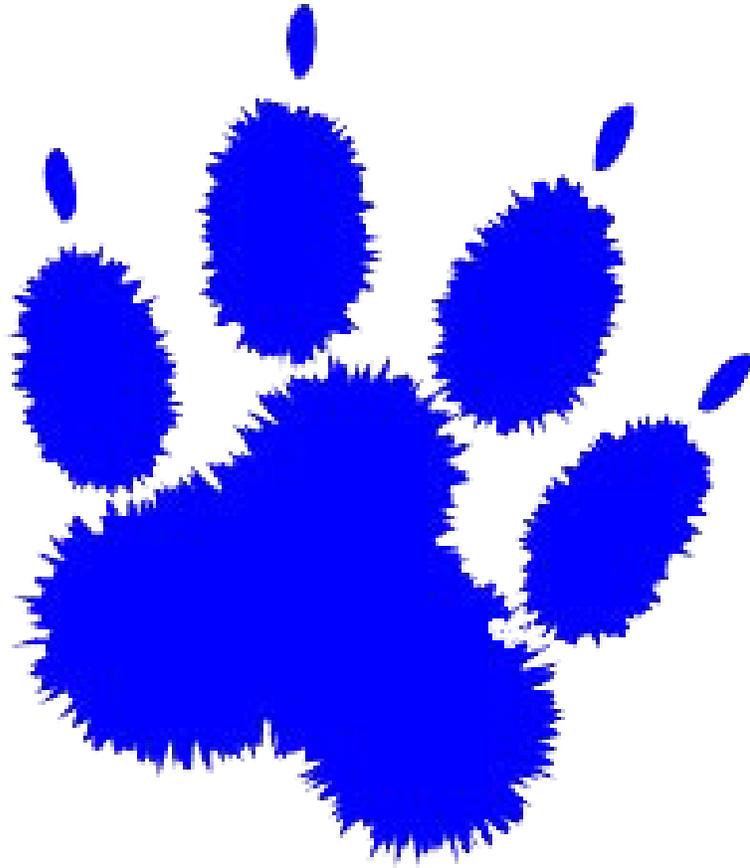


Taylor Elementary



Positive Behavioral Interventions & Supports (PBIS) Manual

Table of Contents

1. **What is PBIS?**
 - 1.1. Team Information
2. **PBIS Terms & Definitions**
3. **Clear Expectations**
 - 3.1. Student Responsibilities
 - 3.1.1. Behavior Matrix
 - 3.2. Family Responsibilities
 - 3.3. Teacher Responsibilities
4. **Explicitly Taught Expectations and Routines**
 - 4.1. First 3 Weeks
 - 4.2. Booster Sessions
5. **System for Reinforcing Positive Behaviors**
 - 5.1. Acknowledgement System
 - 5.2. House System
6. **System for Student Support**
 - ~~6.1. The Zone~~
 - 6.2. Teacher Managed vs. Office Managed Flowchart
 - 6.3. Consequences
 - 6.4. Interventions
 - 6.5. Best Point by The Children's Home of Cincinnati Partnership
 - 6.6. Requesting Assistance
7. **Data-Based Decision Making**
 - 7.1. Decision Rules
 - 7.2. Universal Screening
 - 7.3. Tiered Fidelity Inventory
 - 7.4. State Recognition
8. **Process for Seeking Feedback from all Stakeholders**



1. What is P.B.I.S.?

Taylor Elementary believes students and staff excel best when they feel welcome in the building, safe in their classrooms, and trustful of each other. We believe all students and staff can learn and deserve opportunities to show and achieve success. We believe valuing diversity and working to understand one another is vital and important. We believe a high priority should be placed on providing holistic support to ensure success. To that end, Taylor Elementary has implemented a school wide Positive Behavior Intervention and Support (PBIS) framework.

PBIS is an evidence-based, three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. PBIS is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. This research also shows that there is a strong link between a positive school climate and academic success for all students when students clearly understand behavioral expectations.

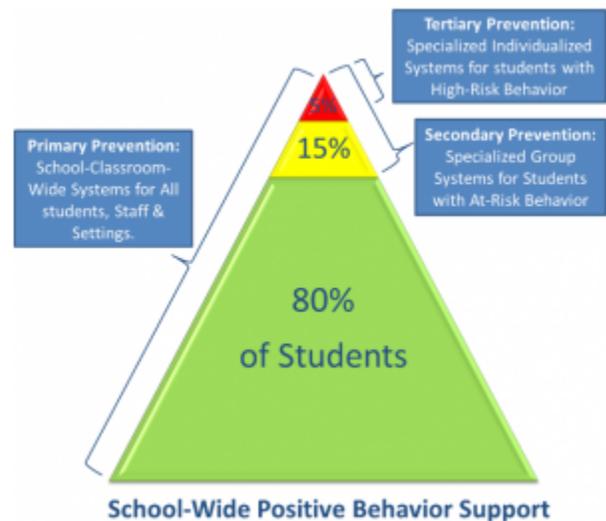
Taylor Elementary develops and annually revises a PBIS Action Plan which includes: teaching positive school rules; implementing a social emotional skills instruction; positively reinforcing appropriate student behavior; using effective classroom behavioral practices; providing early intervention and support strategies for misconduct; and appropriate use of logical and meaningful consequences including the use of restorative practices.

Tier I: Universal Prevention (All Students)

Tier I systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier I emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior.

Tier II: Targeted Prevention (Some Students) Tier II systems, data, and practices provide targeted support for students who are not successful with Tier I supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before those behaviors start. The support at this level is more focused than Tier I and less intensive than Tier III.

Tier III: Intensive, Individualized Prevention (Few Students) At most schools, there are 1-5% of students for whom Tier I and Tier II supports have not connected. At Tier III, these students receive more intensive, individualized support to improve their behavioral and academic outcomes.



1.1. Team Information

Taylor Elementary has two established leadership teams, the PBIS Team (focus on Tier I) and the Upper Tier PBIS Team (focus on Tier II/III). Each team holds monthly meetings using a regular agenda format. The PBIS Teams each have developed a mission statement, description of duties, and an action plan which are reviewed and updated at least annually.

1.1. Team Information: PBIS Team

Mission Statement: The mission of the PBIS team is to foster and promote a safe and positive school environment for all students, staff, and families. Through the implementation of a multi-tiered framework, students will learn how to ROAR in a supportive learning environment where behavioral expectations can be regularly reviewed and practiced and staff are role models. Regular monitoring of various data sources, the implementation of evidence-based practices, and ongoing professional development will equip the PBIS team to support the behavioral, emotional, and academic needs of all Taylor Tigers.

Team Duties:

- Develop and oversee implementation of Tier I systems and interventions for academic and social success.
- Monitor fidelity of implementation of Tier I systems and supports.
- Monitor academic and social progress for all students.
- Screen, select, and refer students for Tiers II or III support.
- Maintain confidentiality of student, staff, and family needs.

1.1. Team Information: Upper Tier PBIS Team

Mission Statement: The mission of the Upper Tier PBIS team is to reinforce the safe and positive school environment established for all students, staff, and families through Tier I structures. By consistently monitoring various data sources, students who struggle to ROAR will be provided with targeted and/or intensive interventions and supports. Students in need of these supports will continue to have access to all Tier I practices in a supportive learning environment where behavioral expectations can be regularly reviewed and practiced and staff are role models. The Upper Tier PBIS Team will work to support the behavioral, emotional, and academic needs of all Taylor Tigers by monitoring data sources, implementing evidence-based practices, and providing appropriate professional development and staff assistance as needed.

Team Duties:

- Develop and oversee implementation of Tier II/III systems and interventions including the Zone and ALP.
- Monitor fidelity of implementation of Tier II/III systems and supports.
- Determine students in need of Tier II/III supports in addition to Tier I through data and teacher nomination.
- Monitor progress of students receiving Tier II/III supports and utilize data to alter practices to meet individual student needs.
- Maintain confidentiality of student, staff, and family needs.

1.1. Team Information: Team Members

PBIS Team

Mimi Semancik	PBIS Coordinator	Jenna McGuire	Kindergarten Teacher
Andrea Childress	Assistant Principal	Keri Gregory	1st Grade Teacher
Casey Scherz	Principal	Suzie Bischoff	2nd Grade Teacher
Noelle Kist	Dean of Students	Jennifer Adelsperger	3rd Grade Teacher
Michael Schultz	Dean of Students	Sam Basil	4th Grade Teacher
LaKesha Walker	ALP	Erin D’Ettorre	5th Grade Teacher
Cassie Harcha	Counselor	Jacquelyn Welsh	Intervention Specialist
Amanda Schwieterman	Counselor		Family Member
Samantha Wandersee	Counselor		

Upper Tier PBIS Team

Mimi Semancik	PBIS Coordinator
Andrea Childress	Assistant Principal
Casey Scherz	Principal
Noelle Kist	Dean of Students
Michael Schultz	Dean of Students
LaKesha Walker	ALP
Cassie Harcha	Counselor
Amanda Schwieterman	Counselor
Samantha Wandersee	Counselor
Melissa Nelson	District Behavioral Specialist
Adam Belcher	Best Point Consult

21-22 Meeting Schedule

All meetings will be held from 7:30-8:30.

Location may vary.

8/10/21

9/10/21

10/1/21

11/5/21

12/3/21

1/7/22

2/4/22

3/4/22

4/1/22

5/6/22

PBIS Team

Date / Time / Location

In Attendance	
Tier I Coordinator	
Administrator	
Family Member	
Applied Behavioral Expertise	
Recorder	
Time Keeper	
Team Members	

AGENDA

Last Meeting Follow-up

New Business

- Action Plan Check
- Tier I Structures
- Data
 - Referral & Documentation By Student
 - Referral & Documentation By Staff
 - Referral & Documentation By Consequence
 - Referral & Documentation By Reason
 - Referral & Documentation For Disproportionality
 - ESL
 - SWD
 - Students of Color
 - Referral & Documentation By Location
 - ~~Zone Data~~

MINUTES

Last Meeting Follow-up



New Business

2. PBIS Terms & Definitions

Acknowledgement System: A system that provides immediate, intermittent, and/or long-term rewards/reinforcers to any student in the building who displays desired school-wide expectations for behavior

Action Plan: A plan developed at least annually combining data from multiple sources to help teams prioritize and detail step-by-step activities and timelines to guide implementation steps and technical assistance

Behavior: What a person does in measurable and observable terms

Behavior Matrix: Arrangement of expectations into rules specific to locations/events

Behavior Report Card (BRC): Tier II intervention that builds upon Tier I systems by providing some students a higher frequency of scheduled, positive feedback from adults throughout the day and progress monitoring regarding the school-wide behavior expectations through the use of a daily BRC

Check-In, Check-Out (CICO): Tier II intervention that builds upon Tier I systems by providing some students a higher frequency of scheduled, positive feedback from adults at the start and end of each day and progress monitoring regarding the school-wide behavior expectations through the use of a CICO form

Consequence: The effect, result, or outcome of something occurring earlier

Corrective Feedback: Information given to the learner that is intended to modify their thinking or behavior for the purpose of improving learning

Disruptive Behavior: Behavior which interrupts learning or instruction

Expectations: A set (usually 3-5) of positively stated school-wide rules that apply to all staff and students in the building

External Coach: A district or state support team representative that facilitates the team's process of establishing and maintaining the implementation of positive behavior support systems

Fidelity: The extent to which something is delivered as conceived and planned

Multi-Tiered System of Support (MTSS): A framework designed to provide targeted support to struggling students

Office Discipline Referral (ODR): A means of tracking and reporting discipline infractions too severe to be handled within the classroom

Reinforcement: An overarching term for a contingently delivered consequence associated with an increased likelihood of future behavior; reinforcement can take many forms, most commonly practice or specific positive feedback (social reinforcement), but also tangible reinforcement

(tickets, tokens, coupons, etc.), and activity reinforcers. The consequence is only a reinforcer when it serves to strengthen or increase the use of the desired behavior; it is always based on the perspective of the learner, not the intentions of the adult delivering the reinforcement.

Reinforcers: Tangible and intangible acknowledgements, or rewards, for positive behavior; make desired behavior more likely

Social Emotional Learning (SEL): The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions

Tiered Fidelity Inventory (TFI): Provides a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of PBIS

Universal Screener: Brief assessment to determine which students may be struggling with a particular skill or set of skills

3. Clear Expectations

Taylor Elementary utilizes 4 main expectations: Respectful, Owning choices, Always safe, and Responsible (ROAR). Clear expectations provide a vision of the successful student and lead you to clarify what are the preferred social behaviors. They offer a framework to guide staff decisions about discipline, and create the conditions for an aligned staff, increasing consistency in your efforts with students. They allow you to teach proactively and to provide students and parents with a positive message about discipline. They also help to validate teachers' procedures and requests. When there are school wide expectations, the procedures of teachers are not perceived as arbitrary but a direct outcome of schoolwide valued behaviors and expectations held by all. Perhaps most importantly, they show students how they can be successful (U.S. Department of Education 2014).

3.1 Clear Expectations: Student Responsibilities At Taylor Elementary, students are presented with opportunities for learning of behavioral expectations regularly throughout the school year. Students are encouraged to ROAR in and out of school. Specific expectations based on location can be found in the school's behavior matrix (pg.13).

Respect
Own choices
Always safe
Responsible

3.2 Clear Expectations: Family Responsibilities Families are expected to take an active role in supporting the school's efforts to maintain a welcoming school climate. Ways in which to do so include:

1. Support the implementation of PBIS in the school.
2. Be familiar with the school's behavioral expectations. Review the expectations with your student(s) regularly.
3. Reinforce positive behavior and acknowledge your student(s) for demonstrating appropriate behaviors.
4. When behavioral difficulties escalate, parents/caregivers will collaborate with the school to address the needs of the student(s).
5. Set your student(s) up for success by helping ensure they are prepared each morning (e.g. have all materials ready, homework completed, appropriate dress).
6. Ensure that your student(s) attends school regularly.
7. Provide a safe and loving home environment that encourages respect for the school and the learning process.
8. Help to meet the basic needs of your student(s) such as adequate nutrition and rest. Please reach out to the school if you need additional assistance in these areas.

3.3 Clear Expectations: Teacher Responsibilities Teachers have a fundamental role in supporting a positive classroom and school environment. This includes utilizing effective classroom management strategies to create an environment conducive to learning. Teacher responsibilities include:

1. Defining, teaching, reviewing, and modeling how to ROAR.
2. Acknowledging and reinforcing appropriate student behavior.
3. Providing immediate, corrective feedback and re-teaching of behavioral skills.
4. Working with families in partnership to reinforce appropriate behavior.
5. Following behavioral support plans in place for students.
6. Utilizing data in collaboration with administration and support personnel to monitor student needs.
7. Reporting behavior to the Dean of Students for a student who engages in ongoing undesired behaviors despite appropriate supports.
8. Assuming responsibility for all Taylor Tigers and not just those in their individual classroom.

TIGERS	Hallway Noise Level - 0 Arrival & Dismissal Noise Level - 1	Restroom Noise Level - 0	Cafeteria Line Noise Level - 1 Seating Noise Level - 2
R Respect	<ul style="list-style-type: none"> Keep hands and feet to yourself Stay in your personal space Enjoy others work with your eyes only 	<ul style="list-style-type: none"> Keep walls and stalls free from writing Throw away any garbage Allow everyone their own privacy 	<ul style="list-style-type: none"> Follow serving line rules Stay in your personal space Be open to new and different foods of others
O Ownership	<ul style="list-style-type: none"> Follow adult directions Take care of your needs, let an adult know if you need help 	<ul style="list-style-type: none"> Follow adult directions Take care of your needs, let an adult know if you need help 	<ul style="list-style-type: none"> Follow adult directions Choose a seat for yourself Try different foods offered in the cafeteria
A Always Safe	<ul style="list-style-type: none"> Stay to the right on the stairs and hold the rail Walk at all times Keep your backpacks zipped and on your back 	<ul style="list-style-type: none"> Keep your feet on the floor whenever possible Keep body upright Let an adult know right away if you see something unsafe 	<ul style="list-style-type: none"> School lunches only at Peanut-Free tables Report spills to an adult Only eat your own food
R Responsible	<ul style="list-style-type: none"> Move to your assigned location promptly Line up per staff direction Walk in a straight line 	<ul style="list-style-type: none"> Use restroom for the intended purpose Clean up after yourself Return to class quickly and quietly 	<ul style="list-style-type: none"> Get everything you need before you are seated Remain seated until you're dismissed Clean up after yourself, including the table and floor

TIGERS	Outside Noise Level-4	Common Areas (Assemblies & Den Areas) Noise Level-1 or 2	Bus Noise Level-2
R Respect	<ul style="list-style-type: none"> Be a good sport Take turns Be kind and gentle to nature 	<ul style="list-style-type: none"> Take care of learning materials Walk through silently when den is occupied Be aware of other students' learning 	<ul style="list-style-type: none"> Use kind language Stay in your assigned seat Keep hands and feet to yourself
O Ownership	<ul style="list-style-type: none"> Follow adult directions If you win a game, be proud If you lose a game, keep your head up! 	<ul style="list-style-type: none"> Follow adult directions Only stay in common areas when permitted by your teacher 	<ul style="list-style-type: none"> Follow your bus driver's directions Go directly to your seat when you get onto the bus
A Always Safe	<ul style="list-style-type: none"> Stay within assigned area Use equipment appropriately Tell an adult if you see an unsafe choice or object 	<ul style="list-style-type: none"> Stay within assigned area Report any problem to an adult Keep hands and feet to yourself 	<ul style="list-style-type: none"> Remain seated with arms and legs in seat area Secure items in your backpack and keep backpack on your lap Keep aisle clear while bus is in motion
R Responsible	<ul style="list-style-type: none"> Dress for the weather Return equipment when recess ends Line up quickly and quietly when recess ends 	<ul style="list-style-type: none"> Clean up after yourself Follow directions Actively listen when a speaker is speaking or teacher is teaching 	<ul style="list-style-type: none"> Keep your area clean-all food and drink must remain in lunchbox/backpack Exit bus in orderly manner from front to back After exiting the bus go directly to your destination (house or classroom)

4. Explicitly Taught Expectations and Routines

Explicit instruction is a way to teach skills or concepts to students using direct, structured instruction. It helps to make lessons clear through modeling for students how to start and succeed on a task and giving them ample practice opportunities. Some students can make inferences to navigate ambiguity; but for students who learn and think differently, one unclear direction or having too many things to remember can be a deal-breaker. This is why it is important to make sure instruction provided is as clear and complete as can be. The components of explicit instruction include a) identify a clear, specific objective, b) break the information into chunks, c) model with clear explanations, d) verbalize the thinking process, e) provide opportunities for practice, and f) give feedback. Just as explicit instruction is important for academic learning, the same is true for learning expectations and routines.

Taylor Elementary believes the social curriculum is as important as the academic curriculum. We believe that *how* children learn is just as important as *what* they learn. The greatest cognitive growth occurs through social interactions. Therefore, we need a set of social skills in order to be successful in various aspects of life. Further, knowing the children we teach is as important as knowing the content we teach. Building and maintaining relationships between staff and students is crucial to creating a positive learning environment. Staff must also model the skills we wish to teach our students. To that end, we work to ensure explicit instruction of expectations and routines is provided regularly while also intentionally building meaningful and sustainable relationships of trust between teachers and their students.

4.1 Explicitly Taught Expectations and Routines: First 3 Weeks Research shows that time invested during the First 3 Weeks of school to teach routines and expectations leads to higher student achievement throughout the remainder of the school year. The First 3 Weeks are a time of new beginnings and fresh slates. For these reasons, we intentionally plan activities where teachers and students begin to build relationships while setting the tone for the class, expectations, and school culture. The overall goals of the First 3 Weeks of school which influence the goal of each week individually are simple:

1. Create a climate of warmth and safety.
2. Teach schedules and routines.
3. Teacher expectations for behaviors.
4. Introduce materials in the classroom and practice how to use them.
5. Establish expectations for learning together.

- Week 1**
- Goals:**
- Students and teachers will learn names
 - Students and teachers will share interests and out-of-school activities or experiences of members of the class.
 - Students will know basic expectations for and will successfully perform basic routines of the school day with close teacher supervision.
 - Students and teachers will name and share their hopes and dreams for the school year.
 - Students will generate ideas and procedures for using basic tools and materials.
 - Each child will present his/her work to the group at least 2-3 times.
 - Children's art, writing, and personal artifacts will be displayed throughout the room.
-

- Week 2**
- Goals:**
- The class will begin to formulate and agree upon a set of classroom rules.
 - Daily academic choice or activity time will be established.
 - Children will work in small groups as well as individually, in pairs, and in whole-group.
 - Games and group initiatives including debriefing and reflection time, will occur regularly.
 - A few curriculum sequences will begin.
 - Children will regularly work, play, and socialize in structured, teacher-supervised activities with a range of classmates.
-

- Week 3**
- Goals:**
- With less direct teacher supervision than in week 1 & 2, most students will participate successfully in regular routines of the room and in whole-group, small-group, and independent work formats.
 - Children will think critically about ways to follow the classroom expectations. Role-playing and discussion, modeling, and practice will help students apply the expectations in troublesome situations.
 - Children work together productively and kindly in both teacher and child-formed groups.
 - Students will be able to work independently while the teacher is working with a small group.
 - Logical consequences will be introduced, discussed, and rehearsed.
 - Children will participate in curricular activities. These activities will be stopped for reflection and redirections as often as needed.

4.2 Explicitly Taught Expectations and Routines: Booster Sessions Just as we cannot teach academic concepts only once, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review and reteach expectations. The focus of these sessions may vary based on our daily observations and behavioral data which can inform areas of need. Booster sessions are especially helpful after returning from a long break, during times in the year when there is an anticipation of more difficulties, or in areas that continue to be problematic. These may include reteaching expectations, increasing the number of acknowledgement events, or rewarding entire classes for meeting the identified expectations.

In addition to less formal booster sessions throughout the year, we schedule activities and reteaching to take place in January upon the return from winter break. The first 3 weeks back from break include goals and activities for classes to complete. Week 1 focuses on maintaining the already built rapport within the class. Classes continue to get to know one another and talk about the importance of relationships. Week 2 focuses on the meaning of ROAR. Classes review what it means to be respectful, own your choices, always safe, and responsible. In the 3rd week, the ROAR expectations specific to how they look in the classroom are reviewed. This time is utilized to reinforce the classroom culture that classes have worked so hard to create. This is also the time to introduce changes in routines or expectations as the rigor continues to grow. Teachers are provided with activities to assist in facilitating meeting these goals.

5. System for Reinforcing Positive Behaviors

Much learning is through observation paired with trial and error. These can be effective ways to learn; however, the most efficient process for initial learning is through direct instruction. Direct instruction includes systematic demonstrations, practice followed by reinforcement when the targeted skill is demonstrated, and correction of non-desired behaviors. Reinforcement can take many forms (social attention, tangible items, activities). Specific positive feedback is perhaps the most common term for verbal reinforcement (praise). This provides students with social attention along with specific information on their performance. Together, they increase the likelihood of students using the desired behavior again in the future.

PBIS includes a component for developing a continuum of procedures for encouraging expected behavior because teaching alone is insufficient for success in learning social behavior. It is important to follow demonstrations of desired behavior with consequences that are reinforcing to most students, such as adult attention, along with other forms of reinforcement. Four components are necessary for staff to be able to effectively recognize and encourage students when they display expected behaviors: 1) adult non-contingent and contingent attention, 2) effective, specific positive feedback, 3) use of a tangible reinforcement system, and 4) a menu or continuum of reinforcers.

Adult Non-Contingent and Contingent Attention: Teacher and staff attention have a powerful influence on behavior of individuals and groups of students. Adult attention helps create a positive and safe learning environment. Non-contingent attention is attention provided regardless of performance and includes such things as greetings, proximity, smiles, and conversations. Contingent attention is provided based upon student performance of an identified expectation or behavior. The attention is contingent upon the student performing a specific, desirable behavior. Together, both types create a positive school climate and build rapport and relationships.

Specific Positive Feedback: With specific positive feedback you are recognizing attainment of specific performance criteria, effort, or successes at tasks that are difficult for the student. Students need clear, specific feedback on their use of the schoolwide expectations and any other behaviors such as acts of kindness, compassion, helpfulness, and general positive citizenship that are extended reflections of your expectations. Effective, specific positive feedback includes 1) specifically describing the behavior, 2) providing reasons or rationale, and 3) may include a positive consequence.

Tangible Reinforcement System: Tangibles are typically in the form of a ticket or token. These are often reinforcing in and of themselves as they are a reminder for teachers to have frequent, positive interactions with student which includes delivery of positive and specific feedback on social behaviors. The purpose of tangibles in the positive consequence continuum is to prompt adults to provide feedback at rates that are likely to support consistent student demonstration of desired academic or social behaviors.

Menu or Continuum of Reinforcers: Though the initial tangible reinforcement of a ticket or token will be helpful, it is also important to remember that not all students are encouraged by the same thing or in the same ways. Many students try to get or seek attention while others try to avoid it, for example. Students who avoid social attention may be reinforced by activities,

privileges, or tangibles. As students are learning new skills they need immediate and frequent reinforcement. As students demonstrate mastery, they respond intermittently to long-term reinforcement to maintain their social behavioral efforts. Therefore, it is recommended that a menu of ways to encourage students include some attention, activities, or tangible items that appeal to all student needs in the school.

5.1 System for Reinforcing Positive Behaviors: Acknowledgement System An Acknowledgement System is a system that provides immediate, intermittent, and long-term reinforcements, given by adults in the building, to any students displaying desired school wide expectations, behaviors, or associated rules. Acknowledgement Systems increase the likelihood that desired behaviors will be repeated. It focuses staff and student attention on desired behaviors and fosters a positive school climate. This, in turn, reduces the need for engaging in time-consuming disciplinary measures. Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.

All staff at Taylor are expected to interact in a friendly and supportive manner at all times with students, families, guests, and colleagues. We may initiate positive interactions by making eye contact, smiling, welcoming, offering a greeting, asking if assistance is needed, providing feedback regarding appropriate behaviors, and maintaining an attitude of respect and support even when correcting student behavior.

5.2 System for Reinforcing Positive Behavior: House System

For the '21-'22 school year, Taylor Elementary will be rolling out a House System format acknowledgement system. All students will be sorted into one of 4 houses: Siberian (Red), Javan (White), Malayan (Grey), or Caspian (Blue). Our house names are inspired by different types of tigers. This is because though we may be in different houses, we are all Taylor Tigers. 4 houses. 1 home.

Throughout the year, students will earn ROAR points for appropriately demonstrating any of our expectations (R.O.A.R). House points will accumulate for houses to earn rewards once they have reached predetermined goal values. There will be students in each house in every class. Therefore, there will be peers in the classroom, in the grade level, and across the school who are in the same house. We hope to instill a sense of belonging and create an inclusive school community that fosters internal motivation for our students.

6. System for Student Support

Discipline policies and procedures should describe and emphasize proactive, instructive, and restorative approaches to student behavior that are implemented consistently. Taylor Elementary utilizes documented procedures to ensure students are provided with the adequate level of support needed to be ready for learning. Our goal is to provide consistent and effective support in order to minimize the use of punitive practices.

~~***6.1 System for Student Support: The Zone*** At Taylor Elementary, we strive to give all students the opportunity to access instruction. During the '18-'19 school year, we were concerned with the number of students who were either being suspended or sent home from school early due to their behaviors. We set out to design a way to give students the support they need to return to the classroom and be successful.~~

~~We created what we refer to as, The Zone. The Zone is an area where students who are not following expectations in the classroom following various strategies implemented by their teacher, can go to reflect, relearn, and return. When a student goes to The Zone, they are taught to recognize their emotions using the Zones of Regulation. They are also provided with a 1-on-1 or small group lesson using Skillstreaming. The lesson focuses on the behavior with which they are struggling. For example, a student who was sent down for not listening would engage in a 15 minute lesson during which the skills would be broken down into 3-5 steps. In this case, 1.) Look at the person who is talking 2.) Think about what is being said 3.) Wait your turn to talk 4.) Say what you want to say. The lesson would involve the teaching of the skills as well as opportunities for roleplay with immediate feedback. Following a lesson, the student completes a reflection sheet to review the skill they had learned and their regulation strategies. A student can then return to class. In the '18-'19 school year, students who were sent out of the classroom due to behaviors were only able to return on 57% of occasions. During the '19-'20 school year with The Zone in place, students were able to return to the classroom following being sent out due to behaviors on 90% of occasions.~~

~~****As of 8/19/21, we cannot offer The Zone due to staffing.***~~

6.2 System for Student Support: Teacher Managed vs. Office Managed Flowchart Taylor Elementary has clear definitions for behaviors that interfere with academic and social success and a clear procedure for addressing office managed vs. teacher managed behaviors. This helps to ensure a consistent process is used to respond to students engaging in problem behaviors. Office managed behaviors refer to those behaviors which are serious and may endanger the safety or well-being of staff/students or make classroom activities difficult or impossible. Staff managed behaviors refer to when students fail to follow school or classroom expectations.

6.3 System for Student Support: Consequences School discipline consequences strive to be consistent, reasonable, fair, age appropriate, and matched to the severity of the student’s misbehavior. Consequences that are paired with meaningful interventions, instruction and guidance (corrective feedback and reteaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and get re-engaged in learning. Any use of consequences should be carefully implemented with well-defined outcomes in order to provide the greatest benefit. Positive consequences including systematic recognition for appropriate behavior frequently lead to an increase in the desired behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

Level I Discipline:

Level I discipline is used for minor acts of misconduct which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student’s own learning process. Most level I infractions are expected to be taken care of through student compliance with staff responses. If a student fails to follow basic staff directives in the classroom, their teacher will utilize restorative conversation and other classroom strategies (e.g. calm down area, break, opportunity for choice when appropriate). If the student continues to have difficulty meeting behavioral expectations, they will be removed from the classroom to receive direct instruction of the appropriate replacement behavior. Following instruction, they will return to class. All supports implemented by the teacher, including assigning direct behavior instruction, will be documented by the teacher. If following these supports they continue to struggle, the behavior will escalate to an office discipline referral.

Staff Responses:

- Verbal Warning using Restorative Practices and Affective Language
- Time in calm down area
- Parent/Guardian Contact
- Assignment of direct behavioral instruction if appropriate
- Teacher Assigned AM or PM Detention
- Use of Temporary Alternative Setting if appropriate
- Office Referral for Repeated Violations
- Behavior Assistance Request submitted if necessary

Administrative Responses:

- Verbal Warning using Affective Language
- Administrative Warning
- Administrative Detention
- Use of Temporary Alternative Setting if appropriate

Code	Description
101	Misbehavior which disrupts or interferes with any school activity.
102	Disrespect to a student.

103	Disregard of reasonable directions or commands by school authorities.
104	Tardy to Class.
105	Failure to abide by reasonable dress and appearance codes as established by administration and the Board of Education.
106	Tardy to School
107	Non-Approved Use of Technology

Level II Discipline:

Level II discipline offenses are intermediate acts of misconduct that require administrative intervention. These acts include, but are not limited to, repeated, but unrelated, acts of minor misconduct and misbehaviour directed against persons or property but which do not seriously endanger the health, safety or well-being of others. School team will review the student's current behavioral supports and intensify support if necessary. Due process procedures required by federal and state law will be followed. These may include such procedures as the procedural safeguards provided by the 2004 Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

Staff Responses:

- Verbal Warning using Affective Language
- Parent/Guardian Contact
- Assignment of direct behavioral instruction is appropriate
- Use of temporary Alternative Learning Placement (ALP)
- Behavior Assistance Request submitted if necessary
- Office Discipline Referral submitted

Administrative Responses:

- Verbal Warning using Affective Language
- Detention
- ALP– Elementary Alternative Learning Placement
- Use of Temporary Alternative Setting
- Emergency Removal
- Out-of-School Suspension (OSS)

Code	Description
201	Disrespect to a teacher or other school authority.
202	Disrespect to a student.
203	Disregard of reasonable directions or commands by school authorities.

204	Any disruption or interference with school activities.
205	Cursing – use of indecent language in oral or written form.
206	Use of obscene gestures.
207	Forgery of school or school-related documents
208	Cheating or plagiarizing.
209	Distribution of pamphlets, leaflets, buttons, insignia, etc., without the permission of the proper school authorities.
210	Placing of signs and slogans on school property or at school events without the permission of the proper authorities.
211	Minor petty theft
212	Skipping class.
213	Leaving school property without permission of proper school authority.
214	Disobedience of driving regulations.
215	Presence in areas during school hours or outside school hours where a student has no legitimate business without permission of a school administrator or a teacher.
216	Leaving the classroom without permission.
217	Engaging in activities that may cause fear or panic in an individual or group.
218	Refusing to receive or serve properly administered discipline (Detention, ASA, ALP) .
219	Repeated non-approved use of technology or disruption of the educational process through the non-approved use of technology.
220	Repeated violations of the 100 Codes.

Level III Discipline:

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. These offenses must be reported to the principal. Such acts may also result in criminal penalties being imposed. Due process procedures required by federal and state law will be followed. These may include such procedures as the procedural safeguards provided by the 2004 Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. School team, including the

parent/guardian, will review the student's current behavioral supports and intensify support to match the student's need.

Staff Responses:

- Office Referral
- Restore relationship with student upon return

Administrative Responses:

- Parent/Guardian contact
- Creation of Tier III Behavior Plan
- ALP– Elementary Alternative Learning Placement
- Emergency Removal
- Out-of-School Suspension (OSS)

Code	Description
301	Willfully aiding another person to violate school regulations and/or interfering with school investigation.
302	Failure to report the actions or plans of another person to a teacher or administrator where these actions or plans of another person, if carried out, could or did result in harm to another person or persons or damage property, when the student has information about such actions or plans.
303	Misuse of chemical substances.
304	Smoking, using, or possessing any substance containing tobacco, including, but not limited to cigarettes, cigars, a pipe, rolling papers, a clove cigarette, e-cigarettes, and chewing tobacco, or tobacco paraphernalia such as matches or lighters or use of tobacco in any other form. As provided in 3313.751, Ohio Revised Code, it shall be a violation of this rule to use or possess tobacco in any form while on school premises or at any school activity regardless of time or location.
305	Distributing any substance containing tobacco, including, but not limited to cigarettes, cigars, a pipe, rolling papers, a clove cigarette, and chewing tobacco, tobacco paraphernalia such as matches or lighters or use of tobacco in any other form. As provided in 3313.751, Ohio Revised Code, it shall be a violation of this rule to use or possess tobacco in any form while on school premises or at any school activity regardless of time or location.
306	Fighting.
307	Hazing, threatening, harassment, intimidation or bullying of students based upon personal attributes or beliefs on/off school grounds, or engaging in activities that may cause fear or panic in an individual or group.

	For purposes of this policy, the term “harassment, intimidation or bullying” means any intentional written, verbal, electronic or physical act toward a student has exhibited toward another particular student more than once and the behavior: (1) causes mental or physical harm to the other student; and (2) is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.
308	Displaying excessive affection, inappropriate touching or other inappropriate behavior.
309	Falsifying of information given to school authorities in the legitimate pursuit of their jobs or interfering with the administrative investigation.
310	Possession of obscene, pornographic or libelous material.
311	Damage or destruction of school property on or off of school premises.
312	Damage or destruction of private property.
313	Demonstrations by individuals or groups causing disruption to the school program.
314	Gambling.
315	Theft or Possession of stolen student property.
316	Inappropriate use of computers and other technologies. Inappropriate use includes: vandalism, theft, or misuse of the hardware, plagiarism, unauthorized access to files not belonging to the student, tampering with security software or network privileges; logging onto the network with a fraudulent ID or password; using the facilities without proper supervision, installation of software on a computer or network, or unauthorized use, copying, or downloading of programs, files and/or pictures. Violations may result in revocation of access privileges, suspension, expulsion, other school disciplinary actions and/or appropriate legal action.
317	Any other activity by a student which the student knows or should know will disrupt the academic process or a curricular or extracurricular activity while on school premises or while in the control or custody of the school district regardless of whether on or off of school premises, or at a school-related activity regardless of location.
318	Audiotaping, videotaping, filming or photographing of any student or staff member without the explicit knowledge and permission of the student, staff member, and the school administration.
319	Disrespect to student that involves physical contact on the part of the individual.
320	Disregard of reasonable directions or commands by school authorities resulting in disruption of the learning environment.
321	On school property or participation in school activities (on campus or off campus) while suspended or expelled without permission.

322	Repeated violations of 200 infractions.
-----	---

Level IV Discipline:

Level IV discipline offenses are the most serious acts of misconduct. These offenses must be immediately reported to the administration. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Due process procedures required by federal and state law will be followed. These may include such procedures as the procedural safeguards provided by the 2004 Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. School team, including parent/guardian, will review the student's current behavioral supports and intensify support to match the student's need.

Staff Responses:

- Office Referral
- Restore relationship with student upon return

Administrative Responses:

- Parent/Guardian Contact
- Use of Behavior Intervention Process
- Multiple Day Out-of-School Suspension (OSS)
- Recommendation for Expulsion

Principals may suspend a student up to ten days. If a student is recommended for expulsion, the NWLSD Student Services Office will arrange for a hearing with the Superintendent or an established designee to determine if the situation requires further discipline beyond the ten days of suspension.

Code	Description
401	Possession, conveyance or use of a firearm. Firearms are identified in Section 921 of Title 18, United States Code. (As provided in Ohio Revised Code 3313.66 and 3313.661 violations of the Code of Conduct involving firearms are subject to expulsion from school for one year).
402	Convey, attempt to convey, possess or use a weapon other than a firearm. The term “weapon” shall have the following meanings: (a) Any instrument, device or object which is designed or is specially adapted for use as a weapon, or which is possessed, carried or used as a weapon. Examples of “weapons” shall include, but are not limited to: firearms, explosive devices, incendiary devices, ordinances, ammunition, knives, grenades, brass knuckles, slingshots, crossbows, arrows, blowguns, etc. (b) The possession or use of objects which may render physical harm to another if improperly used, including, but not limited to: axes, hatchets, hammers, saws, chains, ice picks, screwdrivers and knives. An exception to this rule shall include the proper use of such objects while under the

	direct supervision and control of a duly authorized representative of the Northwest Local School District. “Knives,” as defined in Northwest Board of Education policy include, but are not limited to, any instrument that possesses a pointed or sharp-edged blade of metal or other rigid material that is designed for or can be used for cutting, slicing, piercing, or stabbing. This definition shall include, but is not limited to straight razors, utility knives, box cutters, ice picks, pocket knives, switchblades, and buck knives. (As provided in Ohio Revised Code 3313.66 and 3313.661, violations of the Code of Conduct involving knives are subject to expulsion from school for one year.)
403	Sale/distribution of weapons. See term “weapon” as defined in Code 402.
404	Convey, attempt to convey, possess or use any instrument, device or object which is designed to look like a firearm.
405	Convey, attempt to convey, possess or use any instrument, device or object which is designed to look like any other type of weapon.
406	Sale/distribution of any instrument, device or object which is designed to look like a firearm.
407	Sale/distribution of any instrument, device or object which is designed to look like any other type of weapon.
408	Using or being under the influence of any controlled substance (drugs, narcotics, marijuana, etc.) or any counterfeit controlled substance (any substance that is made to look like a controlled substance, or is represented to be a controlled substance, or that you think is a controlled substance).
409	Possessing or buying any controlled substance (drugs, narcotics, marijuana, etc.) or any counterfeit controlled substance (any substance that is made to look like a controlled substance, or is represented to be a controlled substance, or that you think is a controlled substance), or possessing drug paraphernalia.
410	Selling or distributing any controlled substance (drugs, narcotics, marijuana, etc.) or inhalant; or buying, selling, any counterfeit controlled substance (any substance that is made to look like a controlled substance, or is represented to be a controlled substance, or that you think is a controlled substance).
411	Buying, selling, transferring or using any drug, alcohol, medication, inhalant, paraphernalia or other substance which can be taken internally where the student or students involved cannot show a legitimate health or other reason for the use of such substances. Vaping contraband will be considered a controlled substance at all times.
412	Possessing, using, or being under the influence of any alcoholic beverage or intoxicant of any kind.

413	Sale or distribution of any alcoholic beverage or paraphernalia or intoxicant of any kind.
414	Buying, using, possessing, selling or being under the influence of any Vaping contraband.
415	Possession and/or discharge of any explosive substance or incendiary device.
416	Assault on student.
417	Assault on school employee or other person.
418	Disrespect to staff that involves physical contact on the part of the individual.
419	Engaging in any sexual acts.
420	Indecent exposure.
421	The taking, disseminating, transferring or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, emailing or sexting, etc.) may constitute a crime under state and/or federal law which may result in arrest, criminal prosecution, and lifetime inclusion on sexual offender registries.
422	Violation of the district's sexual harassment policy. See policy number po5517 .
423	Hazing, threatening or harassment of school personnel. Threats may be based upon personal attributes or beliefs, on or off school grounds, or the engaging in activities that may cause fear or panic in an individual or group.
424	Turning in false fire, tornado, bomb, or disaster alarms. (As provided in Ohio Revised Code 3313.66 (A) (5), a student may be expelled for a period of up to one year for making a bomb threat to a school building or to any premises at which a school activity is occurring at the same time of the threat. The period of expulsion shall extend as necessary into the next school year.) Oral, written or social media threats to harm individuals, groups, or school.
425	Extortion of a student or school personnel.
426	Arson or other improper use of fire.
427	Theft or possession of school property or school employee property.
428	Any type of prohibited activity listed herein engaged in by a student on school premises, on a school bus, or while in the control or custody of the school district regardless of whether on or off of school premises, or at a school-related activity regardless of location, shall be reason for expulsion, suspension or removal from school.
429	Commission by a student of any crime or infraction in violation of the Criminal Code, Traffic Code or Juvenile Code of the State of Ohio or, when applicable, of the State in which the crime or infraction was committed. This provision shall apply to any student while in the control or

	custody of the school district regardless of whether the act occurred on or off of school premises, or at a school-related activity regardless of location.
430	Repeated 300 code infractions.

6.4 System for Student Support: Interventions Interventions are specific, skill-building strategies that are implemented and monitored in order for students to learn a new skill, increase fluency in a skill, or generalize an existing skill. Interventions occur at each of the three tiers. The PBIS teams meet monthly to review data and determine students in need of additional support. Below is a table which includes Taylor’s go-to Tier II interventions. Following the table, you will see descriptions of each of the interventions which are implemented in the classroom. Social skills and Zone groups occur outside of the classroom and are implemented by the school counselors and/or Zone instructor.

Student Behavior Being Targeted	Targeted Intervention	Check-In, Check-Out	2 X 10	Social Skills Group	Zone Groups ¹	Behavior Report Card ²
Attention-Seeking	Access to Adult Attention	✓	✓	✓	✓	✓
Attention-Seeking	Access to Peer Attention			✓	✓	
Refusal/ Escape-Avoidance	Access to Choice	✓	✓	✓		✓
Refusal/ Escape-Avoidance	Option for Avoiding Aversive Activities	✓	✓	✓	✓	✓
Refusal/ Escape-Avoidance	Option for Avoiding Aversive Peer/Adult Attention	✓	✓	✓	✓	✓
Refusal/ Escape-Avoidance; Non-Compliance; Disorganization	Structural Prompts for 'What To Do' Throughout Day	✓		✓	✓	✓
Attention-Seeking	Multiple opportunities for direct feedback daily	✓				✓
Any	Daily School-Home Communication System Available	✓				✓
Refusal/ Escape-Avoidance; Non-Compliance; Disorganization	Opportunity for Adaptation into Self-Management	✓		✓	✓	✓

Check-in Check-out (CICO) Students can be motivated to improve classroom behaviors if they have both a clear roadmap of the behavioral expectations and incentives to work toward those behavioral goals. The staff member checks in with the student to set behavioral goals at the start of the day, then checks out with the student at the end of the day to rate that student's conduct and award points or other incentives earned for attaining behavioral goal(s).

2 x 10 This strategy ('non-contingent teacher attention') can be helpful with students who lack a positive connection with the teacher. The instructor makes a commitment to spend 2 minutes per day for ten consecutive days ('two-by-ten') engaging the student in a positive conversation about topics of interest to that student. NOTE: During those two-minute daily conversations, the teacher maintains a positive tone and avoids talking about the student's problem behaviors or poor academic performance.

Behavior Report Card Students can be motivated to improve classroom behaviors if they have a clear roadmap of the teacher's expectations and incentives to work toward those behavioral goals. The staff member checks in with the student to review behavioral goals at the start of each interval, then reviews performance with the student at the end of the interval to rate that student's conduct and award points or other incentives earned for attaining behavioral goal(s).

6.5 System for Student Support: Best Point by The Children's Home of Cincinnati Partnership

Northwest Local School District partners with Best Point Behavioral Health by The Children's Home of Cincinnati to provide mental health and behavioral support with opportunities for consistent collaboration with the schools. Individual and family counseling services provided by Best Point are designed to help children attain and maintain a healthy state of mind, while also improving the functioning of the child and the family.

Best Point offers the opportunity for individual counseling by a licensed therapist in the school setting. Additional services offered include Care Coordination (providing a variety of community-based treatment services to help children function successfully), Medication Management (team of psychiatrists, pediatricians, and psychiatric nurse practitioners who provide medication evaluation, review, and follow-up), and Counseling for Caregivers.

Parents may refer a student for these services by reaching out to the student's teacher or counselor. Additionally, they may complete a referral electronically at tchcincy.org/page/referral. Teachers must first obtain parent consent to refer prior to completing a referral.

6.6 System for Student Support: Requesting Assistance

In the event that a student is having difficulty with meeting behavioral expectations at school, school staff and/or parents may submit a request for behavior assistance. Parents can find a link for this request on the school website. Once a request is received, a member of the PBIS team will respond within 3 school days to discuss concerns and determine appropriate next steps. Staff members can find the link within the school shared drive. Response time expectations are the same for staff requests.

7. Data-Based Decision Making

A defining feature of PBIS is continuous improvement driven by data. Teams collect and analyze data to diagnose problems or gaps and select strategies to address these challenges. Data will tell us which strategies are most effective so we continue to include them in our repertoire.

The PBIS team reviews school-level data monthly to monitor the impact Tier I practices have on students. Based on these data, adjustments are made as needed. The Upper Tier PBIS Team utilizes decision rules for identifying students for Tier II or Tier III support.

7.1 Data-Based Decision Making: Decision Rules

Tier	Intensify if...	Fade if...
Tier I	<ul style="list-style-type: none"> → Student has received 10 documentations cumulatively <i>or</i> → At least 1 documentation weekly for 3 consecutive weeks <i>or</i> → 3 documentations within 1 week <i>or</i> → 3 referrals or more within a quarter <i>or</i> → At least 1 Zone referral weekly for 3 consecutive weeks <i>or</i> → 3 Zone referrals within 1 week <i>or</i> → A social skill need is identified by teacher or parent 	<ul style="list-style-type: none"> → Never fade Tier I supports, these are available to all students regardless of their level of support
Tier II *When student moves to Tier III, consult with District Behavior Specialist	<ul style="list-style-type: none"> → Student has not met progress monitoring goal for 3 consecutive data points <i>or</i> → Student's teacher reports positive changes are not being generalized to classroom after 4 weeks <i>or</i> <ul style="list-style-type: none"> ◆ <i>Note:</i> 2 Tier II interventions should be attempted before moving to Tier III → Problem behaviors escalate in intensity for 2 consecutive weeks <i>or</i> → Student has received 10 documentations since intervention implementation <i>or</i> → Student has received 4 referrals since intervention implementation 	<ul style="list-style-type: none"> → Student has met progress monitoring goal for 3 consecutive data points <i>and</i> the intervention or components of the intervention may not be necessary <i>or</i> → Student has met their goal and an updated goal is determined unnecessary <i>or</i> → Student's positive behaviors have been sustained for 3 consecutive weeks evidenced by a lack of documentations, referrals, or Zone referrals

Tier III	<ul style="list-style-type: none"> → Behaviors are unsafe to student or others despite intensive interventions <i>or</i> → Student has not met progress monitoring goals following 3 consecutive data points <i>and</i> District Behavior Specialist has been involved 	<ul style="list-style-type: none"> → Student has met progress monitoring goal for 3 consecutive data points <i>and</i> the intervention or components of the intervention may not be necessary <i>or</i> → Student has met their goal and a Tier II goal has been established <i>or</i> → Student’s positive behaviors have been sustained for 3 consecutive weeks evidenced by a lack of documentations, referrals, or Zone referrals
----------	---	---

7.2 Data-Based Decision Making: Universal Screening Screening data help schools identify which students could benefit from additional supports. Universal screeners give a school-wide picture of how all students are doing – which students are progressing and which students are having more difficulty. Additional assessments and progress monitoring help teams pinpoint a students’ risk and choose solutions that match with students’ needs.

Northwest Local School District utilizes Terrace Metrics as a social emotional screening tool for all students 4th grade and up. The Terrace Metrics provides norms for Positive School Experiences, Global Satisfaction, Hope, Bullying Others, Ostracism, and Getting Bullied. Additionally, for our 5th grade students, there are items related to Trauma, Anxiety, and Depression. All indicators are color coded and the response team is able to view specific items of concern. Students are assigned a priority of 1-5. After students complete the computerized screener survey, the response team follow a process for each priority level. Students are then identified for appropriate intervention supports targeting their particular area of need.

Follow Up Process

Recommendations

- **All In-person priority 1 students will:**
 - **Have a ‘check-in mtg’ with an admin or counselor and a home contact w/in 24 hours**
- **All In-person priority 2 students will:**
 - **Have a ‘check-in mtg’ with an admin or counselor and a home contact w/in 3 school days**
- **All in-person priority 3 students will**
 - **Have a ‘check-in mtg’ with an admin or counselor and a home contact w/in 7 school days**

7.3 Data-Based Decision Making: Tiered Fidelity Inventory (TFI) The purpose of the PBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports. The TFI is divided into three sections (Tier 1: Universal PBIS Features; Tier 2: Targeted PBIS Features; and, Tier 3: Intensive PBIS Features) that can be used separately or in combination to assess the extent to which core features are in place. Each year, Taylor Elementary produces an Annual Summary to reflect their progress as captured by the TFI. The TFI is completed at least 3 times yearly with an external evaluator utilized for spring administration.

The TFI indicates that we have consistently implemented 90% of Tier I practices with fidelity. This is above the expected benchmark of 70%. In the '20-'21 school year, we began tracking our implementation at Tier II as well. We have identified items in each tier to improve upon which have been included in our Action Plans. We have not yet begun monitoring our Tier III supports as we are not in that stage of implementation just yet.

7.4 Data-Based Decision Making: State Recognition The Ohio PBIS Network & State Support Teams identify schools that exemplify best practices in the implementation of PBIS. A recognized school demonstrates best practices within its system, and also is open and transparent in the sharing of their knowledge and resources with other schools. In applying for recognition, the school agrees to external verification of its application data. Applications are submitted in the spring and include various data sources, a statement of impact, and supporting evidence of all components of PBIS in place.

PBIS award level schools have easily identifiable characteristics and are consistent in their methods of: 1) maintaining organized team based planning, 2) maintaining high levels of administrative involvement and support, and 3) systematically collecting, reviewing, and applying data using a problem-solving process. A Bronze awarded school must provide evidence of at least 70% implementation at the Tier I level. Silver awarded schools must provide evidence of at least 70% implementation at both Tier I and II. Gold awarded schools provide evidence of at least 70% implementation at all tiers.



The '19-'20 school year was the first year Taylor Elementary obtained recognition at the bronze level. We have continued our success with another bronze recognition earned for the '20-'21 school year.

8. Process for Seeking Feedback from all Stakeholders

Stakeholders are individuals who will be affected by or make decisions based on the outcomes of an initiative. Effective PBIS planning involves identifying key stakeholders early and working closely with them in order to collaboratively make informed and effective decisions. In regard to PBIS, key stakeholders include family members, students, educators, administrators, and community partners. It is important to directly involve stakeholders when their input is not readily accessible. Taylor Elementary administers surveys to obtain feedback from staff, parents, and students at least annually. The data collected through these surveys informs what is working well and what components may need improvement.

If you have any questions regarding Taylor Elementary PBIS, please reach out to Mimi Semancik, PBIS Coordinator at msemancik@nwlsd.org.