



California PBIS Recognition 2019-2020 Platinum Application Preparation Document ALTERNATIVE EDUCATION

The purpose of this document is to help your PBIS team prepare all information needed to apply for recognition at the Platinum Level. Once the team collects all of the information below, a team member **enters the information into the online application**. Completion of this document is not in lieu of an online application.

General Application Information

The PBIS School Recognition Application process recognizes schools for fidelity of PBIS implementation and valued outcomes at the Bronze, Silver, Gold, or Platinum levels. For your school to be considered for recognition at any level, this document was created to help you prepare for the online entry. Online entry must be completed in one sitting (i.e., you cannot logout and login of the application); this document will help you organize necessary information and ease the process of completing the online application all at one time. Complete instructions and requirements for CPC recognition are available at: www.pbisca.org

1. Please note that for the purpose of recognition, your team must complete the Tiered Fidelity Inventory (TFI) with an Authorized External Reviewer and the TFI scores must be entered into PBIS Assessments at www.pbisapps.org. The TFI is required for ALL LEVELS of recognition. Information and instructions for the TFI can be found at: www.pbisca.org
2. In addition to the specific data required for recognition, your team will need the following information to complete the application:
 - a. School Name
 - b. District Name
 - c. School Administrator Name and Email
 - d. School Based Coach and Email
 - e. Contact Person's Name and Phone Number
 - f. External Coach's Name and Email
3. All completed applications must be submitted by May 22, 2020. Submissions for recognition after this date will not be considered.

Qualifying Application Items: ERAT & TFI

Email Address of Person Completing the Application:	
Identify the type of school for which the recognition application is being completed.	<input type="checkbox"/> TK-12 School Site (Non-alternative) <input type="checkbox"/> Preschool/Early Childhood Site <input type="checkbox"/> Alternative, Special Education, Court, and Community School Sites
Did your Team Use a Current Authorized TFI External Reviewer:	If Yes: 1. The TFI must be completed after the External Reviewer completed the ERAT training. TFI's completed on a date before the ERAT training will be disqualified.

	<p>2. The TFI used for this recognition application must be entered into PBIS Assessment at the following website: www.pbisapps.org</p> <p>If No:</p> <ol style="list-style-type: none"> 1. Your application will not be considered for any level of recognition. 2. You will be directed to the website with instructions on locating or becoming an Authorized External Reviewer.
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School & District Information

Complete School Name (NCES). This is what will be used for official recognition. Please use correct capitalization and spelling:	
Complete School Address:	
Complete District Name:	
District PBIS Coordinator's Name:	
District PBIS Coordinator's Email:	
School Administrator's Name:	
School Administrator's Email:	
School/District-Based Coach Name:	
School/District-Based Coach Email:	
External Reviewer's Name:	
External Reviewer's Email:	
Name of County for your site:	
County Region:	You can look it up here: https://ccsesa.org/regions/

Platinum Criteria

Date of TFI Completion (must be in the 2019-20 School year):	
Confirm the TFI has been entered into PBIS Assessments:	<input type="checkbox"/> Yes <input type="checkbox"/> No: The team must complete the TFI and enter results into PBIS Assessments at www.pbis.org
Select your school's Tier 1 TFI Scale Score (select the appropriate range):	<ol style="list-style-type: none"> 1. 70-80% 2. 81-90% 3. 91-100%
Select your school's Tier 2 TFI Scale Score (select the appropriate range):	<ol style="list-style-type: none"> 1. 70-80% 2. 81-90% 3. 91-100%
Select your school's Tier 3 TFI Scale Score (select the appropriate range):	<ol style="list-style-type: none"> 1. 70-80% 2. 81-90% 3. 91-100%

Percentage of youth who have received 0-1 Major Office Discipline Referral (ODR). Use current (2019-20) School Year Data.																	
Percentage of youth who have received 2-5 Major Office Discipline Referrals (ODRs). Use current (2019-20) School Year Data.																	
Percentage of youth who have received 6 or more Major Office Discipline Referrals (ODRs). Use current (2019-20) School Year Data.																	
Provide 2019 CA School Dashboard color for suspension: Dashboard information is found here: https://caschooldashboard.org/ Sample narratives for schools with Orange Dashboard for suspension or for schools who do not have a CA Dashboard color indicator for suspensions are found here: https://drive.google.com/open?id=1KdTkz-O5NxSaZohI0B6811yA5eoG8Er1ANiscd2jTo	<input type="checkbox"/> Blue <input type="checkbox"/> Green <input type="checkbox"/> Yellow Provide a narrative that describes a downward suspension trend: <input type="checkbox"/> School does not have CA Dashboard for suspensions Provide a narrative that describes a downward suspension trend:																
Select one feature from your Tier 1 TFI Action Plan that your team is working toward:	Circle One: <table border="0" style="width: 100%; text-align: center;"> <tr> <td>1.1</td> <td>1.5</td> <td>1.9</td> <td>1.13</td> </tr> <tr> <td>1.2</td> <td>1.6</td> <td>1.10</td> <td>1.14</td> </tr> <tr> <td>1.3</td> <td>1.7</td> <td>1.11</td> <td>1.15</td> </tr> <tr> <td>1.4</td> <td>1.8</td> <td>1.12</td> <td></td> </tr> </table>	1.1	1.5	1.9	1.13	1.2	1.6	1.10	1.14	1.3	1.7	1.11	1.15	1.4	1.8	1.12	
1.1	1.5	1.9	1.13														
1.2	1.6	1.10	1.14														
1.3	1.7	1.11	1.15														
1.4	1.8	1.12															
Report the steps/actions the team has identified to improve the above Tier 1 feature (note the steps/actions must align with the identified Tier 1 TFI feature designated in the previous item).	Steps/Actions: Who is responsible (4 th grade teachers, Principal, etc.): What is the expected completion date for this item:																
Select one Tier 2 feature from your TFI Action Plan that your team is working toward:	<u>Circle One feature from Tier 2:</u> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>2.1</td> <td>2.5</td> <td>2.8</td> <td>2.11</td> </tr> <tr> <td>2.2</td> <td>2.6</td> <td>2.9</td> <td>2.12</td> </tr> <tr> <td>2.3</td> <td>2.7</td> <td>2.10</td> <td>2.13</td> </tr> <tr> <td>2.4</td> <td></td> <td></td> <td></td> </tr> </table>	2.1	2.5	2.8	2.11	2.2	2.6	2.9	2.12	2.3	2.7	2.10	2.13	2.4			
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2.2	2.6	2.9	2.12														
2.3	2.7	2.10	2.13														
2.4																	

<p>Report the steps/actions the team has identified to improve the above Tier 2 feature (note the steps/actions must align with the identified Tier 2 TFI feature designated in the previous item).</p>	<p>Steps/Actions:</p> <p>Who is responsible (4th grade teachers, Principal, etc.):</p> <p>What is the expected completion date for this item:</p>																				
<p>Select one Tier 3 feature from your TFI Action Plan that your team is working toward:</p>	<p><u>Circle One feature from Tier 3:</u></p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>3.1</td> <td>3.6</td> <td>3.10</td> <td>3.14</td> </tr> <tr> <td>3.2</td> <td>3.7</td> <td>3.11</td> <td>3.15</td> </tr> <tr> <td>3.3</td> <td>3.8</td> <td>3.12</td> <td>3.16</td> </tr> <tr> <td>3.4</td> <td>3.9</td> <td>3.13</td> <td>3.17</td> </tr> <tr> <td>3.5</td> <td></td> <td></td> <td></td> </tr> </table>	3.1	3.6	3.10	3.14	3.2	3.7	3.11	3.15	3.3	3.8	3.12	3.16	3.4	3.9	3.13	3.17	3.5			
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3.5																					
<p>Report the steps/actions the team has identified to improve the above Tier 3 feature (note the steps/actions must align with the identified Tier 3 TFI feature designated in the previous item).</p>	<p>Steps/Actions:</p> <p>Who is responsible (Behavior Interventionist, Principal, etc.):</p> <p>What is the expected completion date for this item:</p>																				
<p>Description of Tier 2 or Tier 3 Intervention and Support:</p>	<p>Describe 3 common social-emotional-behavioral needs at your site which require Tier 2 or Tier 3 intervention supports:</p> <p>Describe 3 interventions—at least one that is Tier 2 and one that is Tier 3--used at your site that are selected/selected to meet the needs described in the above answer:</p> <p>Describe how students are screened/selected for each of the interventions listed in the above answer:</p> <p>Describe the systems for monitoring student progress in each intervention listed above:</p> <p>What percentage of your current school population has been receiving any Tier 2 or Tier 3 intervention over the last 2 months?:</p>																				

Identify a formative or summative measure for which your site has demonstrated academic improvement (i.e., MAP, A-G Completion, specific Curriculum Based Measures). NOTE: Do not use CAASPP, as 2019-2020 data are not yet available.	Identify the Measure (Options include MAP, DIBELS, A-G Completion, i-Ready, Star Reading, Star Math) Or write in your own under "Other":
	Identify scope of the measure (Options include Whole School, Department, Grade Level, Specific Student group by demographic) or write in your own under "Other":
	Report data from 2017-18 on the identified measure (e.g., 75% of students tested met the grade level criteria):
	Report data from 2018-19 (e.g., 77% of students tested met the grade level criteria):
	Report data from 2019-20 that demonstrate sustaining or improving trend (e.g., 80% of students tested met the grade level criteria):
Our school's identified External Reviewer has visited 10% of our school's classrooms:	<input type="checkbox"/> Yes <input type="checkbox"/> No. External Reviewers must visit 10% of classrooms. If an External Reviewer has not visited any classrooms, your application will be disqualified.
Of the classrooms the External Reviewer visited, 4 or more of the following evidence-based practices were observed. Select the 4 evidence-based classroom practices: <i>*Classroom EBP Walkthrough Tool is available at: www.pbisca.org</i>	<input type="checkbox"/> Physical Design <input type="checkbox"/> Routines <input type="checkbox"/> Expectations <input type="checkbox"/> Supervision <input type="checkbox"/> Opportunity

Be Respectful: Note that the CPC and the CPC Recognition System runs primarily by volunteers. All members of the CPC and all applying schools should use kind and professional communication.

Be Responsible: All members and of the CPC and applying school should ensure accurate data are used for recognition. All materials should be reviewed carefully and the level of recognition should match the data provided.

Be Awesome: Celebrate your hard work, enjoy the recognition process, and be inspired by the work of our PBIS community.

Optional Item

Which resources did you use in preparing your application?	<input type="checkbox"/> The "At a Glance" Document <input type="checkbox"/> The Criteria Videos <input type="checkbox"/> The Recognition Preparation Worksheets
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| | <ul style="list-style-type: none"><input type="checkbox"/> Live Webinar<input type="checkbox"/> Recorded Webinar<input type="checkbox"/> Frequently Asked Questions<input type="checkbox"/> None of the Above<input type="checkbox"/> Other: |
|--|--|

Now that you have completed this document, you are ready to submit your application online!

1. Go to www.pbisca.org
2. Choose the “State Recognition System” tab
3. Choose “Apply for the 2019/2020 Recognition
4. Complete online application