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Adjusted Allocation: 0.00

Remaining: -213,749.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Integrated Positive Behavioral Supports

2. Executive Summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

By providing a continuum of behavioral supports and intervention within the district there will be a reduction of separate facility placements for students. We will utilize a district-wide Positive Behavioral Interventions and Supports (PBIS) system to meet the needs of all students Preschool through High School. The best intervention is good first instruction and our goal is to develop a strong primary intervention system as well as to refine our secondary prevention system.

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, Last Name of contact for lead applicant: Kelli Cogan (Assistant Superintendent)
Organizational name of lead applicant: Olmsted Falls City School District
Unique Identifier (IRN/Fed Tax ID): 045673
Address of lead applicant: 26937 Bagley Road, olmsted Falls, Ohio 44138
Phone number of lead applicant: 440-427-6000
Email Address of lead applicant: ktatman@ofcs.net

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, Last Name of contact for secondary applicant: James Tatman (Director of Pupil Services)
Organizational name of secondary applicant: Olmsted Falls City School District
Unique Identifier (IRN/Fed Tax ID): 045673
Address of secondary applicant: 26937 Bagley Road, Olmsted Falls, Ohio 44138
Phone number of secondary applicant: 440-427-6000
Email address of secondary applicant: jtatman@ofcs.net

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

7. Partnership and consortia agreements and letters of support: (Click on the link below to upload necessary documents).

* Letters of support for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

With district-wide responsibilities for academic and support services for Olmsted Falls City Schools, the Assistant Superintendent and Director of Student Services share a common vision of building the district's capacity to serve students with social emotional needs. Both of these individuals have had experience with fiscal management of district-wide program implementation and supervision through participation in Race to the Top grants and local grants. They also have experiences with the implementation of a district-wide PBIS program with Mrs. Cogan being part of district-wide PBIS initiative in a previous district and Mr. Tatman being part of classroom implementation of PBIS. The current Superintendent, Dr. Jim Lloyd is a former Director of Pupil Services and Assistant Superintendent who believes in this work and will support it from the executive level and the school official level (i.e the Board of Education). Jeff Kho is the President of the Olmsted Falls Educator Association and has assisted in writing the grant as well. Mr. Kho's participation represents the teaching staff’s investment in this program to ensure lasting effects district-wide. We have a very robust Strategic Leadership Team that includes stakeholders from all facets of the organization. At a recent meeting this proposal was reviewed and is fully supported by all members of the team.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

We rely on separate facility placements to meet the needs of students with behavioral disabilities to a greater extent than if an appropriate and effective behavior intervention system was in place district-wide. The students' needs dictate that additional resource and supports are necessary which Olmsted Falls is currently not trained or staffed to provide. To maintain a high quality academic environment we need to increase staff capacity for understanding how to address student behavior and provide additional resources around these supports. This will allow us to build a stronger more cohesive structure around the premise of educating all students to the highest level.

The worst method to prevent problems is to empower people with the skills to engineer a learning environment that incorporates new and existing elements that are tailored to our district, schools and classrooms. The best method to prevent problems is to empower people with the skills to engineer a learning environment that incorporates new and existing elements that are tailored to our district, schools and classrooms. The best method to prevent problems is to empower people with the skills to engineer a learning environment that incorporates new and existing elements that are tailored to our district, schools and classrooms. The best method to prevent problems is to empower people with the skills to engineer a learning environment that incorporates new and existing elements that are tailored to our district, schools and classrooms.

PBIS approach to behavior change incorporates proactive, positive instructional strategies exercised over time. The emphasis is on, "How can the system help Jimmy behave appropriately in class fostering academic and social success?" PBIS training will build capacity to ensure an increased level of understanding of the methodology and empower our staff by giving them techniques to ensure students behave responsibly and respectfully. First we would to identify our shared beliefs as well as our processes to prevent students from "falling through the cracks". Once accomplished, we will identify school wide, classroom and individual expectations that are tailored to meet student needs. Behavioral expectations will be defined and explicitly taught so students are clear of the expectations in all settings. An example is student voice levels. Teaching students a 1 to 4 voice level system (1=silent, 2=whisper, 3=conversation, 4=presentation) allows for a common behavior language throughout the district. A reward system will be established to encourage positive behaviors. Consequences will exist to extinguish negative behavior. The data gleaned from this tier will be used for decision making in regards to identifying at-risk students. Students who have not responded to the above Tier I interventions are at-risk for more severe behavioral problems requiring targeted interventions from professionals trained in behavioral management. To support our staffing working with this population the district will provide intensive training for identified staff already working in the District. These staff members will then work collaboratively with other staff members to link academic and behavioral performances to ensure success of the whole child. About 6% of the school population will need individualized intensive services. These interventions are used with students who are unresponsive to Tier I and II interventions. Students in this tier will receive intense support services as identified in a behavior intervention plan.
The identified Intervention Specialist would also receive intensive training. The ultimate goal for these Tier III students would be for the behavior to be extinguished to allow them to assimilate back with their peers. Recognizing that a student’s needs go beyond the scope of the schoolhouse, utilization of a community mental health expert would allow us to connect school to home. This individual will provide support services for the Tier II and Tier III students and their families to build consistency between settings. Using secured grant money we would add this person to our staff. After the grant year we would sustain this individual through a reduction in tuition costs used to send students to an alternative school.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

We currently have 20 students with special needs attending separate facility placements. Once PBIS is in place it will provide our staff with the tools to support the transition of these students back into the Olmsted Falls City Schools district and into a less restrictive environment. As of now we have 8 at-risk students currently attending Olmsted Falls City Schools who may be placed in a separate facility because we currently lack the capacity to support them within district. We are projected to spend $937,000 for Fiscal year 2014 out of the IDEA and general fund accounts. Once we have a system in place to provide high quality interventions for our at-risk students we can provide our students with an in-district placement that will appropriately meet their needs. Our goal for fiscal year 2015 and beyond is to use the funds we would have spent on separate facility tuition and transportation costs to maintain the expenses of the program established through the Straight A funds. The primary feature shared by these programs and all PBIS models is that more time, effort, staff development, and financial resources are placed on proactive, positive, and instructional approaches rather than on reactive and exclusionary approaches PBIS is a systemic approach to proactive, school-wide behavior based on research for intervention model practices. These practices and strategies will increase academic achievement of our students. Recognizing that teaching and learning is vital to our organization and all stakeholders it is imperative that we provide a systemic approach to behaviors that negatively impact student achievement. The implementation of PBIS needs to be done strategically, systematically and with fidelity.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

14. What is the total cost for implementing the innovative project?

213,749.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (e.g., staff counts and salary/benefits, equipment to be purchased and cost, etc).

The funds we receive from the grant will provide both salary/benefits as well as purchased services. We are asking for $65,000 to cover the cost of hiring a School Social Worker plus $21,000 for fringe benefits. This amount to our staff will be integral to the success of the grant proposal. We would use this individual to provide support to our students PreK-12. This amount could be a little less or a little more depending on years of service, experience, etc. Throughout the 6 to 7 months of the grant period we would provide Tier I training to all staff in the district both certified and classified. We identified the current number of staff members both certified and classified and determined cost of providing such coverage. We have 226 certified staff members and 163 classified staff members. The cost of providing two days’ worth of professional development for Tier I would be $18,240 (2 days x 228 x $80.00) for certified staff and 19,560 (2 days x 163 x $90.00) for classified staff. Training for identified staff for Tier II would consist of another 3 days for each of these certified and classified staff members. The cost to Tier II training would be $12,000 (3 days x 50 x $80.00) for certified staff members. For classified employees (mainly paraprofessionals) to attend Tier II intensive training would be $3,600 (3 days x 200 x $60.00). We would add $8876 for benefits and workers compensation for all substitutes. Tier III training is very intensive and would include additional professional development time for our special education teachers who are currently working with our behavioral needs students. Additional sub coverage would be needed for these staff members (3 days x 6 x $80.00) which would come to $1440 along with an additional $200 for fringe benefits. To provide the training we will be working with an outside provider. The Educational Services Center of Cuyahoga County (ESC) will provide us with provider for Tier I and Tier II. We will be using another provider for Tier III training. The cost of these purchased services will be $32,500 (13 days x $2500.00 per day). We added additional funds here for providers to act as consultants at the training to provide in house needs assessments and support. We would include with our PBIS budget. These funds total $7000 (5 buildings with two to three days each to assist with full implementation and additional support as needed). We will also use additional funds to reimburse for mileages and food for staff members who attend professional development off site. We took the number total of staff members and multiplied it by $25 to cover both mileage and food per day. We projected mileage from their home school to the ESC of Cuyahoga to determine cost. This overall cost would be $25,200 (Tier I training all staff $19,500, Tier II Training all staff $5250 and Tier III training all staff = $450). There is $1,139.00 that is not accounted for in the above cost projections. As we are still in the planning stages we wanted to have some room for additional services as needed. We will use grant funds to provide the training and professional development needed to implement PBIS (all three tiers) by August of 2014.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

67,500.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

We will continue to employ the Social Worker ($65,000) after the grant is implemented. We have three students who may need out of district placement if we do not have this continuum of service in place. Once we are able to put PBIS supports in place we would look to keeping these students in district as well as bringing back two to three students who are currently placed in separate facilities. When we bring two students back into the district the minimum savings would be $209,000 a year. The savings would actually be greater as we would not need to look to out of district placements for the three students mentioned above.

16. Are there expected savings that may result from the implementation of the innovative project?

200,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

We have three students who may need out of district placement if we do not have this continuum of service in place. Once we are able to put PBIS supports in place we would look to keeping these students in district as well as bringing back two to three students who are currently placed in separate facilities. When we bring two students back into the district the minimum savings would be $209,000 a year. The savings would actually be greater as we would not need to look to out of district placements for the three students mentioned above.

17.Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

We currently pay $359,840 in out of district tuition for students identified as ED (emotionally disturbed). We have identified two possible three students who we believe, if we had the correct supports put in place, would be successful transitioning back into the Olmsted Falls City Schools. When we bring these students back the money we bring back to the general fund would be moved to pay for the salary of the full-time Social Worker who was hired initially by the grant. On top of the salary being paid by the savings from bringing students back, there would be additional money put back into the budget as the amount of money coming back to the district will be greater than the cost of the Social Worker.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/30/2014

* Narrative explanation

Once we are awarded the funds from the Straight A Grant we would share with all stakeholders (administrators, teachers, support staff, board of education and parent) our timeline for implementation of PBIS. This timeline would be specific to the needs of the student and the specific steps required for the training and implementation of PBIS. We would immediately post for the position of school Social Worker. We may contact outside agencies to assist with the hiring of this individual (ESC, County Board of Health). Prior to the training starting in February we would want to make sure that we have communicated our vision as well as our goals/outcomes for year one and beyond. The one barrier that we can think of might be the difficulty with hiring a Social Worker mid-year. We would want someone who brings with them a wealth of experience and is able to navigate the social services aspect of the position. It may be difficult to find someone in January who is not already under contract with another agency/school. We have agreed that we may hire someone on a half a year contract and repost in the summer if needed.

Implement (MM/DD/YYYY): 02/10/2014
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

PBIS will be successfully implemented in the Olmsted Falls City School District. The PBIS implementation process will occur in two phases: the first will be a district-wide training event to begin the process of training all staff in the Olmsted Falls City School District on effective prevention strategies. The second phase will be the development of a district-wide PBIS plan.

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement. Spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the five-year fiscal forecast.

PBIS is an evidence-based framework for developing positive behavior supports and has been used in schools nationwide to create a positive climate for learning. PBIS is also a research-based approach to teaching that offers schools practical strategies for bringing together both behavioral and academic learning throughout the school day (Northeast Foundation for Children, N.d.). The premise of the PBIS approach is that continual teaching, modeling and reinforcing of positive behavior will support student’s positive behaviors, reduce discipline problems, and promote a climate of greater productivity and decreased behavioral problems. PBIS is an evidence-based framework that is designed to assist staff in implementing and organizing behavioral interventions for all individuals in order to improve their social and academic outcomes. The PBIS model provides a consistent delivery of turnkey prevention programs, which is the core of PBIS. PBIS is also a long-term approach that includes goal identification, information gathering, hypothesis development, support plans, implementation, and monitoring. The PBIS approach is designed to change the culture of an entire organization. Changing inappropriate individual behavior often requires changing staff behavior. Research shows that it takes two to four years to achieve significant and sustainable changes in behavior, and that the process involves a high degree of staff support and involvement. Knowledgeably applying PBIS can lead to improvements in the school’s environment and culture. Staff members must have a common understanding of the goals and objectives of the PBIS system. The core of PBIS is the training of staff, the development of a district-wide PBIS plan, and the implementation of PBIS in schools. The PBIS approach is designed to achieve these goals by providing a comprehensive, research-based model for the implementation of PBIS. The PBIS approach is designed to change the culture of an entire organization.

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25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).
* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Students who are disruptive in their classes are frequently sent to the office to see the administrator in charge who may not be able to see that student immediately because they are involved in other behavioral issues. The student then sits in the office waiting to see the administrator while missing valuable classroom instruction. There is strong evidence that time engaged in instruction is important. It is relevant to consider the amount of academic learning time that is lost for students when we apply a reactive approach as we have in the past, including the amount of classroom learning time that is lost for all students as teachers respond to problems. We also must consider the amount of time that school personnel spend responding to problems rather than teaching. Teachers should be spending more time engaging in instructional activities that facilitate greater success among the students instead of managing problem behaviors. We will create a system for documenting time spent on disciplinary action to evaluate the cost effectiveness of preventative efforts (PBIS). We will use a spreadsheet that will allow the various buildings to track time spent on attending to reactive discipline each year. This will provide us with a way to make comparisons across multiple years and to evaluate the effectiveness of prevention strategies over time. The spreadsheet will track time spent on each referral as well as the amount of class time a student misses as a result of each disciplinary referral. It will also track the total number of referrals over the years. We will look at both monthly and yearly totals. We will continually share this information with staff and other key stakeholders as we make decisions about future efforts. Data that shows an increase in referrals over time will be analyzed to determine if the building is implementing PBIS with fidelity. We are already starting to track this data to ensure baseline data prior to the implementation of PBIS. We will also develop an analysis of the cost effectiveness of the implementation of PBIS across the district. We will begin by tracking our office referral data over a two year period (pre and post PBIS). We would use the information gathered from the first spreadsheet. For example if the first spreadsheet shows that on average one office referral is equal to 15 minutes of administrator time and 20 minutes of student instructional time that is lost, we could use this data to determine how many hours/days an administrator loses because of office referrals. We would do the same thing for students to determine the amount of hours/days they lose in classroom instruction. Comparing pre data to post data will ensure that we are seeing a monetary return on our investment. Our last data collection sheet will identify students who may have been identified as students who needed an outside placement prior to our implementation of PBIS Tier II. Keeping these students in the Olmsted Falls City Schools will save the district money both immediately and continuing over time. These data spreadsheets once created can be shared with other districts looking to implement PBIS.