minimum of 15) interviews.
- C. Review products & score SET.

Step 4: Summarize and Report the Results

- A. Summarize surveys & complete SET scoring.
- B. Update school graph.
- C. Meet with team to review results.
Meeting date & time: _____



School-wide Evaluation Tool (SET) Scoring Guide

School _____

Date _____

District _____

State _____

Pre _____ Post _____

SET data collector _____

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)	Discipline handbook, Instructional materials Other _____ P	
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters Other _____ O	
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials Other _____ P	
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ I	
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ I	
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)	Interviews Other _____ I	
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____ I	
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews Other _____ P	
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Interviews Other _____ I	
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I	
D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2 = yes)	Discipline handbook, Instructional materials Other _____ P	
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____ I	
	3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)	Walls Other _____ O	



Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2		
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____			
E. Monitoring & Decision-Making	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)	Referral form (circle items present on the referral form)	P		
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	Interview _____ I Other _____			
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)	Interview _____ I Other _____			
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____			
F. Management	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4 th or lower priority; 2 = 1 st - 3 rd priority)	School Improvement Plan, Interview Other _____	P I		
	2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____			
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)	Interview _____ I Other _____			
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____			
	5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)	Interview _____ I Other _____			
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	Interview _____ I Other _____			
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)	Interview _____ I Other _____			
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	Annual Plan, calendar Other _____	P		
G. District-Level Support	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes)	Interview _____ I Other _____			
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)	Interview _____ I Other _____			
Summary Scores:	A = /4	B = /10	C = /6	D = /8	E = /8
	F = /16	G = /4	Mean = /7		



Administrator Interview Guide

Let's talk about your discipline system

- 1) Do you collect and summarize office discipline referral information? Yes No If no, skip to #4.
- 2) What system do you use for collecting and summarizing office discipline referrals? (E2)
 - a) What data do you collect? _____
 - b) Who collects and enters the data? _____
- 3) What do you do with the office discipline referral information? (E3)
 - a) Who looks at the data? _____
 - b) How often do you share it with other staff? _____
- 4) What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)

- 5) What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4)

Let's talk about your school rules or motto

- 6) Do you have school rules or a motto? Yes No If no, skip to # 10.
- 7) How many are there? _____
- 8) What are the rules/motto? (B4, B5)

- 9) What are they called? (B4, B5)
- 10) Do you acknowledge students for doing well socially? Yes No If no, skip to # 12.
- 11) What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3)

Do you have a team that addresses school-wide discipline? If no, skip to # 19

- 12) Has the team taught/reviewed the school-wide program with staff this year? (B3) Yes No
- 13) Is your school-wide team representative of your school staff? (F3) Yes No
- 14) Are you on the team? (F5) Yes No
- 15) How often does the team meet? (F6) _____
- 16) Do you attend team meetings consistently? (F5) Yes No
- 17) Who is your team leader/facilitator? (F4) _____
- 18) Does the team provide updates to faculty on activities & data summaries? (E3, F7) Yes No
If yes, how often? _____
- 19) Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes No
If yes, who? _____
- 20) What are your top 3 school improvement goals? (F1)

- 21) Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (G1) Yes No



Additional Interviews

In addition to the administrator interview questions there are questions for Behavior Support Team members, staff and students. **Interviews can be completed during the school tour.** Randomly select students and staff as you walk through the school. Use this page as a reference for all other interview questions. Use the interview and observation form to record student, staff, and team member responses.

Staff Interview Questions

Interview a minimum of 10 staff

- 1) What are the _____ (school rules, high 5's, 3 bee's)? (B5)
(Define what the acronym means)
- 2) Have you taught the school rules/behavioral expectations this year? (B2)
- 3) Have you given out any _____ since _____? (C3)
(rewards for appropriate behavior) (2 months ago)
- 4) What types of student problems do you or would you refer to the office? (D2)
- 5) What is the procedure for dealing with a stranger with a gun? (D4)
- 6) Is there a school-wide team that addresses behavioral support in your building?
- 7) Are you on the team?

Team Member Interview Questions

- 1) Does your team use discipline data to make decisions? (E4)
- 2) Has your team taught/reviewed the school-wide program with staff this year? (B3)
- 3) Who is the team leader/facilitator? (F4)

Student interview Questions

Interview a minimum of 15 students

- 1) What are the _____ (school rules, high 5's, 3 bee's)? (B4)
(Define what the acronym means.)
- 2) Have you received a _____ since _____? (C2)
(reward for appropriate behavior) (2 months ago)



Interview and Observation Form

Staff questions (Interview a minimum of 10 staff members)								Team member questions			Student questions	
	<i>What are the school rules? Record the # of rules known.</i>	<i>Have you taught the school rules/ behave. exp. to students this year?</i>	<i>Have you given out any _____ since _____? (2 mos.)</i>	<i>What types of student problems do you or would you refer to the office?</i>	<i>What is the procedure for dealing with a stranger with a gun?</i>	<i>Is there a team in your school to address school-wide behavior support systems?</i>	<i>Are you on the team? If yes, ask team questions</i>	<i>Does your team use discipline data to make decisions?</i>	<i>Has your team taught/ reviewed SW program w/staff this year?</i>	<i>Who is the team leader/ facilitator?</i>	<i>What are the (school rules)? Record the # of rules known</i>	<i>Have you received a _____ since _____?</i>
1		Y N	Y N			Y N	Y N	Y N	Y N		1	Y N
2		Y N	Y N			Y N	Y N	Y N	Y N		2	Y N
3		Y N	Y N			Y N	Y N	Y N	Y N		3	Y N
4		Y N	Y N			Y N	Y N	Y N	Y N		4	Y N
5		Y N	Y N			Y N	Y N	Y N	Y N		5	Y N
6		Y N	Y N			Y N	Y N	Y N	Y N		6	Y N
7		Y N	Y N			Y N	Y N	Y N	Y N		7	Y N
8		Y N	Y N			Y N	Y N	Y N	Y N		8	Y N
9		Y N	Y N			Y N	Y N	Y N	Y N		9	Y N
10		Y N	Y N			Y N	Y N	Y N	Y N		10	Y N
11		Y N	Y N			Y N	Y N	Y N	Y N		11	Y N
12		Y N	Y N			Y N	Y N	Y N	Y N		12	Y N
13		Y N	Y N			Y N	Y N	Y N	Y N		13	Y N
14		Y N	Y N			Y N	Y N	Y N	Y N		14	Y N
15		Y N	Y N			Y N	Y N	Y N	Y N		15	Y N
Total							X				Total	
Location		Front hall/ office	Class 1	Class 2	Class 3	Cafeteria	Library	Other setting (gym, lab)	Hall 1	Hall 2	Hall 3	
Are rules & expectations posted?		Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
Is the documented crisis plan readily available?		Y N	Y N	Y N	Y N	Y N	Y N	Y N	X	X	X	



APPENDIX C

Draft Subcontract Budgets (Year 3)

KOI Education

Proposal Budget Request

Duration	7/1/2014 - 6/30/2015	Proposal Title	Statewide PBIS
PI Name	Angel Jannach-Pennell		

1. Direct Cost	Annual	(FTE)	Proposal Title	Statewide PBIS
Salary				Total
Daniel Gulchak	\$64,000	50%	\$32,000	
ERE (25%)			\$8,000.00	
Staff total				\$40,000.00
Travel			item cost	
National Conference 2014 (Gulchak)			\$2,000.00	
APBS 2015 (Gulchak)			\$500.00	\$0.00
APBS 2015 x 2			\$4,000.00	
				\$6,500.00
Misc				
Advisory Committee Meetings (board & break-out rooms)				\$1,000.00
Services				
Website development/maintenance				\$1,500.00
Supplies				
Project materials				\$4,000.00
<hr/>				
Total Direct cost				\$53,000.00
Indirect cost	10%			\$5,300.00
<hr/>				
Total Grant proposal budget request				\$58,300.00
<hr/>				

Subcontract KOI Education: (\$58,300.00) reflects the following expenses:

Requested funds:

1. (\$40,000) for Salary (\$32,000) plus ERE (\$8,000) for the Project Coordinator, Dr. Daniel Gulchak to coordinate all activities of the AC and its subcommittees, travel to participate in national PBIS planning meetings and conferences, develop and disseminate public information about the project (including a website), and submit preliminary reports to the Project Director)
2. (\$2,000) for Project Coordinator travel to attend national PBIS state leadership meetings, and national conferences pertaining to PBIS.
3. (\$4,000) for project supplies, such as materials for the AC, and public awareness materials.
4. (\$1500) to develop and maintain an interactive website
5. (\$1000) for the Advisory Committee costs, including: a) meeting accommodations (board room & break out rooms) and materials for 10-15 AC members to work through three full-day meetings plus seven conference calls, and b) two key AC members to attend the national APBS conference in order to learn how other states are accomplishing similar goals.
6. (\$5300) for Indirect Costs (10% TDC of the budget, which is the approved indirect cost rate by the funding agency).

Costshare funds:

1. contribution for A. Jannasch-Pennell – will serve as committee members; ass't in planning meetings and events; disseminate research and information to the field; and assist in writing/completing reports for Board.
2. travel for one person to APBS to co-host Committee meeting and ass't in record keeping for Committee and Board.
3. Space rental fee for Committee meetings and internet access in Phoenix, AZ for meeting days/times.
4. communications/internet AZ for Exec Director, D. Gulchak for a period of 12months.

KOI Education

Proposal (Cost sharing)

Duration
PI Name7/1/2014 - 6/30/2015
Angel Jannach-Pennell

Proposal Title

Statewide PBIS

1. Direct Cost
Salary

Annual

(FTE)

Total

Angel Jannasch-Pennell

\$75,000

16%

\$12,000

Yadira Flores

\$60,000

2%

\$1,200

ERE (25%)

\$3,300.00

Staff total

\$16,500.00

Travel

Nat'l PBIS Conference

(one person)

item cost

\$1,600.00

\$1,600.00

Services

\$0.00

Communication

\$0.00

Total Direct cost

\$18,100.00

Indirect cost

10%

\$1,810.00

Total Grant proposal budget request

\$19,910.00

Costshare funds

1. inkind contribution for A. Jannasch-Pennell & Y. Flores – each will: serve as committee members; ass't in planning meetings and events; disseminate research and information to the field; and assist in writing/completing reports for Board.

2. inkind travel for one person to APBS to co-host Committee meeting and ass't in record keeping for Committee and Board.

3. Approved Indirect Cost rate (10% TDC of the budget) - \$1810.00

KOI Education does not have a federally approved indirect cost rate: therefore KOI Education will request an allocation for administrative costs of 10% of total direct funds requested in the budget. Administrative costs will include financial, accounting, portion of rent, telephone/communications, and payroll processing costs.

KOI Education

Proposal Request + Cost sharing

Duration
PI Name7/1/2014 - 6/30/2015
Angel Jannach-Pennell

Proposal Title Statewide PBIS

1. Direct Cost	Annual		Total	Category
Salary		(FTE)		
Daniel Gulchak	\$64,000	50%	\$32,000	request
Angel Jannasch-Pennell	\$75,000	16%	\$12,000	in kind
Yadira Flores	\$60,000	2%	\$1,200	in kind
ERE (25%)			\$11,300.00	request = \$40,000 in kind - 16,500
Staff total			\$56,500.00	
Travel		item cost		
National Conference 2014 (Gulchak)		\$2,000.00		request
APBS 2015 (Gulchak)		\$500.00		request
APBS 2015 x 2		\$4,000.00		request
Nat'l PBS Forum 2013 (one person)		\$1,600.00	\$8,100.00	in kind
Misc				
Advisory Committee and planning Meeting business			\$1,000.00	request
Services				
Website development/maintenance		\$1,500.00		request
Meeting/Conference Internet access		\$0.00	\$1,500.00	
Supplies				
Marketing materials			\$4,000.00	request
Communication				
12 months Gulchak's internet and cellular phone			\$0.00	in kind
Total Direct cost			\$71,100.00	
Indirect cost	10%		\$7,110.00	
Total Grant proposal budget request			\$78,210.00	

Budget Narrative and Justification

Sonoran UCEDD –Sub Award

Reducing Seclusion and Restraints through Positive Behavior Interventions and Supports (PBIS)

July 1, 2014 – June 30, 2015

Personnel

Lynne Tomasa, PhD, MSW (.0352 / .42 person months) will serve as Principal Investigator and assume overall responsibility for program evaluation of the project and activities in Year Three. Responsibilities include: evaluation of the activities of the PBISAz Advisory Committee (AC), a comparison of progress towards the 38-item *Implementation Blueprint and Self-Assessment*, a short on-line survey of AC members' perceptions of the process, and phone interviews of a small select sample of the AC members. Personnel salaries are based on university schedules and ranges for the positions. All percentages are based on a 12 month contract for the project.

Fringe Benefits (amounts for each individual on budget summary)

University fringe benefits rates are based on employee classification: Appointed personnel and regular faculty (28.6%).

Travel

In state (\$210) – It is anticipated that project staff will travel to Phoenix twice to meet with project staff/AC. Calculation is based on a roundtrip of 236 miles at \$0.445 per mile. (\$105 X 2 trips = \$210)

Other – (including Contracted/Professional Services)

Conference Calls (\$35) Costs associated with conference calls on the project.

Indirect Charges

Requesting Indirect Costs of 10% .

Match

The match required by DDPC is being met through foregone in-direct costs (difference between 10% indirect rate and university rate). The University of Arizona indirect rate is 51.5%.

Principal Investigator/Program Director (Last, First, Middle)

DETAILED BUDGET						FROM	THROUGH		
						07/01/14	06/30/15		
PERSONNEL						DOLLAR AMOUNT REQUESTED			
NAME	ROLE ON PROJECT	TYPE APPT. (months)	% EFFORT ON PROJ.	PERSON MONTHS	INST. BASE SALARY	SALARY REQUESTED	FRINGE BENEFIT	TOTAL	ERE RATE
Lynne Tomasa	Principal Investigator	12	0.0352	0.4200	95,000	3,344	956	4,300	28.60%
				0.00		0	0	0	
				0.00		0	0	0	
				0.00		0	0	0	
				0.00		0	0	0	
				0.00		0	0	0	
				0.00		0	0	0	
				0.00		0	0	0	
				0.00		0	0	0	
				0.00		0	0	0	
				0.00		0	0	0	
SUBTOTALS			0.0352	0.4200	95,000	3,344	956	4,300	
CONSULTANT COSTS								0	
EQUIPMENT <i>(Itemize)</i>								0	
SUPPLIES <i>(Itemize by category)</i>								0	
TRAVEL Project Staff Travel (2 trips to Phoenix)								210	105 x 2 trips = 210
PATIENT CARE COSTS		INPATIENT							
		OUTPATIENT							
ALTERATIONS AND RENOVATIONS <i>(Itemize by category)</i>								0	
OTHER EXPENSES <i>(Itemize by category)</i> Conference Calls								35	
SUBTOTAL PRIME INSTITUTION DIRECT COSTS								4,545	
CONSORTIUM/CONTRACTUAL COSTS						DIRECT COSTS			
SUBTOTAL DIRECT COSTS FOR BUDGET PERIOD								4,545	
CONSORTIUM/CONTRACTUAL COSTS						FACILITIES AND ADMINISTRATIVE COSTS			
TOTAL DIRECT COSTS								4,545	
INDIRECT COSTS						10.00%		455	
TOTAL COSTS								5,000	

NAU PBIS Budget 2014 Final.xls
Matching Support

Matching Support
07/01/14 - 06/30/15

Forgone Indirects:

University of Arizona rate	51.50%
Stipulated rate per award	10.00%
IDC rate forgone	<u>41.50%</u>
Direct Costs	4,545
Forgone indirect costs	<u>\$ 1,886</u>

Required match \$ 1,667

Total Requested	\$ 5,000	73%
Match	<u>\$ 1,886</u>	27% Required minimum of 25%
Total Program	<u>\$ 6,886</u>	



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SCOPE OF WORK

PBIS Scope of Work 2014-2015

1. Provide Year-2 training and coaching to the staff of our initial pilot schools (4 days of training); plus Year-1 training and coaching to the staff of two new schools (4 days of training).
2. Continue to support initial pilot schools with coaching services provided by KOI.
3. Continue to include administrators of PBIS schools in District PBIS Team meetings to be held at least quarterly with KOI.
4. Support two new schools with Tier 1 implementation of PBIS in preparation of roll-out in 2015-16 (including identifying a school team, identifying behavioral expectations, developing branding, creating systems of teaching behaviors and rewarding and encouraging student adherence to guidelines).
5. Send ten staff members to the 2-day BET-C Conference in March 2015.
6. Purchase and begin to utilize SWIS for ODR data to assist with analysis of behavioral data and trends.
7. Engage in self-assessment opportunities to ensure implementation is with fidelity (including SET with KOI).
8. Identify and send two to three individuals to Train the Trainer training sponsored by KOI Education to ensure PESD can maintain its PBIS momentum with all schools.

BUDGET 2014-15

Item	NAU/ PBIS	PESD Cost Share	Total
Training/ Coaching Consultants – KOI for 4 schools	\$30,000	\$10,000	\$ 40,000
SWIS Data System – U of Oregon SWIS/SWIS-CICO licenses for 4 schools		\$ 1,600	\$ 1,600
KOI SWIS Coaching/ Training for 4 SWIS Systems		\$ 2,780	\$ 2,780
In-State Travel		\$ 1,990	\$ 1,990
Total	\$30,000	\$16,370	\$46,370

BUDGET JUSTIFICATION

The Phoenix Elementary School District plans to use the funding from the NAU PBIS grant in the following ways:

1. To continue training to the school and district personnel that began training last year, as well as to begin new training for the staff of 2 more schools that have committed to pursue PBIS. For this we are requesting \$30,000 to pay our training consultant (KOI Education) which will be divided across 8 separate training sessions at a cost of \$10,000 per school for the year.
2. The ongoing training and coaching provided by KOI Education will serve to ensure that Tier 2 is implemented with fidelity, and is sustainable for the district as it prepares to begin Tier 1 implementation with two new schools.

The Phoenix Elementary School District plans to contribute matching funds (Cost Share) through the following expenditures. We will cover these costs through a combination of our M & O budget, IDEA funds, Title 1, and MIPS funds.

1. To track our office discipline referrals, we are using the SWIS Data tracking services. At \$400 per school for the SWIS-CICO license for 4 schools, we will need \$1,600.
2. For KOI training and coaching concerning the SWIS Data tracking tools, we will need an additional \$695 per school, or a total of \$2,780.
3. To send 10 staff members to the 2-day BET-C Conference, we are allocating \$1,990 for the cost of 10 full cost registrations.

MADISON ELEMENTARY SCHOOL BUDGET

2014 –2015

<u>ITEM</u>	<u>NAU/PBIS</u>	<u>Cost Share</u>	<u>Total</u>
Training/Coaching Consultants	\$30,000		\$30,000
Training Trainers		\$5,000	\$5,000
SWIS Data Systems		\$1,200	\$1,200
CICO Data Systems with training		\$200	\$200
CICO Training		\$500	\$500
Substitute pay		\$3,100	\$3,100
TOTAL	\$30,000	\$10,000	\$40,000

Budget Justification

Madison School District plans to use the funding from the NAU PBIS grant in the following ways:

1. To continue training the school and district personnel that began training last year (2 schools) , as well as begin new training for the staff of 2 more schools that are ready and have committed to pursue PBIS. For this we are requesting \$30,000 to pay our training consultant (KOl). This will be divided across 8 separate training sessions at a cost of \$1,875 per school per session.

Madison School District plans to contribute matching funds (Cost Share) through the following expenditures. We will cover the cost through a combination of our M&O and Title 1 budget.

1. To develop sustainability and build capacity we will have 2 staff go through intensive five day training called *A Trainer of Trainers Training*. The staff will be focused on becoming experts in training, coaching, evaluation and sustainability for a multi-tiered system of support. We will need \$5000 to cover the cost for the 2 staff members July 2014.

2. To track our office discipline referrals we will be using SWIS Data tracking services. At \$300 per year per school times 4 schools we will need \$1,200. We will also be purchasing CICO and training from KOI for the CICO. CICO for 2 schools will cost \$200 and the training for the 2 schools will be \$500.
3. To cover a portion of the cost of hiring substitute teachers while staff are away at PBIS-related trainings and meeting we will need \$3,090.

SCOPE OF WORK

PBIS Scope of Work 2014-2015

1. Provide Year 2 training and coaching to the staff of our initial pilot schools (4 days of training) plus Year 1 training to the staff of two new schools (4 days of training).
2. Provide a 5 day Trainer of Trainers Training (Trainer-Leader-Coach) in July for two staff so they can begin training in district to build capacity/sustainability.
3. Continue the District PBIS team meetings 4 times a year with Assistant Principals and PBIS members from each school for problem solving and sharing.
4. Continue the Blueprint District Team to focus on action plans based on the Blueprint.
5. Provide training in CICO for two schools.
6. Provide Bully Prevention Training for new staff and administrators.
7. Continue monthly coaching meetings with the PBIS school teams.
8. Enter ODR data and CICO data into SWIS.
9. Revise /refine student/parent handbooks.
10. Continue focus on enhancing teaching expected behaviors systematically and celebrating student and staff success.
11. Share and discuss SWIS data at faculty meetings and PLCs.
12. Develop videos to share with the school community to continue to develop the school "brand."
13. Learn and continue to conduct self –assessment fidelity measures.
14. Submit nominations for schools to be recognized in the annual PBIS Az Achievement Awards.
15. Review progress and celebrations at a spring school board meeting.

Cartwright School District #83
PBISaz Grant Information Year 2
Contact: Kris Kurtz, Director of Safe Schools
(W) 623-691-4761
(C) 602-361-8786
May 30, 2014

1 & 2. The following is the budget needed for the PBIS Year 2 implementation for Desert Sands, Davidson, and a district team and Year 1 implementation for Harris Elementary and one other district school to be determined in the Cartwright School District.

Training Provider - Eleutheria
\$8500.00 for Year 2 Implementation - 2 schools and 1 district team
\$5500.00 for Year 1 Implementation – 2 additional schools
TOTAL: \$14,000.00
Fund: PBISaz Grant

Purchase of SWIS Suite subscriptions for the Schools Data System and Training
3 3 – App Bundles - \$500 = \$1500.00
2 1 – App Bundles - \$300 = \$600.00
TOTAL: \$1,500.00
Fund: PBISaz Grant

Year 2 implementation schools and district team will receive:
\$4833.33 each to support signage, rewards, incentives, light refreshments, substitutes, and any further training needed for staff, students, and parents.
3 at \$4833.33
TOTAL: \$14,500
Fund: PBISaz Grant
(Capital or M&O if schools determine need to spend more than allotted)

Substitutes required for 25 teachers to attend 4 days of training @ \$100/day = \$10,000
33.33% In Kind Funds - \$9999.00
District Team will pay \$2112
Davidson and Desert Sands will each pay \$2111 = \$4222
Harris Elementary and 1 other school to be determined will each pay \$1833 = \$3666
TOTAL: \$10,000
Fund: Instructional Support or M&O

3. Scope of Work

- 4 all day trainings – for each year 1 & 2 for a total of 8 full day trainings
- Year 1 implementation needs & Year 2 implementation needs
- assessment of school's/district's needs
- monthly meeting support to plan for implementation
- data support/SWIS support/entry - provide tools and resources for our use
- program evaluation instrument and tools
- Train the Trainer training during monthly district team meetings
- Monitoring of advanced tiers tool
- Benchmark of advanced tiers tool
- Benchmarks of Quality - BoQ
- PBIS walk through tool
- two site visits to collect implementation data at beginning and end of the year

**Yuma School District One
PBISAz Grant 2014
Budget, Budget Justification, and Scope of Work**

Budget:

Item	NAU/PBIS	Cost Share	Total
Consulting services for Year 1 schools	\$21,000		
Consulting services for Year 2 schools	\$9,000		
Administrators' daily rate for four on-contract training days each		\$14,127	
Total	\$30,000	\$14,127	\$44,127

Budget Justification:

\$21,000 will be used to pay the fee for the required consultant, who will provide the following for six Year 1 schools:

- Four School-wide Positive Behavior Intervention (PBIS) all day training workshops , one each quarter
- Assessment of school needs used to tailor the training to district/school specific issues
- Training materials/handouts for pre-registered individuals
- Virtual coaching support provided for monthly school team meeting
- Train the Trainer quarterly meeting with PBIS District Team
- Technical assistance support for each school
- Data Systems and Analysis Support
- Two site visits to collect implementation data at the start and completion of an academic year
- Data Collection Tools
 - School-wide Evaluation Tool
 - Individual Student Systems Evaluation Tool
 - Benchmarks of Quality
 - Classroom Management Self-Assessment Revised
 - PBIS walk through tool

\$9,000 will be used to pay the fee for the required consultant to provide the same services listed above for the two schools in Year 2 of PBIS. The quarterly workshops will be separate from the workshops for the Year 1 schools.

District matching expenditures totaling \$14,126.76 are detailed on the next page.

District Cost-Sharing Detail				
Grant Year	School	Position	Daily Rate	x 4 days
1	Gila Vista Junior High	Principal	\$338.91	\$1,355.64
1	Gila Vista Junior High	Assistant Principal	\$287.10	\$1,148.40
1	Ron Watson Middle	Principal	\$376.71	\$1,506.84
1	Ron Watson Middle	Assistant Principal	\$287.10	\$1,148.40
1	Pecan Grove Elementary	Principal	\$335.06	\$1,340.24
1	McGraw Elementary	Principal	\$325.47	\$1,301.88
1	Desert Mesa Elementary	Principal	\$313.88	\$1,255.52
1	Rolle Elementary	Principal	\$323.39	\$1,293.56
2	Woodard Junior High	Principal	\$318.63	\$1,274.52
2	Woodard Junior High	Assistant Principal	\$296.95	\$1,187.80
2	O. C. Johnson Elementary	Principal	\$328.49	\$1,313.96
1 & 2	Total In-Kind Match from District M & O Budget		\$3,531.69	\$14,126.76

Scope of Work:

The District and its eight involved schools will:

- Maintain a district leadership team that will meet at least quarterly and attend all school training workshops during the year
- Maintain school PBIS leadership teams that will meet at least monthly
- Use the SW-PBIS Implementation Blueprint for continual self-assessment and planning
- Manage SWPBIS activities through the office of the Associate Superintendent for School Improvement.
- Provide school PBIS teams with time for four days of training during the year
- Provide a district PBIS trainer who will actively participate in all trainings and school implementation activities
- Enter school behavior data into a database meeting the Student Information System (SIS) that meets Data-Analysis Demonstration (DAD) criteria and grant representative approval
- Ensure that Office Discipline Referral (ODR) forms meet PBIS data collection requirements
- Require schools to assess PBIS Fidelity annually using the tools in the national PBIS database www.PBISapps.org
- Require schools to assess PBIS Outcomes annually using the PBISaz Data Audit Tool, SAS Survey results, and Behavior Data
- Establish School PBIS Leadership Teams to include 8-10 members
- Ensure that all Year 1 school staff participate in an awareness presentation summarizing the school-wide PBIS process and commitment
- Ensure that school administrators actively participate in all trainings, school meetings, and engage in additional work as needed in order to fully prepare and maintain a SW-PBIS system