PBIS

Positive Behavior Intervention and Support

Kelley

KOALAS

Elementary

Tier 1 & 2

STAFF HANDBOOK

KINDNESSEFFORTSAFETY

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UNDERSTANDING PBIS

WHAT IS PBIS?

Positive Behavior Interventions and Supports (PBIS) is an evidence-based approach used nationwide for developing positive behavior and creating a positive climate for learning. Children learn about behavioral expectations throughout the school day and are encouraged to continue the expectations at home.

A few important principles of PBIS:

- Every child can learn proper behavior
- Stepping in early can prevent more serious behavior problems
- Each child is different and schools need to provide many kinds of behavior support
- Following a child's behavioral progress is important
- Teachers/Schools must gather and use data to make decisions about behavior problems

In order to support both students and staff, PBIS is the framework that we use to implement our behavior systems district-wide.

PBIS *is*:	PBIS *is not*:
• A framework that helps improve behavior and academics by improving school climate • For ALL students, ALL staff, and ALL settings • Ongoing, deliberate work	• A curriculum or canned program • A program for the 'behavior' kids, taught by 'someone else' • "*One and Done*"- just hang a poster on the wall, teach one lesson

PBIS includes three tiers of support for students. Each tier targets a specific group of the student body. Below is a breakdown of each tier, along with a visual to better understand the targeted groups.

TIER 1:

Generalized Support

(80-90% of student body)

- Schoolwide
- All children learn basic behavior expectations in all school settings
- Designed to reduce problem behaviors
- Increase instructional time
- Important for staff to stay consistent with expectations
- Staff regularly recognizes and praises expectations
- The use of small rewards to encourage children

TIER 2:

More Targeted Support

(5-15% of student body)

- Extra support for students who are demonstrating at-risk behaviors
- Will require more adult attention and positive reinforcement
- Students receive evidence-based interventions, support, and instruction
- Prevents worsening of problem behavior
- Parents are notified promptly when students enter Tier 2 supports

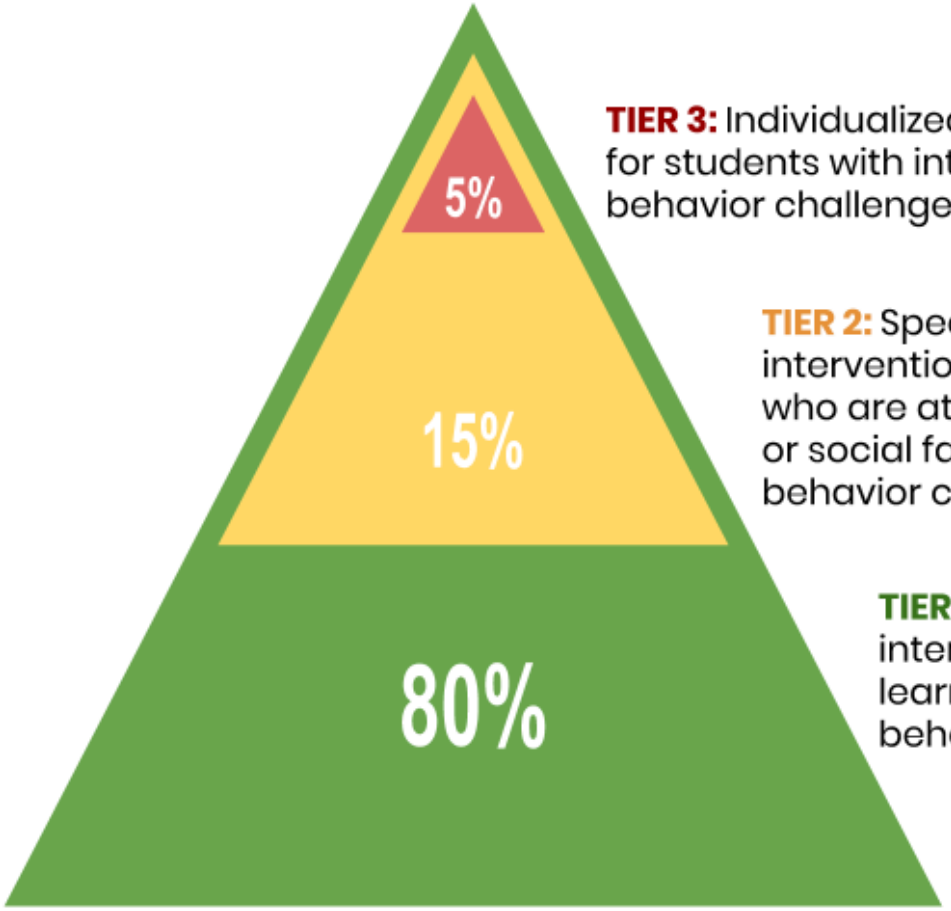
TIER3:

Intensive Support

(1-5% of student body)

- Most intensive level
- Student engages in highly disruptive, or dangerous behavior(s)
- Individualized supports and services for high-risk behavior
- Identify why student is behaving the way they do
- Change social/academic factors contributing to misbehavior

MULTI-TIERED SYSTEMS of SUPPORT (MTSS)



TIER 3: Individualized interventions for students with intensive/chronic behavior challenges

- Individual Therapy
- Functional Behavior Assessments (FBA)
- Behavior Intervention Plan (BIP)
- Wraparound Support
- Crisis Response

TIER 2: Specialized interventions for learners who are at-risk for academic or social failure due to behavior challenges

- Check-in Check-out
- Social Skills Groups
- Small Group Counseling
- Restorative Justice Circles & Conflict Resolution

TIER 1: School-wide interventions for all learners to prevent behavior challenges

- Behavior Expectations
- Acknowledgement System
- Social Skills Instruction
- Active Supervision & Engagement

KELLEY ELEMENTARY'S
MULTI-TIERED SYSTEMS of SUPPORT

Kelley Elementary
Pyramid of Interventions

- SST
- IEP
- 504 Plan
- SARB
- Speech

- SST
- IEP
- 504 Plan
- Student Contracts
- 1:1 Counseling
- Adult Mentoring
- Crisis Counseling
- SASP
- Behavior Support Plan (BSP)

- Educationally Related Mental Health Services (EHRMS)

TIER 3
Intensive Support
1-5%
of student body

Academic

Behavioral/SEL

- Instructional Strategists
- Reading Specialists
- SIPPS/Neuhaus
- Heggerty
- Voyager
- Summer Academy
- Step Up
- Small Group Instruction
- Speech

- SAI
- SST
- Speech

TIER 2
More Targeted Support
5-15%
of student body

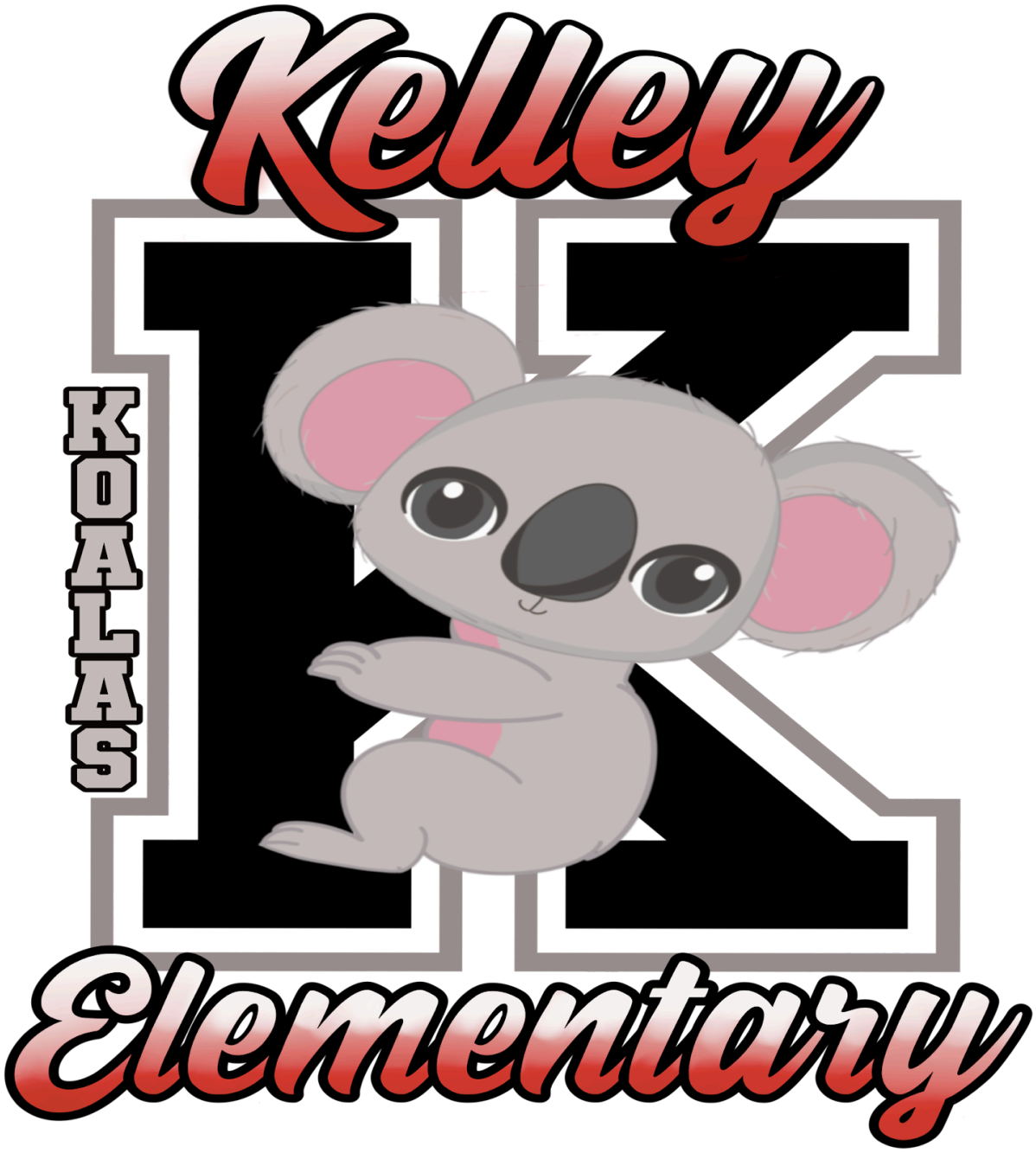
- CICO
- Elementary Counselor
- TBS Counselor
- Silent Mentoring
- Restorative Practices
- Care Solace
- South Coast
- SART
- Behavior Contract
- SST

- iReady
- iStation
- Ellevation
- SIPPS
- Heggerty
- Tutoring
- ELA Curriculum
- Math Curriculum
- Trimester Awards

TIER 1
Generalized Support
80-90%
of student body

- Schoolwide Kelley Cash
- SEL Curriculum
- PBIS Student Store
- PBIS Incentive Activities
- Kelley Student of the Week/Trimester Awards
- Schoolwide Expectations
- TBS Counselor
- Elementary Counselor
- Universal Screener
- Restorative Practices

TIER 1
GENERALIZED SUPPORT



PBIS: KELLEY ELEMENTARY

PBIS at KELLEY ELEMENTARY

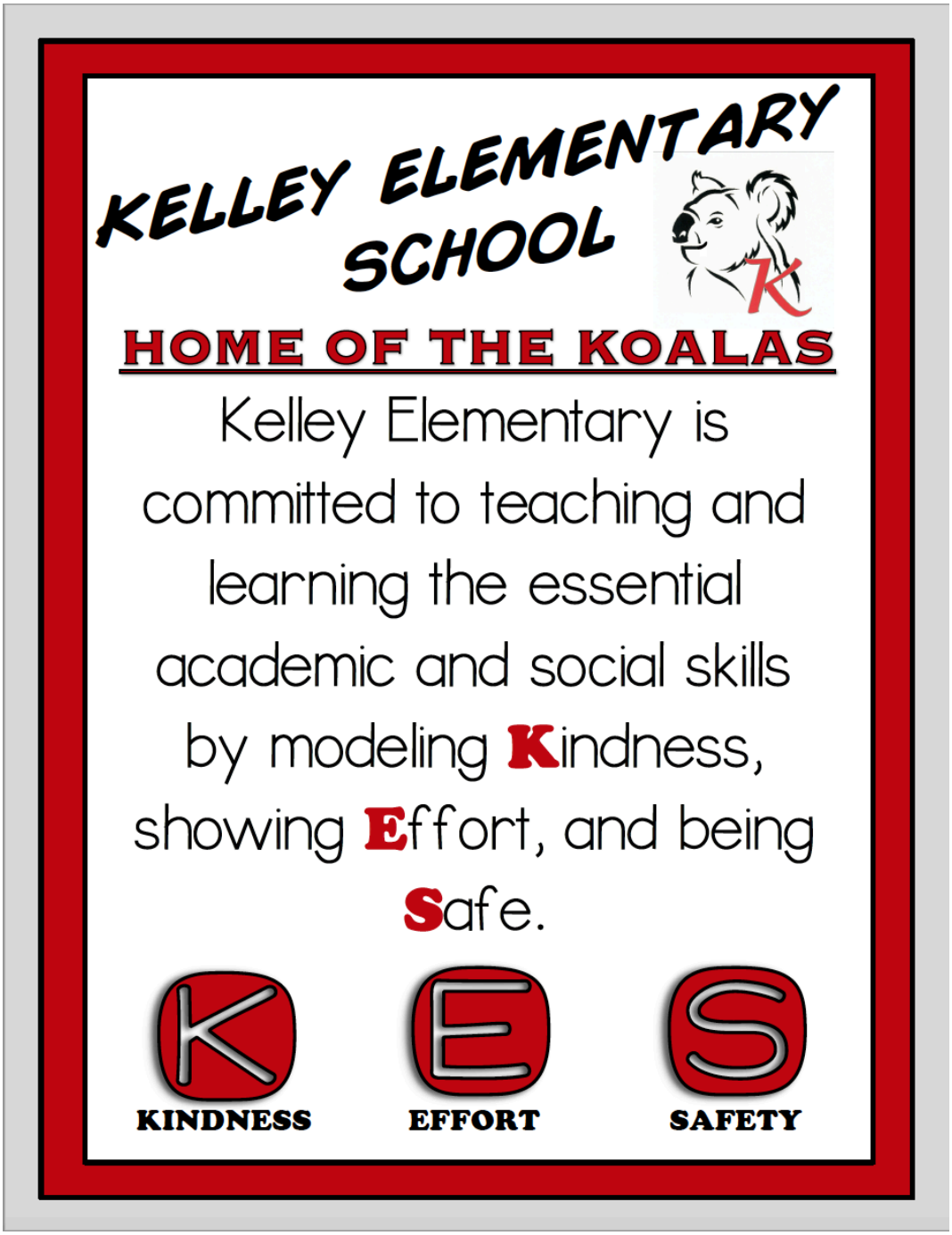
Kelley Elementary is committed to making sure that all students are able to have a positive learning experience by creating an environment in which they can grow academically, socially, and emotionally. The implementation of Positive Behavior Interventions and Supports, also known as PBIS, has become crucial in fulfilling this commitment.

PBIS provides proactive strategies for defining, teaching, and supporting appropriate student behaviors to help create a positive and safe learning environment. Our goal is to explicitly teach and model behavioral expectations, as well as recognize and celebrate positive behaviors shown by students. By improving the school environment, we hope to increase learning time and promote academic, social success, and college and career readiness.

The foundation of PBIS at Kelley Elementary centers around three behavior expectations, also known as the Kelley KEyS: **Kindness, Effort,** and **Safety**. Each behavior expectation is explicitly taught for specific settings at the school. Through the use of strategies, lessons, modeling, and hands-on-activities, students are provided with a clear understanding of expected school behaviors in a variety of school settings, such as the cafeteria, hallways, office, and restrooms. School-wide matrices are located throughout the campus to assist and reinforce the expected behaviors.

Kelley Elementary
PBIS Mission Statement

Our implementation of PBIS can be read in our mission statement:



TEAM COMPOSITION & OPERATING PROCEDURES

PBIS Team Members

Tier 1

We have made it a priority to make sure that all grade levels and stakeholders are represented as a part of our PBIS Tier 1 team. Each member of the team helps maintain the behavior expectations throughout the many different locations on our campus by providing positive feedback and reinforcements to our students.

The PBIS Tier 1 team meets on a monthly basis to discuss a variety of behavioral methods, interventions, and/or strategies that could further support our positive school climate. The PBIS team also provides support for teachers who would like additional ideas to implement PBIS strategies in and out of the classroom.

Tier 2 & 3

The Tier 2 team provides assistance and works with teachers in order to provide appropriate interventions for students having difficulties following our three behavior expectations. The Tier 2 team will consistently use data for decision making and will conduct on-going progress monitoring. All data is shared with stakeholders that work with the identified student(s) and together, will implement interventions as appropriate. It is imperative that parents also be involved in this process.

The PBIS Tier 2 team meets twice a month to either: a) review and discuss the progress of students receiving Tier 2-3 interventions and/or supports or, b) discuss and review new Request for Assistance (RFA) submitted to the team.

Each team consists of different members of our staffing and school community. Having this diversity on our teams helps provide the best support system possible within our school and for our students.

PBIS Team Composition 2024-2025

Tier 1: Team Role	Name
System Coordinator	Judy Nava
Administrator/Data Systems & Information/Operations of school across grade level programs	Mr. Velasco
Educator (general)	Tiana Thach
Educator (general)	Brenda Reyes
Educator (Special Ed.)/Applied behavior support	Alicia Rodriguez
Non-Certified Staff	Carolina Maravillas
Family Member	Maggie Vega
Experts in:	
mental health & trauma	Ashley Perez
academic instruction	Sasha Lindblom
physical health & wellness	Rosa Leon
Tier 2: Team Role	**Name**
System Coordinator	Judy Nava
Administrator/Data Systems & Information/Operations of the school across grade level programs	Dr. Baba
Educator (general- Primary)	Sandia Sinsel
Educator (general-Upper Grade)	Jorge Delgado
Educator (Special Ed.)	Alicia Rodriguez
Non-Certified Staff	Carolina Maravillas
Staff (MG Member)	Laura Renderos
Expert in Applied Behavior Support	Joshua Berge
Experts in:	
coaching- Reading Specialist	Lori Nessi
mental health & trauma	Ashley Perez
academic instruction- Reading Specialist	Leona Whitley
physical health & wellness	Rosa Leon

Tier 1: PBIS Meeting Procedures

Meetings in C1 @2:30-3:30 p.m.

Agendas, Minutes, Action Plans

Meeting #	Dates	Agendas & Minutes	Sign In Sheet & % Present
1	Aug.1	Agenda Google Slide	Sign In Sheet _____%
2	Thursday, Sept. 5th	Agenda Minutes	Sign In Sheet _____%
3	Thursday, Oct. 3rd	Agenda Minutes	Sign In Sheet _____%
4	Thursday, Nov. 14th	Agenda Minutes	Sign In Sheet _____%
5	Thursday, Dec. 5th	Agenda Minutes	Sign In Sheet _____%
6	**Monday, Jan. 6th** Thursday, Jan. 9th	Agenda Minutes	Sign In Sheet _____%
7	Thursday, Feb.13th	Agenda Minutes	Sign In Sheet _____%
8	Thursday, Mar. 6th	Agenda Minutes	Sign In Sheet _____%
9	Thursday, April 3rd	Agenda Minutes	Sign In Sheet _____%
10	Thursday, May 15th	Agenda Minutes	Sign In Sheet _____%

***All Agendas, Minutes, & Sign In Sheets have links**

Click here for the Tier 1: Meeting Procedures page with live links

Kelley Elementary Team Roles & Responsibilities

Roles	Tier 1	Tier 2	Tier 1 & 2 Responsibilities
Facilitator	Judy Nava	Judy Nava	• Develop and revise agendas • Facilitate meetings • Follow up on assigned tasks with team members • Remind team members of meeting times and locations, and e-mails
Task Master/Timekeeper	Judy Nava	Judy Nava Anna Thompson	• Monitors agenda times and topics • Keeps the group focused and moving forward • Monitors the start and end times • Serves as the backup facilitator if the assigned facilitator is absent
Recorder/Secretary		Anna Thompson	• Reads the previous meeting minutes • Records the decisions and actions during the meeting • Records results of the evaluation of team meeting at the end of each meeting • Distributes copies of the minutes to team members & staff (Tier 1 minutes only) within 48 hours of the meeting
Calendar Manager	Judy Nava	Judy Nava	• Tracks PBIS Team Year Action Plan and All PBIS Calendar dates • Maintains a comprehensive notebook (physical or digital) of: all training materials, handouts, resources for team use, PBIS data, minutes, and agendas
Communication Coordinator	Principal Assistant Principal	Principal Assistant Principal	• Liaison to the community members and parents • Organize information/data to share at monthly staff meetings • Report progress and feedback to staff in the form of a newsletter, bulletin, etc.
Data Analyst	Judy Nava Principal Assistant Principal	Judy Nava Principal Assistant Principal	Tier 1- Manages all data: • Summarizes data from the previous month • Present reports to the PBIS team and staff • Give data updates regularly • Make sure all surveys are given on a regular basis Tier 2-Manages all data: : • Accepts new referrals for Tier 2 supports

			• Gathers additional data when needed • Presents student information to the team during meetings • Summarizes information to make intervention decisions
Administrator	Principal	Assistant Principal	• Supports process by attending meetings • Reallocates resources (time and staff) • Communicates with faculty, families, and community
Intervention Coordinator	N/A	Judy Nava	• Establishes and manages logistics of intervention • Assists with progress monitoring data • Reports student progress during team meetings • Works with the team to identify intervention students to be discussed during team meetings
Behavioral Expertise	Alicia Rodriguez (Special Ed. teacher)	Alicia Rodriguez (Special Ed. teacher)	• Brings knowledge about behaviors and strategies
Parent	Maggie Clinscales	N/A	

PBIS Tier 1 & 2 Team Meeting Dates 2024-2025

Tier 1	Tier 2	
Aug. 1	Aug. 1	
Sept. 5 Thur.	Sept. 5 Tues.	
Oct. 3 Thur.	Oct. 1 Tues.	Oct. 16 Wed.
Nov. 14 Thur.	Nov. 13 Wed.	
Dec. 5 Thur.	Dec. 3 Tues.	Dec. 11 Wed.
Jan. 9 Thur.	Jan. 14 Tues.	Jan. 28 Tue.
Feb. 13 Thur.	Feb. 4 Tues.	Feb. 19 Wed.
Mar. 6 Thur.	Mar. 4 Tues.	
April 3 Thur.	April 8 Tues.	April 22 Tues.
May 15 Thur.	May 6 Tues.	May 15 Tues.

*Tentative- subject to change due to district/school site events, meetings, etc.

PBIS Team Norms

In order for each meeting to run smoothly and achieve the goals laid out for that particular meeting, the teams have created norms that serve as guidelines on how the team will interact and communicate with each other and hold each other accountable for keeping commitments.

Meeting Norms

CONSIDERATIONS	PURPOSED NORMS
Time • When will we meet? • Start and end on time? • Will we have an attendance policy?	➢ **At least once a month** ➢ **Arrive on time, so that we may end on time** ➢ **Attendance is recommended so that teacher/student concerns are addressed**
Listening • How will we encourage listening? • How will we discourage interruptions?	➢ **Be an active participant** ➢ **Cell phone use discouraged during meeting**
Confidentiality • Will what we say in the meeting be held in confidence?	➢ **Any discussion of students/staff will be confidential to the members of the team and administration**
Decision Making • How will we make decisions? • How will we deal with conflicts?	➢ **Decisions will be made as a consensus as to what is "best" for our students** ➢ **Speak to the idea, not the person-don't take it personally**
Participation • How will we encourage everyone's participation? • Are there requirements for participation?	➢ **Stick to the topic/agenda** ➢ **Side conversations deviate from the agenda**
Expectations • What do we expect from members?	➢ **Come prepared and be on time to every meeting** ➢ **Responsibility to be distributed evenly**

BEHAVIORAL EXPECTATIONS

Area Specific Matrices

The foundation of PBIS at Kelley Elementary centers around three behavior expectations: **Kindness, Effort,** and **Safety**. The behavior expectations were not only created to help provide behavioral success across locations on campus, but to reflect our communities cultural values and beliefs.

Each behavior expectation should not only be modeled, but consistently and explicitly taught for specific settings at the school. This means that for each area, students should be expected to know:

- what it should look like in that particular setting
- what it should sound like in that particular setting

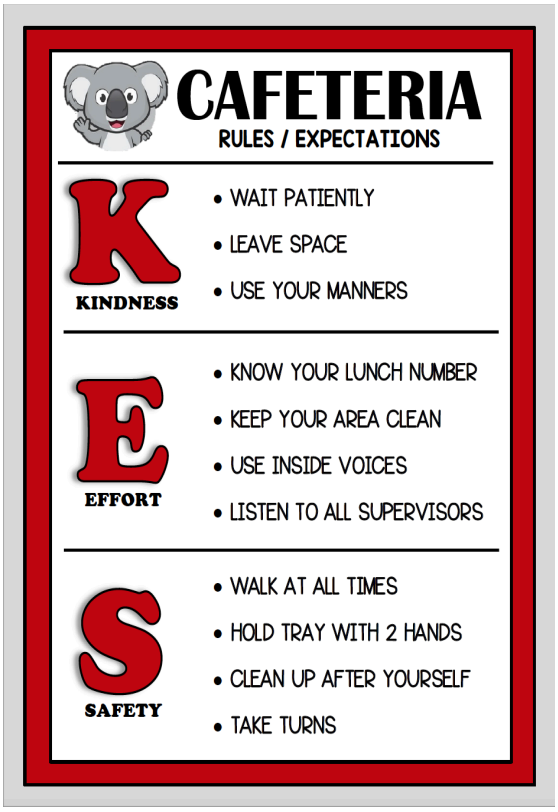
It is important that students be provided with a clear understanding of expected school behaviors in **all** of the school settings. This will ensure:

- We are creating a positive experience for the students at school
- Instructional time will have minimal disruptions
- Students are maximizing their time in that setting
- Students have a positive view of their school

Students are not expected to learn the modeled behavior and expectations quickly. It is important that all adults remember to be consistent with what the expectations are and that it be modeled continually throughout the school year.

School-wide matrices are located throughout the campus to assist and reinforce the expected behaviors. Use the matrices as a teaching tool so that students learn to refer to them and have an understanding of them.

Click the link below to find all the specific area matrices for Kelley Elementary with sample Positive Phrasing Frames for each behavior expectation for that particular area.
A sample of one is provided below.



Positive Phrasing Frames		
K Kindness	-Wait patiently for your turn -Leave space between people in line -Use manners	-Thank you for modeling kindness by waiting patiently. - You're doing a wonderful job of respecting others' space. -Thank you for using good manners and being polite.
E Effort	-Be prepared with your lunch number/name -Keep your area clean -Use inside voices -Listen to Noon-Duty Supervisors	-Thank you for your effort in being prepared with your lunch number/name. - Your effort in keeping your area clean is excellent. - You're doing a wonderful job of speaking quietly and using an inside voice. -Thank you for showing respect and listening to the noon-duty supervisors.
S Safety	-Walk at all times -Hold the tray with two hands -Clean up after yourself -Take turns	-Thank you for being safe by walking in the cafeteria. - You're doing a great job of holding your tray with two hands. -Thank you for picking up dropped food/trash and being safe.

Kelley Elementary School Matrices & Positive Phrasing Frames

KELLEY ELEMENTARY SCHOOL

SCHOOL-WIDE MATRIX

	LIBRARY	OFFICE	HALLWAY	CAFETERIA	PLAYGROUND	RESTROOM	GARDEN
K	• Wait patiently & quietly • Treat all books with care • Say "Please" & "Thank you" to the librarian	• Speak clearly to the adult • Bring a pass from an adult • Say "Please", "Thank you", & "Excuse me"	• Walk quietly • Use respectful language • Keep hands & feet to oneself • Br respectful to classes in session	• Wait patiently • Leave space • Use your manners	• Use respectful language • Take turns & wait patiently • Share play equipment • Have a positive attitude	• Respect privacy • Wait patiently for your turn • Use respectful language	• Ask before harvesting any crops • Be gentle to the plants • Respect all insects
E	• Use the shelf marker • Use inside voices • Ask permission to get out of your seat	• Stay in your seat • Bring work with you • Ask permission to get out of your seat	• Model good behavior • Use walkways correctly • Be quick & Punctual to your destination	• Know your lunch number • Keep your area clean • Use inside voices • Listen to all supervisors	• Show good sportsmanship • Freeze when the bell rings • Use restroom & get water before the bell rings	• Flush thoroughly • Leave toilet clean • Wash your hands • Use supplies correctly	• Water the plants • Pull the weeds • Keep the garden clean / Pick up trash
S	• Sit correctly in the chair • Walk quietly in the library • Hold book with both hands • Keep hands & feet to oneself	• Sit correctly in the chair • Keep hands & feet to oneself • Keep objects in your possession	• Keep space around you & others when walking • Use yellow lines to walk • Stay clear of safety circles by the doors • Use grade level bathrooms	• Walk at all times • Hold tray with 2 hands • Clean up after yourself • Take turns	• Walk on the blacktop • Walk to your line • Follow teacher's directions • Keep hands / feet to oneself	• Only 4 students in the restroom at a time • Wait patiently outside • Report any safety issues	• Walk in the garden • Take turns using the tools • Handle gardening tools carefully

TEACHING EXPECTATIONS & ROUTINES

How long should it take to teach the behaviors on the matrix?

- Plan to teach the expectations over the first three weeks of school. Lessons will need to be repeated a few times initially and strongly reinforced at the onset.

And then I'm done, right?

- Not quit. Plan to teach "booster" lessons throughout the year (5-10 minutes). If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a "refresher" course.

What do you mean by "teach" the expectations?

- By teach we mean show, as in model, demonstrate, or role-play. Have the students get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort(and reward).
- Team up with a colleague to plan and teach lessons or ask your fellow colleagues for any ideas, tips, or lessons that they have used.
- Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. Just as practice is important for mastery of academics, so too is it important for mastery of positive behaviors.
- If expectations differ between home and community and school, remember to explicitly teach the differences (i.e., code-switching), the purpose of having the expectation at school, and provide additional practice for students to demonstrate the behavior fluently.

How much time am I supposed to commit to this?

- Keep the lessons brief: 5-15 minutes in the beginning. After the first few weeks it should only take 2-5 minutes to review or refresh as needed.

How do I fit this in with everything else?

- Accompany your students to the different areas of the school described on the matrix and plan to conduct brief lessons. Consider it an investment at the beginning of the school year that will pay off with more orderly behavior thereafter, and allow you to focus primarily on academics and maintain a fun and positive learning environment.

How is this different from teaching "procedures"?

- As described in Harry Wong's book *The First Days of School*, Wong talks about how important it is to have clear classroom procedures defined and directly taught to students. These are the foundations of good classroom management. For example:
    - What to do when you enter the classroom.
    - How to get the teacher's attention.
    - What to do when you need to go to the bathroom.
- The positive behavior expectations defined in the matrix may be included in classroom procedures, but they are grounded in the core values: KINDNESS, EFFORT and SAFETY. Part of our objective is to teach students these core values beyond the level of simple classroom procedures so that they extend to other common areas of the school, at home, and their community.

SCHEDULE OF TEACHING

Please follow the tentative schedule for teaching and refreshing school-wide and classroom behavioral expectations.

August 2024- September 2024

- Teach school-wide behavior expectations daily.
- Create classroom behavior expectations with your classroom and teach/review daily.
- Use PBIS Beginning of the Year Lessons to teach/review school-wide expectations (Google slides)

September 2024 through November 2024

- Teach school-wide and classroom behavior expectations 2-3 times per week. (review with Google Slides/classroom matrices-English/classroom matrices-Spanish)

December 2024 through March 2025

- PBIS Booster Meeting
- Teach school-wide and classroom behavior expectations weekly/reference KEyS using Google slides/classroom matrices.

April 2025 through May 2025

- Teach school-wide and classroom behavior expectations as needed.

Review/Reteach School-wide and Classroom Behavior Expectations:

- November (after Thanksgiving Break)
- January (after Winter Break)
- March (after Spring Break)

Click on the link below to go to the Sample Lesson Plans that can help support the teaching of the behavior expectations in the various areas of the school. A sample lesson plan is on the following page. A blank lesson plan has been provided as well.

Sample Lesson Plans

EXPECTATIONS LESSON PLAN: CAFETERIA

I. Review School-Wide Expectations

Show Kindness, Effort, and Safety.

II. Teach Expectations for Specific Settings:

KINDNESS	EFFORT	SAFETY
• Wait Patiently • Leave Space • Use Your Manners	• Know Your Lunch Number • Keep Your Area Clean • Use Inside Voices • Listen to All Supervisors	• Walk at All Times • Hold Tray with 2 Hands • Clean Up After Yourself • Take Turns

III. Tell Why Expectations Are Important

Following the cafeteria expectations is great practice for when you eat at someone else's house or at a restaurant.

IV. Demonstrate Expectations

EXAMPLE	NON-EXAMPLE
• Walk in line quietly facing forward. • Keep my hands on my own lunch. • Use a quiet voice while in the cafeteria. • Clean up my trash at the lunch table and floor area. • Raise my hand and wait for the supervisor to excuse me.	• Running, pushing, or playing in line. • Putting my hands on others' lunches. • Yelling, screaming, or talking loudly while in the cafeteria. • Leaving my trash at the lunch table and floor area. • Leaving to go to recess without permission.

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

EXPECTATIONS LESSON PLAN: _____

II. Review School-Wide Expectations

Show Kindness, Effort, and Safety.

II. Teach Expectations for Specific Settings:

KINDNESS	EFFORT	SAFETY

III. Tell Why Expectations Are Important

_____

_____

IV. Demonstrate Expectations

EXAMPLE	NON-EXAMPLE

V. Provide Opportunities to Practice

- Practice at the specific area (i.e Cafeteria, playground, library, etc.)
- Class/group discussion
- Role playing
- Brainstorm/anchor charts/list examples or ways to follow rules
- Perform skits
- Students teach other students about the rules
- Find a book to read aloud and do activities to support lesson

DISCIPLINE vs. PUNISHMENT

PBIS focuses on teaching, modeling, practicing, and reinforcing positive social behavior rather than punishing inappropriate behavior. PBIS does include consequences, as part of a positive discipline system that is designed to help students develop skills. Consequences differ from punishments in their purpose, characteristics, and results.

Our intentions must be to help kids behave and not harm them in the process.

Disciplinary Consequences

Purpose/Characteristics:

*A teaching approach, helping individuals develop/learn skills
*Embedded in a motivating and encouraging environment
*Logical, related to problem behavior
*Loss of any privilege is paired w/increased opportunity to learn

Result: LEARNING. Increased self-discipline and acquisition of skills. Maintains and/or improves relationships.

Punishments

Purpose/Characteristics:

*Produce some kind of emotional/psychological pain, hoping that will motivate individuals to change their behavior
*Fear-based
*Often unrelated to the behavior, or illogical

Result: Lower engagement, increased defiance/disrespect, increased peer conflict, higher rates of substance abuse, vandalism, etc. Damages relationships.

CONSEQUENCES & INTERVENTIONS

Documenting Behaviors

Behavior documentation allows everyone involved to have ongoing communication about students' progress toward following school expectations. Through the documentation we are able to better assess each students' individual needs and provide specific lessons, interventions, strategies, and/or support.

We understand the difference between universally unacceptable and situationally inappropriate behaviors and take responsibility for teaching what is wanted at school without devaluing what may be acceptable at home or in the community. Behaviors determined to be unacceptable in the school setting must be grounded in actual purpose (ex. To keep students safe).

When students do not follow the outlined schoolwide discipline plan, they will receive consequences based on the philosophy of progressive discipline. *Progressive discipline* uses a consistent approach that starts with pre-stage interventions to help the student get back on track with following the rules, routines, and expectations of the school. The next step would be implementing *Proactive, Instructive, and/or Restorative Practices* for chronic minor offenses. Teachers can intensify/modify the practices and document the student response.

If the student continues to have difficulty following the rules, routines, and expectations of the school, minor consequences to a more severe consequence (for chronic offenses) will be implemented.

- **Pre-Stage Interventions:**
    - In order to maximize student instructional time, we encourage staff to deal with classroom managed behavioral issues in the classroom as much as possible. Kelley Elementary has developed a clear discipline plan, in which teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for the classroom have been laid out.

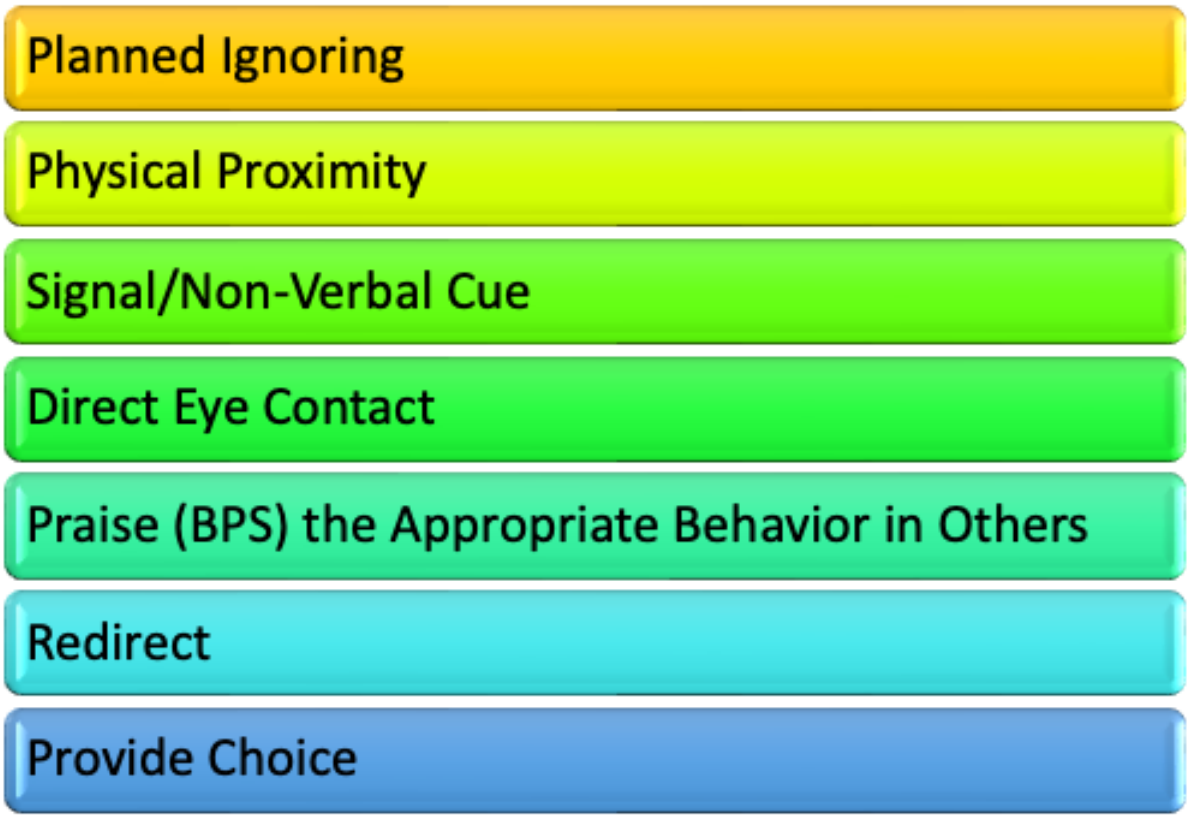
- **Proactive, Instructive, and/or Restorative Practices:**
    - Staff will implement Proactive, Instructive, and/or Restorative Practices for additional support to the Pre-Stage Interventions with students who require additional support. Staff will use the Tier 1 Intervention Log to document their progress.

- **Minor Referral**:
    - Staff will use the Minor Referral form in the PBIS Rewards System to log any minor discipline issues that they can handle in the classroom once they have implemented pre-stage interventions and the Proactive, Instructive, and/or Restorative Practices with the student, but the student is non-responsive to those interventions and supports. The student will have *four opportunities* to correct the negative behavior/s.

- **Major Office Referral**:
    - Staff will use the Major Referral form in the PBIS Reward System and log any major discipline. Once the administration receives a major office referral, they will determine the extent of the interventions to use. Interventions will include, but are not limited to, student conference, time in office, community service, parent contact, parent conference, etc. If behavior patterns continue, Tier 2 team will meet to discuss supports and/or interventions needed to provide additional student support. Parent contact will be made by an administrator.

Pre-Stage Interventions

In order to maximize student instructional time, we encourage you to deal with classroom managed behavioral issues in the classroom as much as possible. The diagram below provides a few pre-stage interventions to respond to behavioral issues that arise in your classroom or areas where you are supervising. When correcting student behavior, use the lowest intensity/level of response needed to support student learning and change the unexpected behavior. Definitions are provided on the next page.



Definitions of Pre-Stage Interventions

Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping.
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring, and concern.
Signal/Non-Verbal Cue	Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.
Direct Eye Contact	The "teacher look" to get attention and non-verbally prompt a student.
Praise (BPS) the Appropriate Behavior in Others	Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation.
Redirect	Restate the desired behavior.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.

Proactive, Instructive, and Restorative Practices

PROACTIVE PRACTICES	INSTRUCTIVE PRACTICES	RESTORATIVE PRACTICES
Create a positive physical and emotional setting where students are encouraged to actively engage both socially and academically.	Equip students with the specific skills needed to be socially and academically successful.	Create a community where members feel safe to build, maintain and repair relationships.
• **Room Environment** • **Positive Contacts** • **Classroom Expectations** • **Proximity** • **Active Supervision** • **Regulation Strategies** • **Opportunities to Respond (OTR)** • **Student Choice**	• **Instruction** • **Procedures & Routines** • **Pre-Corrections** • **Acknowledgement** • **Correction**	• **Affective Statements** • **Restorative Questions/ Conversations** • **Community Building Circles**

TIER 1 INTERVENTION LOG

Student Name: _____ Grade: _____ Teacher: _____

Describe the **Problem Behavior**: _____

Identify the **Desired Behavior**: _____

Baseline data gathered week prior to intervention (average # of times/day **desired behavior** displayed): _____

EVIDENCE-BASED PRACTICES:
Choose from the following Proactive, Instructive and/or Restorative Practices

PROACTIVE Practices
Establish a safe & welcoming environment

- ☐ *Room Environment*
- ☐ *Positive Contacts*
- ☐ *Classroom Expectations*
- ☐ *Proximity*
- ☐ *Active Supervision*
- ☐ *Regulation Strategies: Down/Up*
- ☐ *Opportunities to Respond (OTR)*
- ☐ *Student Choice*
- ☐ *Other:*

INSTRUCTIVE Practices
Provide opportunity for skill development

- ☐ *Teaching Expected Behaviors*
- ☐ *Procedures & Routines*
- ☐ *Level of Participation*
- ☐ *Pre-Correction*
- ☐ *Acknowledgement-Correction*
- ☐ *Other:*

RESTORATIVE Practices
Building relationship & repair harm

- ☐ *Affective Statements*
- ☐ *Restorative Questions*
- ☐ *Restorative Conversations*
- ☐ *Community-Building Circles*
- ☐ *Other:*

Modify/Intensify Evidence-Based Practice(s)-

Intervention: Start Date:___/___/___

Intervention details:

Progress monitoring date: ___/___/___

Average times/day **desired behavior** is displayed: _____

Progress monitoring date: ___/___/___

Average times/day **desired behavior** is displayed: _____

Modify/Intensify Evidence-Based Practice(s)-

Intervention: Start Date:___/___/___

Intervention details:

Progress monitoring date: ___/___/___

Average times/day **desired behavior** is displayed: _____

Progress monitoring date: ___/___/___

Average times/day **desired behavior** is displayed: _____

Modify/Intensify Evidence-Based Practice(s)-

Intervention: Start Date:___/___/___

Intervention details:

Progress monitoring date: ___/___/___

Average times/day **desired behavior** is displayed: _____

Progress monitoring date: ___/___/___

Average times/day **desired behavior** is displayed: _____

Caregiver notification date(s) and comments:

[Click here for the Tier 1 Intervention Log link]

Definitions of Minor Behaviors

Behavior Types	Definition	Examples
Defiance	Student engage in brief or low intensity failure to respond to adult requests.	Not following directions, not completing classwork, telling, "no," rolling **eyes,** ignoring requests, etc.
Disruption	Student engages In low-intensity, but inappropriate disruption. (please be sensitive to students with disabilities)	Humming, tapping, blurting out, playing with items, talking, horseplay, etc.
Inappropriate Language	Student verbalizes or writes using language that is inappropriate for school.	Name calling, cursing, written or verbal insults, etc.
Physical Contact	Student engages in non-serious, but inappropriate physical contact.	Pushing, pulling, spitting, accidental hitting, horseplay, etc.
Property Misuse	Low-intensity misuse of property.	Littering, erasable writing on property, breaking pencils, etc.
Technology Violation	Student engages in low-intensity misuse of any school technology.	Use of technology without staff permission, improper handling of equipment, not following staff directions when using technology, etc.
Theft	Student is in possession of having passed on, or being responsible for removing someone else's property.	Taking pencils, erasers, items of little value.

NOTE: Repetitive minor incidents that normal classroom consequences are not addressing may be considered office-managed behavior.

Definitions of Major Behaviors

Behavior Types	Definition	Examples
Abusive Language, Harassment, Teasing	Repeated verbalizing or writing using language that is inappropriate for school. Student engages in delivering disrespectful messages (verbally, written, gesture) to another person that include threats and intimidation; obscene gestures, pictures, or written notes.	Repeated name calling, cursing, written or verbal insults. Negative comments based on race, religion, gender, age, and/or national origin; sustained or intense attacks based on ethnic origin, disability, or other personal matters.
Alcohol, Tobacco, Drugs	Student is in possession of, distributing, or using alcohol, tobacco, vaping, and/or drugs.	
Disrespect, Defiance	Refusal to follow directions, talking back, or socially rude interactions.	Repeated minor behaviors, or behavior that sustain over a long period of time, or with greater intensity.
Disruption	Behavior causing an interruption in a class or activity. Disruption includes *sustained loud* talk, yelling or screaming, noise with materials, horseplay or roughhousing, and/or *sustained* out-of -seat behavior.	Sustained behaviors such as: Yelling/screaming (verbal fighting), crying, tantrums, etc.
Fighting, Physical Aggression	*Intentional* actions involving serious physical contact where injury may occur.	Hitting, kicking, punching, scratching, hair pulling, biting that requires a nurse evaluation of the victim,etc.
Leaving School Property	Student leaves the school building without permission, or stays out of class.	Student exits the building without permission, student refuses to re-enter the building after recess or an outdoor activity.
Theft	Student in possession of, having passed on, or being responsible for removing someone else's property.	Repeated minor behaviors, or taking items of significant value.
Weapons	Student is in possession of a knife or gun (or an object readily capable of causing bodily harm).	Student has a knife or gun; or a student uses an alternative object with the purpose of inflicting harm to others.
Vandalism, Property Damage	Student participates in an activity that results in the destruction or disfigurement of property causing extensive damage.	Repeated minor behaviors, damage that can't be easily fixed or cleaned.

Kelley Elementary Minor & Major Grid

Kelley Behavior Grid	Warning/Reteach Teacher handled, teacher discretion for consequences and personal documentation	Minor Teacher handled, teacher assigns own or building consequence Enter as a LOW LEVEL into PBIS REWARDS/Referral System	Major Referral form completed. Administrator assigns consequence (with teacher input). Administrator communicates to the teacher about the situation. Enter as an OFFICE Referral into PBIS REWARDS/Referral System.	Expected Behavior Acting in a cooperative manner, respectful of school and classroom expectations; responding appropriately when addressed
Inappropriate Language	Offensive remarks or gestures in a casual manner (inappropriate sexual connotations); put downs to a particular subgroup	Repeated pattern of any inappropriate language, gestures (sexual connotations), and/or put downs	Swearing used to harass, intimidate, show defiance, create an unsafe climate	Language that is socially appropriate and respectful
Fighting/Physical Aggression	Rough play	Pre Fight aggressive posturing, wrestling, bumping into others	Hitting, punching, kicking; encouraging others to fight; retaliating	-Respect for others personal space -Walking away from possible conflicts - Reporting possible conflicts
Defiance/ Disrespect/ Noncompliance	Passive refusal to participate, extremely slow in response to request, testing the limit	Ignoring reasonable request to stop low level disruption; overt refusal to participate	Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation	-Acting in a cooperative manner, respectful of school & classroom expectations -Responding appropriately when addressed
Disruption	Noise making; outside talk; attention getting behaviors (silly answers, class clowning, etc.); bothering others	Repeated pattern of any disruptive behaviors; misuse of cell phone/electronic devices in class (phone/electronic device to be confiscated and taken to office)	Behavior that stops the learning in class; defiant repetition of behavior following correction	-Cooperative behaviors -Turn taking -Contributing appropriately to class discussions/activities -Cell phones off & away during instructional time
Harassment/ Teasing/Taunting	Annoying others on purpose; altering names	"Put downs"; threatening and/or disrespectful body language/posturing; targeted insults	Threat/extortion; racist/socioeconomic status/sexual/religious/ disability/ethnicity/sexual orientation/cultural remarks; continued pattern of Minor offenses; continued proximity after separation; cyber-bullying/ intimidation	-Language that honors and validates others and their values and beliefs
Lying/Cheating/ Theft	Borrowing without asking	Taking another's property (minor value); refusing to return a borrowed item; substituting someone else's work for your own	Taking another's property (significant sentimental or monetary value); not telling the truth when it involves someone's personal safety or property damage	-Produce authentic work -Be honest in words and actions
Inappropriate Drug/Alcohol References	Inappropriate drug/alcohol references	Repeated inappropriate drug/alcohol references; talking about use, clothing or obvious look- alike weapons	Under the influence, possession, distribution, paraphernalia of drugs and/or possession of actual or look-alike gun, knife, or other weapons	-Show an informed point of view in regard to drugs and alcohol
Property Damage	Not returning items to appropriate places	Thoughtlessly or "accidentally" damaging property	Theft, purposefully damaging or defacing property	-Respect personal and school property -Use equipment in appropriate manner -Return items to appropriate places

Click here for the Kelley Minor & Major Grid link

Kelley Elementary Behavior Flow Chart

Observe Problem Behavior

Is the behavior a Teacher/Staff Managed or Office Managed?

Teacher/Staff Managed Behaviors

Pre-Stage (Informal Interventions/Warnings)

Intervention 1: Reteach Behavior/Expectations. Restate, reteach, and rehearse behavior to meet school expectations. Implement Proactive, Instructive, and/or Restorative Practices. Contact home (log call). Document minor.

Intervention 2: Reteach & Reflection. Review expectation one to one. Increase praise. Continue with Proactive, Instructive, and/or Restorative Practices. Loss of 1 recess. Contact home (log call). Document minor.

Intervention 3: Written Behavior Reflection Sheet. Review expectation. Provide Reflection Sheet. Intensify Proactive, Instructive, and/or Restorative Practices. Loss of all recesses that day and the next. Contact home (log call). Document minor.

Intervention 4: Support Intervention. Review expectation. Immediate time out in buddy room. Intensify Proactive, Instructive, and/or Restorative Practices. Notify adult mentor. Loss of all recesses (2-5 days). Contact home (log call). Document minor.

5th Offense : Office Referral
Input as Major Referral. Provide all documentation, phone logs, and intervention logs.

5 Steps in Teaching Positive Behaviors:
1. Explain
2. Demonstrate and Model
3. Rehearse/Guided Practice
4. Perform Independently
5. Review/Reteach

Teacher/Staff Managed Problem Behaviors	Office Managed Problem Behaviors
Profanity/Vulgarity/Inappropriate Language • Name calling • Racial taunting	Fighting/Physical Aggression (intended) (EC48900 A1, A2) • Multiple kicks, hitting, pushing, biting (w/mark), etc. w/intent to do harm
Physical Contact (reaction) • Single pushing/shoving/kicking • biting	Habitual Profanity/Vulgarity & Obscenity (EC48900 I, K) • Racial taunting/slurs
Ignored Adult Directive/Disrespect/Defiance • Talking back • Not completing classwork • Not following directions	Disruptive (EC48900 K) Willfully and habitually disrupting school activities and defying school authority
Observational Behavior • Running in hallway • Poor line behavior • Throwing food & other objects	Leaving School Grounds w/o Permission (EC48900 K) Student of his own free will vacates school property
Disruptive • Tattling • Distracting other students • Disrupting class/school activities	Making Threat/Intimidation/Harassment/Bullying (48900 A1, O, R) Ongoing and consistent targeted verbal threats of aggression against another person. Creating an intimidating or hostile environment.
Stealing • Petty theft (w/little or no value) such as stickers, eraser toppers, etc.	Vandalism fo Personal/School Property (EC48900 F) • Graffiti, eching, tagging, etc.
Dress Code Violation • Flip flops • Inappropriate language on clothing	Possession and/or Use of a Weapon/Dangerous Items (EC48900 B, M) • Knives, bullets, lighters, etc.
Pre-Bullying/Threats/ Pre-Harassment • Victim not visibly or emotionally upset of the act	Theft/Robbery/Extortion (EC48900 E, G) Attempted or committed robbery of personal or school property
Lying/Cheating/Gossip • Forgery, copying • Starting rumors, talking about others	Drug Paraphernalia/Unlawful Possession of/or Solicitation (EC48900 C, D) Possesses, is under the influence, or arranges to sell any controlled substance
Property/Playground Misuse • Using equipment inappropriately or disrespectfully	
Cell Phone/Electronic Devices • Texting and/or calling someone during instructional time	

Office Managed Behaviors

Interventions:
- Student conference with administrator
- Reflection/Reteach/Rehearse behavior
- Time in office
- Detention
- In-School suspension
- Out-of-School Suspension
- Community Service
- Student Contract
- Loss of Privilege
- Parent/Administrator Conference
- Parent Contact
- Parent requested to attend school
- Recommendation for Expulsion

If behavior continues hold an SST and refer student to Tier II or Tier III team and supports.

If behavior continues and interventions are not modifying behaviors refer to TBS, CWA, SCCS, & other community resources (refer to RUSD Tiered Support Framework).

Administrative Responsibilities:
1. Incident entered into Synergy
2. Provide feedback to teacher of actions taken in a timely manner

[Click here to go to Kelley Behavior Flow Chart]

1.5

MINOR Infractions & Interventions Grid

MINOR INFRACTIONS	DEFINITION/EXAMPLE	CLASS/TEACHER INTERVENTIONS	
Profanity/Vulgarity/ Inappropriate Language	Low-level, accidental slip, Profanity=First few offenses of profanity before it is "Habitual" (e.g. "shut up", "stupid", "gay", and non-directed or isolated profanity)	Pre-Stage (Informal Interventions/Warnings) Do one or more: 1. Pre-correction—placement of student (to avoid problem from the beginning) 2. Proximity to student 3. Verbal Cue (i.e. Johnny, eyes on me) 4. Non Verbal Cue—hand gesture to mouth/ear, standing by student 5. Explain, demonstrate, and model expectations. INTERVENTION 1- Reteach Behavior/Expectations: (Formal Intervention -document on Minor Referral) Do all: 1. Same as above 2. Restate expectation—i.e. "Kindness is a school expectation. We want to show kindness to everyone here at Kelley." 3. Reteach and rehearse appropriate behavior to meet school expectations. 4. Contact home (document on phone log). INTERVENTION 2-Reteach & Reflection: (Document on Minor Referral) Do all: 1. Review school expectations. 2. Discuss behavior one to one (student verbally restates what the expectation is, what they did, and what they can do differently). 3. Contact home (document on phone log) 4. Increase praise for appropriate behavior. 5. Loss of 1 recess.	INTERVENTION 3- Written Behavior Reflection Sheet (Document on Minor Referral) Do all: 1. Review school expectations. 2. Provide Reflection Sheet for student to fill out. 3. Parent phone call, send note home for parent signature, or meet with parent in person. 4. Loss of all recesses in that day and next day INTERVENTION 4- Support Intervention (Document on Minor Referral) Do all: 1. Review school expectations. 2. Immediate time-out in a Buddy Room (no more than 20 min.). 3. Notify adult w/student rapport for mentoring 4. Loss of all recesses (2-5 days) 5. Parent phone call, send note home for parent signature, or meet with parent in person. 5th OFFENSE (Office Referral) 1. Becomes a Major Infraction – Send to the office with Minor Referral log, phone log, and all documentation of previous infractions and teacher actions.
Physical Contact	No intent to seriously injure. (e.g. single hit or kicks, play fighting, wrestling, rough housing, chasing, back slapping, shoulder punching, pushing, etc.)		
Ignored Adult Directive/Disrespect/ Defiance	Not following directions, non-compliant, non-responsive. (e.g. talking back, off task, not completing work, eye rolling, talking in class, not working, refusing to follow directions, comments like "I don't want to" or "Whatever", etc.)		
Observable Behavior	Low-level, non-habitual behaviors displaying not following rules/expectations (e.g. running in the hallway, poor line behavior, throwing food & other objects)		
Disruptive	Low-level behaviors=First few offenses before it is "Habitual" (e.g. talking, playing, passing notes, out of seat, outbursts, blurting out, tapping, whistling, etc.) (be careful with ADHD kids)		
Stealing	Petty theft with little or no value (e.g. sticker, eraser topper, etc.)		
Dress Code Violation	Wearing clothes that do not fit within the dress code guidelines practiced by the district. (e.g. flip flops, sandals w/o a strap, inappropriate writing or pictures, sagging, etc.)		
Pre-Bullying / Threats / Pre-Harassment	Low-level, first few offenses before it is "MAJOR OFFENSE", victim is not visibly or emotionally upset of the act, no real disruption, or true threat.		
Lying/Cheating/Gossip	Starting rumors, talking about others, copying, forgery		
Property/Playground Misuse	Not following playground rules, using other equipment inappropriately and disrespectfully, not sharing etc.		
Cell Phones / Electronic Devices	Bringing cell phones, video games, etc. per District Guidelines		

Click here for the MINOR Infractions & Interventions Grid link

MAJOR Infractions & Interventions Grid

1.5

MAJOR INFRACTIONS Ed Codes	DEFINITION/EXAMPLE	ADMINISTRATIVE ACTIONS / INTERVENTIONS
Fighting / Physical Aggression EC48900 A1, A2	Willful force with malicious intent to hurt another student often with visible marks, redness, or swelling. Mutual combat (e.g. Multiple hits or kicks, hitting, pushing, biting (w/marks), choking, etc. with intent to do harm)	Administrative actions may include one or more of the following: • Student conference with Administrator • Reflection/Reteach/ • Rehearse Behavior • Time in office • Detention • In-school suspension • Out of school suspension • Community Service • Refer to Tier II or Tier III interventions • Student contract • Loss of Privilege • Parent/Administrator Conference • Parent Contact • Parent requested to attend school • Recommendation for Expulsion
Habitual Profanity/ Vulgarity & Obscenity EC48900 I, K	Intentional/habitual profanity and/or inappropriate language, directed verbal assault or with implied meaning. Acted obscenely towards another student or adult on school property. Example: directed profanity, racial slurs/taunting, comments with explicit meaning, etc...Showing private parts, making suggestive/sexual movements towards someone, etc.	
Disruptive EC48900 K	Willfully and habitually disrupting school activities and defying the authority of supervisors, teachers, staff, etc. engaged in the performance of their duties.	
Leaving School Grounds w/out Permission EC48900 K	Student of his own free will vacates school property.	
Making Threats / Intimidation/ Harassment/Bullying EC48900 A1, I, O, R	Ongoing acts of intimidation, comments in oral or written form that explicitly or implicitly imply that harm will be brought upon another student. Any continuously repeated act that results in another student becoming worried or afraid for their safety. Bullying is defined as any *severe or pervasive* physical or verbal act or conduct. Examples: "I'm going to get you after school", "I'm going to beat you up", "I'm going to .....", "You'd better watch your back", etc...	
Vandalism of Personal/School Property EC48900 F	Caused or attempted to cause damage to school or personal property. Examples: Graffiti, etchings, etc...	
Possession and/or Use of a Weapon/Dangerous Items EC48900 B, M	Student possesses any firearm, knife, explosive, or other dangerous object including shocking devices, laser pointers, lighters, matches, staples, etc. Note: Object needs to be confiscated by the teacher or administrator immediately.	
Theft/Robbery/Extortion EC48900 E, G	Attempted or committed theft/robbery of school or personal property. Note: Attempted or committed theft/robbery under $5.00 can warrant parent contact and community service for 2 weeks.	
Drug Paraphernalia/Unlawful Possession of/or Solicitation EC48900 C, D	Student possesses, is/or has been under the influence of any controlled substance, alcohol, or intoxicant. Student offers, arranges, or negotiates to sell any controlled substance, alcohol, or intoxicant or representation of items thereof.	

Click here for the MAJOR Infractions & Interventions Grid link

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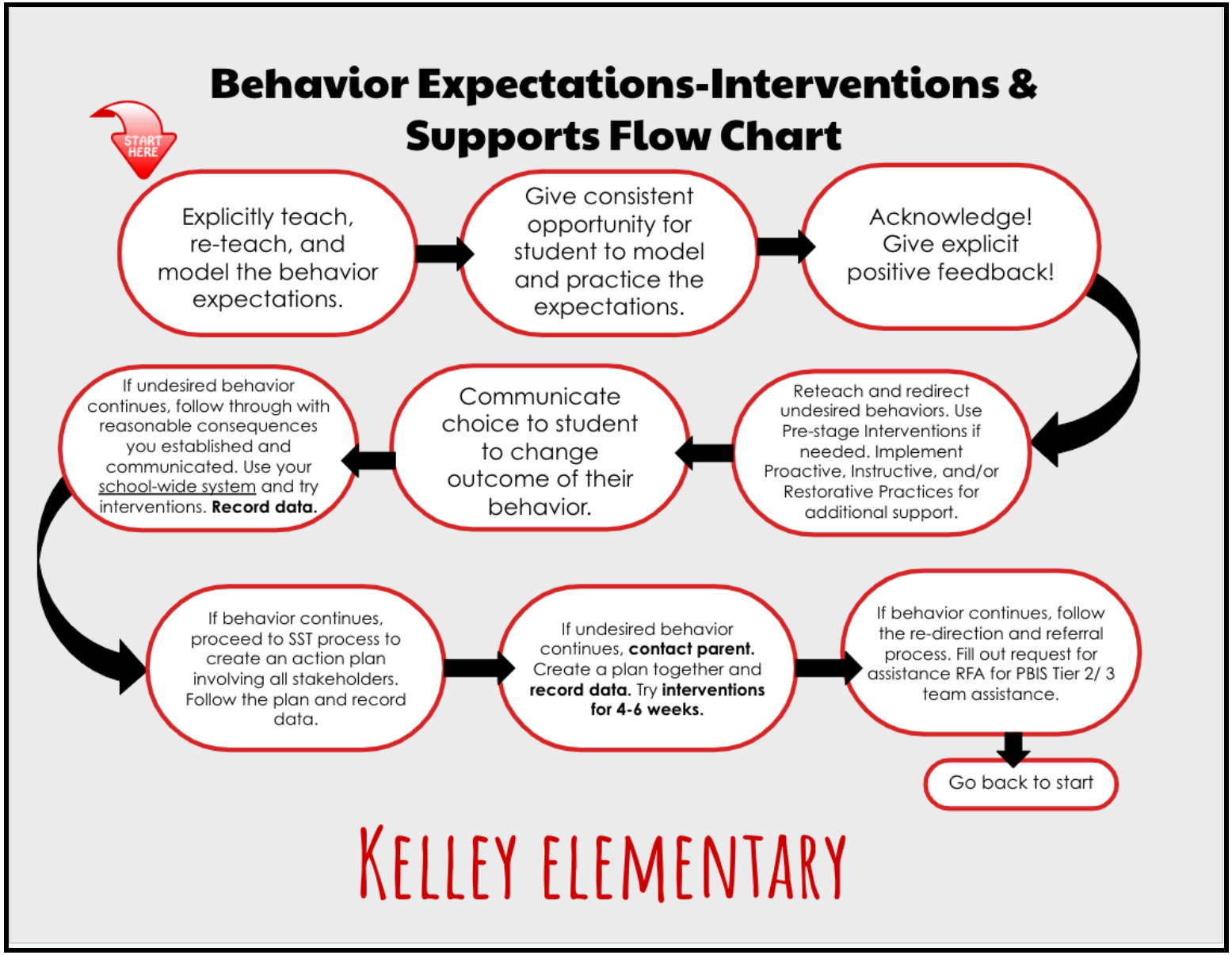


[Click here for Behavior Flow Chart with live link]

Function of Behavior

When a Major referral is submitted, it requires reflection on the part of the adult to determine the most likely Function of the Behavior. Identifying the underlying cause of behavior is important because it can help us determine how we should intervene on a behavior. If our *response* to the behavior does not address its underlying *cause*, then it's likely to continue.

Perceived Motivation	Possible Causes	Intervention/Aligned Response
Obtain Peer Attention	• Poor social skills/communication; lack of conflict resolution strategies • Unclear rules/routines for student interaction • attain/maintain social status • poor/lack of peer relationships	• Partner w/peer; give frequent opportunities to interact/collaborate; build friendships • Teach planned ignoring to class • Tie social rewards to appropriate behavior (e.g. class cheers or free time w/peers)
Obtain Adult Attention	• Lack of self-advocacy skills paired w/academic challenges • Unclear rules/routines for gaining teacher attention • Inadvertent reinforcement of behavior (responding to blurts) • High ratio of correction to positive	• Teach cue/signal for requisition help • Re-teach and reinforce expectations • Increase behavior specific praise • Increase opportunities to respond • task/enlist help for wide variety of classroom jobs/activities
Obtain Items/Activities	• Poor social skills/communication • Difficulty managing transitions from preferred to	• Teach requesting • Teach conflict resolution • Teach and reinforce accepting disappointment

	non-preferred • Activity that is sought may have fewer academic demands	• Identify and address academic challenges
Avoid Academics	• Unclear boundaries • Unclear rules or expectations • Unclear directions • Academic challenges (e.g. difficult task with insufficient support) • Low investment/motivation; lesson not engaging for student	• Re-teach or clarify rules/expectations • Be consistent in enforcement or application of rules • Give explicit directions for all task and activities • Provide academic support (e.g. small group instruction, scaffold work, etc.) • Alter instructional practices, increase opportunities to respond
Avoid Peers	• Relationship or socialization issues with peers (e.g. bullying, teasing) • Classroom community is not inclusive or welcoming of all • Lack of problem-solving skills	• Address student's concerns and ensure that the student feels protected • Model respectful interactions • Build respectful classroom community • Provide tools for addressing peer-peer conflict
Avoid Adult	• Perceived disrespect or unkindness from teacher; difficulty accepting correction • Problems in the teacher-student relationship • Lack of pro-social skills; introverted	• Take steps to improve teacher-student relationship • Alter management practices (e.g. logical consequences rather than punishment) • Ater tone or approach when responding to student

SCHOOL POLICIES & PROCEDURES

Proactive, Instructive, and Restorative Practices

According to the research **85-90%** of students respond positively when evidence-based practices are implemented with fidelity. Proactive, Instructive, and Restorative practices provide the tools to create a professional community where staff effectively support students' social-behavioral success.

PROACTIVE PRACTICES	INSTRUCTIVE PRACTICES	RESTORATIVE PRACTICES
Create a positive physical and emotional setting where students are encouraged to actively engage both socially and academically.	Equip students with the specific skills needed to be socially and academically successful.	Create a community where members feel safe to build, maintain and repair relationships.
• **Room Environment** • **Positive Contacts** • **Classroom Expectations** • **Proximity** • **Active Supervision** • **Regulation Strategies** • **Opportunities to Respond (OTR)** • **Student Choice**	• **Instruction** • **Procedures & Routines** • **Pre-Corrections** • **Acknowledgement** • **Correction**	• **Affective Statements** • **Restorative Questions/ Conversations** • **Community Building Circles**

Effective Classroom Practices - Definitions

PROACTIVE Practices	
Room Environment	Organize the physical aspects of the room to promote safe movement, engagement, access to materials, and active learning. Consider: • Ease of movement: ability to move between/around furniture, access to exits, etc. • Designated areas: space for supplies and activities (reading corner, mailboxes, interactive bulletin boards, etc.)
Positive Contacts	Provide high rates of non-contingent positive attention to enhance staff/student relationships. Examples include: • Non-verbal: eye contact, smiles, nods, winks, etc. • Verbal: greetings, courtesies, check-ins, etc.
Classroom Expectations	Post examples of expected behaviors wich are observable, measurable, positively sted, understandable, always applicable, and aligned to the school-wide expectations. Examples include: • Be Kind: wait your turn, monitor your voice volume, etc. • Show Effort: bring materials to class, work without getting distracted, etc. • Be Safe: hands and feet to self, walk at all times, etc.
Proximity	Adjust the physical distance between the teacher and student(s) for the purpose of making connections, providing academic/behavioral support or oversight, promoting self-sufficiency, providing space to cool down, and respecting personal boundaries. Consider: • Decreasing distance: move closer to groups, designated areas, individuals, etc. • Increasing distance: move away from groups, designated areas, individuals, etc.
Active Supervision	Monitor the learning environment to support safety, relationship building, engagement, and behavioral success by: • Moving: follow a planned, yet unpredictable path to increase proximity with all students • Scanning: visually sweep and auditorily attend to all areas of the classroom • Interacting: provide high rates of contingent attention (academics, behavior)
Regulation Strategies	Provide opportunities for student(s) to adjust their arousal state (up/down) for the purpose of meeting task demands. Consider using: • Up-regulating strategies: clapping, upbeat music, walking in place, etc. • Down-regulating strategies: focused breathing, calm music, resting eyes, stretching, etc.
Opportunities to Respond (OTR)	Solicit student response(s) through the use of an instructional question, statement, or gesture. Consider using: • Non-verbal strategies: white boards, response cards, computer, student signals, etc. • Verbal strategies: individual questioning, choral responding, turn and talk, etc.
Student Choice	Allow students opportunities to decide when, where, and how they will complete independent and/or group tasks for the purpose of increasing autonomy. Types of choices may be provided around the: • Activity/task: draw vs. write, graph vs. text • Order of tasks: activity then quiz vs. quiz then activity • Materials: keyboarding vs. paper, purple ink vs. pencil • Level of interaction: independent vs. partner, group A vs. group B • Location: assigned desk vs. table, front of room vs. back of room

SWSS Department. "Student Wellness & Support Services."
https://sites.google.com/sbcusd.k12.ca.us/sel-informed-pbis/tier-1/tfi-1-6-discipline-policies
Accessed 18 June 2024.

Click here for the Proactive Practices Definition Chart link

Effective Classroom Practices - Definitions

INSTRUCTIVE Practices	
Instruction	Explicitly teach expectations and procedures during a dedicated time of the instructional day. Instruct to the point that 85-90% of the school community know where, when, and how to demonstrate the expected behaviors. Teach to mastery: • Acquisition (Tell/Show/Practice) stage includes: neutral time instruction, modeling, roleplaying examples and non-examples, practicing with feedback • Fluency (Booster) stage includes: pre-correction, supervision, specific feedback, re-teaching as needed
Procedures & Routines	Define and teach the steps required to accomplish activities or tasks (procedures) and reinforce them to the point of fluency (routines). Types include: • School-wide: *Following instructions, getting the teachers attention, etc.* • Location-specific: entering/exiting, lining up, sharpening pencils, passing out materials, turning in materials, etc.
Pre-Corrections	Provide cues/prompts prior to directing students to demonstrate an expectation, social skill, or procedure. Examples include: • Non-verbal gestures: Put finger to lips, point to the task, showing a specific number of fingers to identify a specific request, etc. • Verbal statements: restate expectation by name, outline procedure steps, etc.
Acknowledgement	Provide behaviorally specific feedback in response to the demonstration of an expected behavior (contingent). Ensure feedback is predominantly positive; expected behaviors are acknowledged at a higher rate than problem behaviors are corrected (5+ to 1-). Consider acknowledging: • Specific performance criteria (acquisition): *"You started the assignment right away."* • Performance toward difficult tasks (acquisition): *"You made a good choice to ignore distractions. I know that was hard."* • Level of effort: *"You worked really hard on the task. Excellent job."* • Degree to which the performance was completed: *"You demonstrated all five steps of Staying On Task. Way to go!"*
Correction	Use a firm/supportive tone to provide a behaviorally specific description of the current undesired behavior followed by a description of the expected behavior. Ensure corrections are brief, calm, respectful, and private. Consider correcting: • Specific performance criteria (acquisition): *"You're doodling. Please get started right away."* • Performance toward difficult tasks (acquisition): *"Right now you are focused on your peers. I know it's difficult but please ignore distractions."* • Level of effort: *"You YOu have spent a lot of time organizing your materials. Please redirect your effort to the assignment."* • Degree to which the performance was completed: *"You really struggled with staying focused and ignoring distractions during math. Please try your best to ignore distractions as we move to social studies."*

SWSS Department. "Student Wellness & Support Services."
https://sites.google.com/sbcusd.k12.ca.us/sel-informed-pbis/tier-1/tfi-1-6-discipline-policies
Accessed 18 June 2024.

Click here for the Instructive Practices Definition Chart link

Effective Classroom Practices - Definitions

RESTORATIVE Practices	
Affective Statements	Use a calm/encouraging tone to privately express feelings that resulted from someone else's positive or negative behavior- may include the source and/or reason for the emotion. *Affective Statements* provide a personal dimension to academic/behavioral feedback. Provide *Affective Statements* for positive behaviors more often than for negative behaviors (5+ to 1-). Examples: • Expressing positive feelings: *I felt inspired today when you told your story. I was really happy you worked for the entire time today. Your effort motivates me. It was a joy to see you work with your group. Our class is becoming a community. I was excited to see you play at the game.* • Expressing negative feelings: *I felt frustrated when you distracted your peers. It makes it hard for both you and them to complete the assignment.*
Restorative Questions IIRP Restorative Questions	Ask *Restorative Questions* to elicit the perspectives of the people involved in an event that caused harm. When asked consecutively, *Restorative Questions* prompt those involved to reflect on the impact the behavior had/has on the past, present, and future. Questions directed to someone whose behavior has caused harm, prompt them to: reflect on what they were thinking and feeling at the time, take responsibility for their actions, and make things right. *Questions to Respond to challenging Behaviors*: • *What happened?* • *What were you thinking at the time?* • *What have you thought about since?* • *Who has been affected by what you have done? In what way?* • *What do you think you need to do to make things right?* Question directed to someone who has been harmed, provides the opportunity to express: what they were thinking and feeling at the time, how they and others were affected, and what they need in order to make things right. *Questions to Help Those Harmed by Others' Actions*: • *What happened?* • *What did you think when you realized what had happened?* • *What impact has the incident had on you and others?* • *What has been the hardest thing for you?* • *What do you think needs to happen to make things right?*
Community building Circles (CBC)	Facilitate Community Building Circles (CBC) for the purpose of building relationships, solving problems, and repairing harm. Proactive Circles should be facilitated at a higher frequency than Responsive Circles (5+ to1-). Types include: • *Proactive Circles:* build trust; welcome new members; share thoughts, feelings ideas; maintain relationships • *Responsive Circles:* solve problems; resolve conflict; repair harm; re-integrate members; make things right
Restorative Conversations	Utilize *Restorative Questions* to facilitate a guided conversation between two or more persons focused on finding the root cause of the problem and creating a shared plan. *Restorative Conversations* guide participants through the process of: 1. Opening the lines of communication 2. Allowing student(s) to explain the situation from their own perspective 3. Identifying what led up to the incident and any root causes 4. Identifying the impact 5. Addressing needs and repairing harm 6. Creating an agreement/plan

SWSS Department. "Student Wellness & Support Services."
https://sites.google.com/sbcusd.k12.ca.us/sel-informed-pbis/tier-1/tfi-1-6-discipline-policies
Accessed 18 June 2024.

Click here for the Restorative Practices Definition Chart link

REINFORCEMENT/POSITIVE FEEDBACK

Preventative Prompts

As educators, we become experts at knowing what times of the day or areas of learning will cause unwanted behavior to occur. By being able to **predict** when these unwanted behaviors will happen, it is highly likely that we can **prevent** them by prompting the expected behavior just before it is needed.

- Pleasantly prompt expected behavior just prior to times it would be beneficial
- Prevents inappropriate behavior by setting the environment and students up for success

Example:

"Before we start our reading lesson, remember our class expectations are to show kindness and effort by listening to me and your peers. This means listening carefully and quietly for directions and raising our hands to speak."

Reinforcement/Positive Feedback

It is not enough just to teach expected behavior, we also need to regularly reinforce and acknowledge students for engaging in appropriate behavior. Research has shown that you can improve behavior by 80% just by pointing out what someone is doing correctly. It is important for all staff to pay attention to positive behavior and recognize it. There are many ways to provide reinforcement to students. Below are a few examples:

VERBAL: **What we Say**	**NON-VERBAL:** **What we Do**	**OTHER:** **What they Get**
*Use student names *Nice job! *You're on the right track. *You're doing much better. *Great work! *Etc.	*Smile *Nod *Greetings (hand shakes, high 5's, etc.) *Thumbs up *Etc.	*Kelley Cash/digital points *Positive call home *Certificates *Classroom incentives *Etc.

In fact, research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students to every 1 negative interaction. It is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

So remember, how often should you give positive attention?

5:1

5 positives to 1 correction

Positive Contacts vs. Behavior Specific Praise (BPS)

Positive contacts help create connections with students and a positive school environment. Behavior Specific Praise (BPS) is a strategy to use when our goal is to increase the likelihood of appropriate behavior being repeated. Both are important! Providing the student with the ***What*** they were caught doing and ***Why*** you are praising them, helps increase the likelihood that the behavior will be learned and continued. "When we focus our praise on positive actions, we support a sense of competence and autonomy that helps students develop real self-esteem." (Davis, 2007) Use this table as a guide for creating a Behavior Specific Praise statement:

Student/Group	**Praise**	**What** **(describe behavior)**	**Connect to Matrix**
Insert Name(s)	Well done! Way to go… You've got it! Nice job! Great work! I love it! That's amazing! Good for you…	What do you see/hear/notice? The more specific your feedback the better. Use the Matrix!	That is… • Kind • Showing effort • safe

Samples:

- "Hey 2nd graders, awesome job taking turns during recess today! You all showed great effort with playground behavior."
- "Thank you Jose and Mark- you're being kind by working quietly together while I review with the class."
- "Adam, you pushed in everyone's chairs at your table group. That was very safe…Thank you!"

ORIENTATION & PROFESSIONAL DEVELOPMENT

There are two levels of training the staff annually go through at Kelley Elementary: Orientation and/or Professional Development.

Orientation	Professional Development
• Supports staff in ***successfully navigating cultural norms & expectations.*** • Establish the values of the school, alert staff of their obligations within the culture, and/or provide a mechanism to find resources and access additional support. • Used as in introduction for new hires • Used as a refresher course for returning staff Ways orientation can be accomplished: ➔ Overview sessions to new hires ➔ Distributing a comprehensive staff handout that outlines policies and procedures ➔ Directing staff to a library of professional and instructional resources (e.g., readings, informational handouts, *Tier 1 Intervention Log, Request for Assistance*, lesson plan templates, Google Slides, etc.)	• Supports staff to ***improve staff knowledge, competence, skill and effectiveness.*** During a Professional Development, staff can: ➔ Learn or be Introduced to a new concept, skill or standard.and establish definitions, common language, and adopt frameworks. ➔ Process and discuss the new concept, skill or standard. Collaborate with peers to deepen individual and collective understanding in order to prepare for implementation. ➔ Practice the new concept, skill, or standard to get meaningful, and impactful feedback and coaching support.

By establishing an on-going, comprehensive orientation and professional development schedule and training materials, both new and returning staff will learn vital information, skills, and strategies to implement all aspects of the school's Tier 1 system.

Click here to see the Orientation/Professional Development Calendar 2024-2025

The 4 Core Tier 1 Features

There are 4 Core Tier 1 SWPBIS Practices that the staff annually are oriented and/or trained on. This allows staff to, not only have a continued understanding of the Tier 1 policies Kelley has set in place, but help keep the policies relevant and effective on our campus and with our staff.

Core Tier 1 Feature:	Description	
1st Core Feature *Teaching School-wide Expectations*	*Create a culture where students consistently receive high-quality behavior instruction, supported by pre-correction.*	
	Orientation: • Behavior Lesson Planning • Expectations by Location • Developing Classroom Expectations • Develop Classroom Procedure	Professional Development: • Teaching-Expectations, procedures • Teaching- SEL Curriculum • Teaching-Bully Prevention
2nd Core Feature *Acknowledging Appropriate Behavior*	*Create a culture where students receive high rates of acknowledgement (5+ to 1-).*	
	Orientation: • School-wide Acknowledgement System • Positive Contacts • Proximity	Professional Development: • Affective Statements (5+ to 1-) • Acknowledgement Statements (5+ to 1-) • Proximity- Active Supervision to support acknowledgement
3rd Core Feature *Correcting Errors*	*Create a culture where students receive instructional, restorative correction.*	
	Orientation: • Problem Behavior Policy and Procedures • Tier 1 Intervention Log • Office Referral Procedures	Professional Development: • Regulation Strategies • Affective Statements (5+ to 1-) • Restorative Questions • Corrective Statements (5+ to 1-) • Proximity/Active Supervision to support corrective statements
4th Core Feature *Requesting Assistance*	*Create a culture where staff feel safe enough to ask for help form peers and administration*	
	Orientation: • Requesting Assistance for an individual student • Requesting Implementation Support	

Click here for live link to full page of The 4 Core Tier 1 Features

Kelley Elementary

PBIS Orientation/PD Calendar 2024-2025

Month	Dates	Agenda & Key Topics	Sign In Sheet
Aug.1 Thursday	Back to School Orientation	Agenda Google Slide	Sign In Sheet
Sept.9 Monday	PBIS Handbook Overview	Agenda	Sign In Sheet
Oct. 7 Monday	Proactive, Instructive, Restorative Practices/Tier 1 Intervention Log	Agenda	Sign In Sheet
Nov.4		Agenda	Sign In Sheet
Dec.13 Friday	*Request for Assistance/Functions of Behavior/Interventions at Kelley	Agenda	Sign In Sheet
Jan. 6 Monday	PBIS Booster	Agenda	Sign In Sheet
Feb.		Agenda	Sign In Sheet
Mar.		Agenda	Sign In Sheet
April 21 Monday	PBIS Booster/TFI Information (after Spring Break)	Agenda	Sign In Sheet
May		Agenda	Sign In Sheet

Click here for live link to full page of The PBIS Orientation/PD Calendar

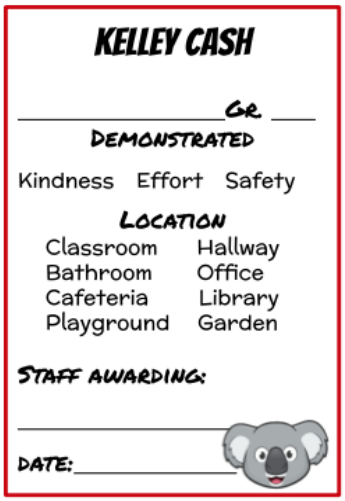
ACKNOWLEDGEMENT SYSTEM

Research has shown that positive reinforcement is one of the best ways to change negative behavior and to maintain positive behavior. It is crucial that Kelley staff works diligently to make sure that all students who demonstrate positive behaviors are recognized for it.

All staff at Kelley Elementary are able to acknowledge student's positive behavior throughout the school day with the use of verbal praise, Kelley Cash, and/or digital points.

What is Kelley Cash?

- It is our school-wide recognition system. Part of PBIS is the use of consistent positive reinforcement of appropriate behavior.
- Any staff member who observes students demonstrating the school behavior expectations (kindness, effort, safety) can issue the students Kelley Cash.
- This recognition can take place in all areas of the school, and from all staff members.
- Kelley Cash can be saved and/or spent in the Kelley Store for a variety of items.



What are Digital Points?

- It is part of our school-wide recognition system. It follows all of the above bullets but teachers and/or staff can give students digital points with the use of PBIS Rewards. They can be spent or saved the same way as Kelley Cash.

PBIS Rewards®

Whole School Recognition Activities

PBIS Kickoff & Bring Your Parent to School Day

- **What is it?** On a minimum day in August or September, we have our PBIS Kickoff BBQ. Parents are invited to attend part of the school day with their child. Parents go through various activities including a presentation by the administration that describes PBIS, a tour of the school, a visit to their child's classroom, and an opportunity to eat lunch with their child. Parents are able to pre-purchase lunch if they want to eat the same meal as their child.
- **Teacher Responsibility:** Prior to the event, each grade level is asked to create a poster/banner that can be hung and displayed in the front of the school. On the day of the kickoff, you are asked to teach a PBIS themed lesson to your class highlighting one of the Kelley behavior expectations (kindness, effort, safety) during the parent visit. If possible, involve the parents in the lesson. You will also be given a survey on this day for parents to complete before they leave.

Friday Morning Assembly

- **What is it?** Every Friday (weather permitting), all classes from 1st through 5th grade will meet on the blacktop to participate in a schoolwide flag salute before going to class. During this time, we will say *The Pledge of Allegiance* aloud and then recite the Kelley KEyS and the Kelley Elementary School Mission Statement. Following the pledge and the mission statement, Teacher's *Kelley Student of the Week* will be distributed by the administrator or a designee. Students will receive a certificate from the teacher at the end of the day.
- **Teacher Responsibility:** Add a student to the *Student of the Week* Google Form sent out a day or two prior to the morning assembly. Please monitor your students to make sure they are modeling the Kelley KEyS and being respectful throughout the assembly. During this time, be sure to remind your students to remove hoods and hats to show respect. There should also be no side conversations during this time.

Student Store

- **What is it?** Every first and third Friday of the month (weather permitting), the Kelley KEyS store will be open. Teachers are provided a schedule with their time when they go to the store. They are able to use their Kelley Cash/points to purchase items from the store. Students are expected to bring their Kelley Cash with them. If they miss out on using it, they always have the opportunity to use it at another time.
- **Teacher Responsibility:** Have a place in your classroom for students to have easy access to their Kelley Cash (pocket chart, pencil boxes, etc…). Try and remind them to have their Kelley Cash ready on the days the store is open.

School-Wide Acknowledgement Policy Flowchart

To assist all staff in consistently providing positive adult attention.

We intentionally Build Relationships

All Staff look for opportunities to **positively engage** with as many students as possible for the purpose of building and strengthening relationships.

High Rates of Non-Contingent Adult Attention

Staff Approaches

Proactive: We create a positive physical and emotional setting where students are encouraged to actively engage both socially and academically.

Restorative: We foster a sense of belonging where everyone feels safe to build, maintain, and repair relationships.

Staff Proactive Practices

Positive Contacts:
Provide high rates of non-verbal and verbal positive attention to build staff/student relationships.

- Welcome and greet students as they enter campus, pass through common areas, and enter your environment.
- Initiate conversations with students (before/after school) to learn about their interests

Proximity:
Decrease the physical distance between the adult and student(s) for the purpose of connecting.

- Seek out students sitting alone or on the margins

Active Supervision:
Move throughout and scan the learning environment to connect with students.

- Introduce yourself to unfamiliar student(s)
- Check in and follow up on previous conversations

Staff Restorative Practices

Community Building Circles:
Facilitate *Circles* fo the purpose of building and maintaining relationships.

- Include multiple rounds- Check In, Sharing, Check Out

Kelley Cash/ PBIS Points

All students can earn **Kelley Cash/Points** for:

- Showing Kindness, Effort, Safety
- Demonstrating Positive Social Skills

All staff distribute/award at least 10 *Kelley Cash/Points* per week in the common areas & classrooms.

Kelley Cash/Points can be redeemed at the **PBIS Store** located at the end of the D-wing.

The *PBIS Store* is open the **1st & 3rd Friday of the month** - schedules are given to classroom teachers.

Recognition & Celebrations

Weekly- *PBIS Friday Assembly*
Teachers submit a student to be recognized for demonstrating the Kelley KEyS.

Monthly- *Drawing*
Kelley KEyS drawing for items from the PBIS Store, Kelley Kash, or homework passes.

End of Semester- *Awards Assembly*
Recognition for perfect attendance, behavior, Academics.

We intentionally Develop Skills

All Staff look for opportunities to provide students with **positive feedback** for the purpose of strengthening social-behavioral skills.

High Rates of Contingent Adult Attention

Staff Approaches

Instructive: We equip students with the specific skills they need to be socially and academically successful.

Restorative: We foster a sense of belonging where everyone feels safe to build, maintain, and repair relationships.

Staff Instructive Practices

Acknowledgements:
Provide behaviorally specific feedback to students who are demonstrating expected behaviors.

- Acknowledge (5+ to 1-)
- Provide tangible reinforcers (common areas, classrooms)
- Conduct Award Assemblies to recognize student achievement and growth

Staff Restorative Practices

Positive Affective Statements:
Use a calm tone to meaningfully express how a student's expected behavior resulted in a positive emotion in the staff..

- Provide *Positive Affective Statements* at a rate of 5+ to 1-
- Provide tangible reinforcers (common areas, classrooms)
- Conduct Award Assemblies to recognize student achievement and growth

Community Building Circles:
Facilitate *Circles* fo the purpose of recognizing class, group individual achievements..

[Click here for link to full page of The School-Wide Acknowledgement policy Flowchart]

FACULTY INVOLVEMENT

Throughout the year, the PBIS Team shares a variety of data with the Kelley staff and actively seeks their input to encourage the commitment and maintenance of our school-wide processes.

Below you will find a chart with a list of surveys, etc. that are shared with the staff. Each one has an active link that will take you to the site or document to get further information and/or specific data.

SOURCE	DEFINITION
Tiered Fidelity Inventory (TFI)	The team's evaluation of implementation fidelity.
Self Assessment Survey (SAS)	The staff's perception of the degree to which PBIS practices are in place and the areas of highest priority.
PBIS Rewards	The level of usage of the school-wide incentive program.
PanoramaEd Survey • *Climate & Culture* • *SEL*	The students' perception of the school- as it relates to academic support, fairness of the rules, sense of belonging and safety. The students' perception of their own development of Self-Management, Growth Mindset, Social Awareness, Hope, and Self-Efficacy.
Selected Discipline Data	A variety of referral and expulsion reports in PBIS Rewards and Synergy which are used by the Team to identify concerns and create action plans.
Tier 1 Intervention Data	The number of students receiving classroom interventions.
Attendance Data	The progress of classes participating in the school-wide attendance incentive.

STUDENT/FAMILY/COMMUNITY INVOLVEMENT

Kelley Elementary sees student, family, and community partnerships vital to improving student outcomes. These partnerships provide opportunities for student, family, and community voices to be heard and have their experiences and history represented in the school setting. We strive to make connections that are authentic and collaborative when staff and/or teams actively seek student, family, and community voices.

Below is a list of ways that Kelley involves students, family, and community to create a partnership.

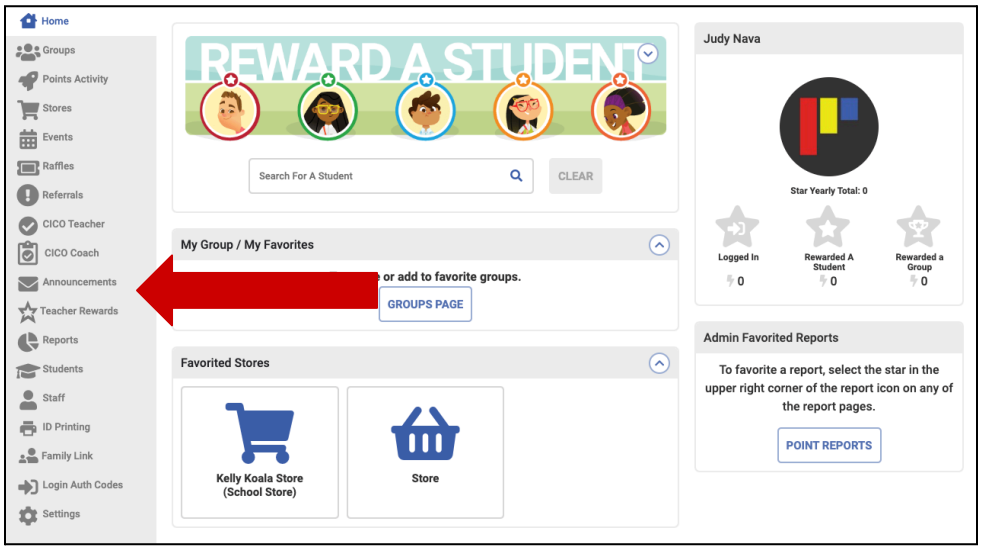
- ParentSquare
- School-Site Council
- PTA
- ELAC
- Back to School Night
- Open House
- PBIS Parent Survey
- Student Surveys (variety throughout the year)

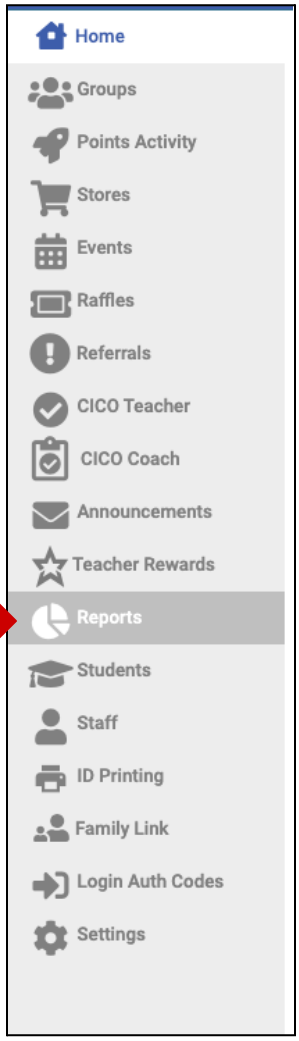
DISCIPLINE DATA

PBIS Rewards is a Software-as-a-Service solution that provides an automated schoolwide PBIS management system. Our system simplifies the implementation and tracking of the PBIS framework within our school. It not only provides school administration a clear view to see how teachers are utilizing PBIS, but also provides instantaneous access to data to the Tier 1-3 Teams and administration.

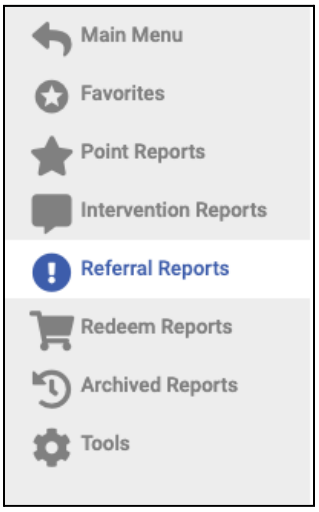
Click here to go to PBIS Rewards

1.Once you log into PBIS Rewards, you will see a gray Menu on the left side of the screen.





2. In the gray bar, click on the ***Reports*** button.



3. There will be a new Menu with a variety of Reports. Here you can click on whichever Report is needed for data purposes. For example, in the *Referral Reports*, data can be filtered by location, grade, gender, etc.

DATA-BASED DECISION MAKING

Kelley Elementary uses the discipline data found on PBIS Rewards to make decisions that will help improve student behavior and school climate. The team continuously uses data to identify, define, and analyze a new problem to tackle, select and implement evidence-based practices to address the problem, and progress-monitor and evaluate the implementation of these practices and progress toward desired student outcomes. The team then creates cycles of continuous improvement, slowly but steadily decreasing the frequency of unexpected behaviors.

A monthly cycle is frequent enough to have a meaningful impact on school climate and student behavior. It also allows for timely midcourse corrections if the team has not yet met their goal of the Action Plan. At the same time, it allows enough time for the intervention to have the desired effect on student behavior.

By focusing on solving school-wide problems, the team not only systematically improves outcomes for more students, but also systematically refines implementation of Tier 1 systems support.

Click here to go to PBIS Rewards

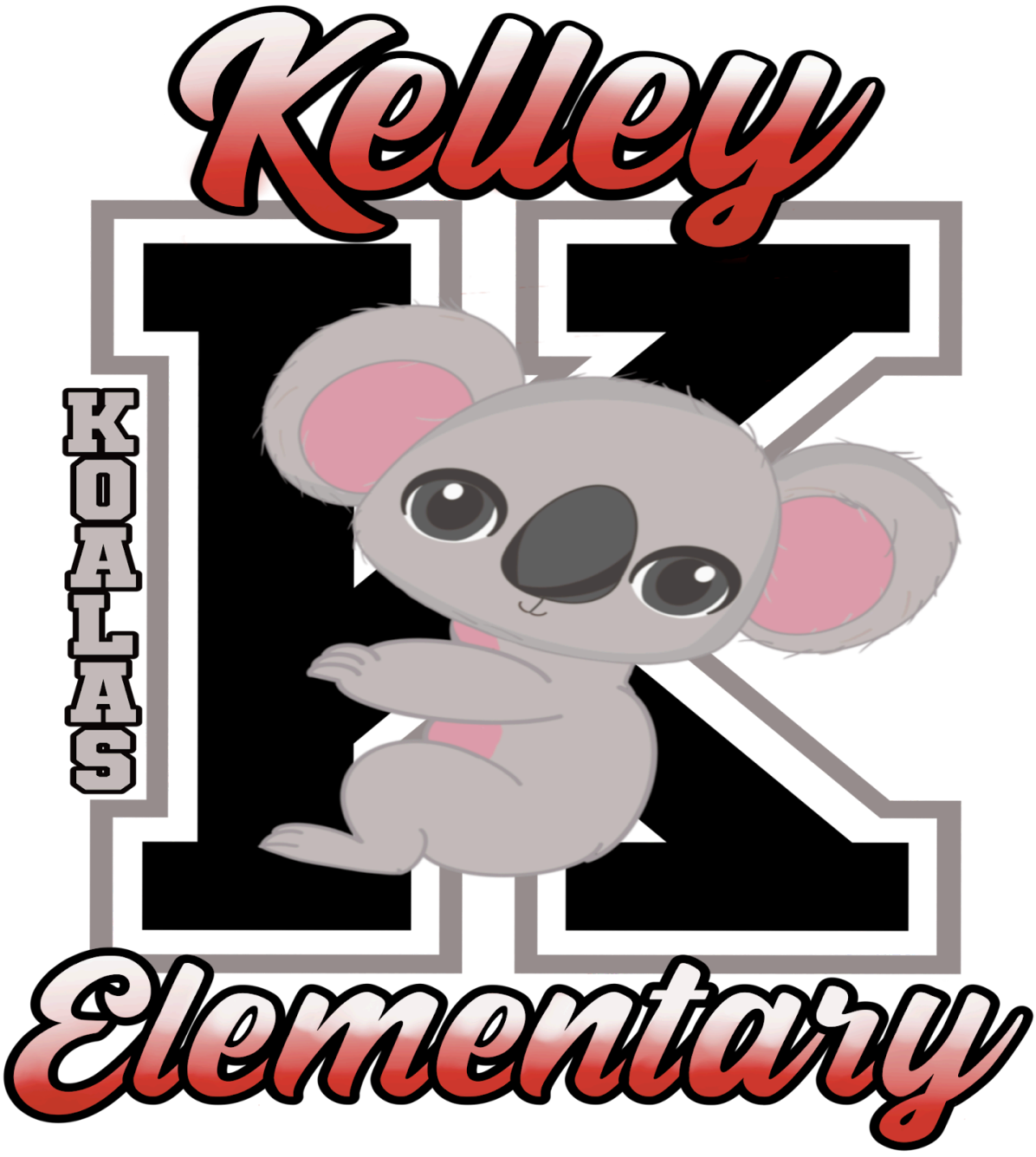
SWSS Department. "Student Wellness & Support Services."
https://sites.google.com/sbcusd.k12.ca.us/sel-informed-pbis/tier-1/tfi-1-13-data-based-decision-making?authuser=0
Accessed 26 June 2024.

FIDELITY DATA

Kelley Tier 1-3 Teams collect, review, and analyze fidelity data annually. By collecting data to measure fidelity to implementation, the Teams have a better understanding of how to continue with the implementation, and develop action plans for areas of improvement. Below is a list of Fidelity Data used.

Tiered Fidelity Inventory (TFI)
Description & Purpose: *Valid and reliable self-assessment of all three tiers of implementation. The team that works with a specific tier takes the scale for that tier. The tier 1 scale is informed by a building walk, as well as staff and student interviews. It is recommended that an external coach or facilitator conduct the building walk, and facilitate the administration of the TFI. A team member enters the TFI results into PBIS Assessments.*
Team Handout: Tier 1 Fidelity Inventory Features: Overview **Implementation/Scoring Guide:** The Tiered Fidelity Inventory (TFI), v.2.1, 2019 **TFI Companion Guides:** Integrated Tiered Fidelity Inventory Companion Guide PBIS Cultural Responsiveness Field Guide **TFI Articles:** 101 Fact Sheet: Interconnected System Framework: *An Introduction* 201 Fact Sheet: Interconnected System Framework: *When School Mental Health is Integrated within a Multi=Tiered System of Support* 301 Fact Sheet: Interconnected System Framework: *Installing an Integrated Approach* Enhancing Family-School Collaboration with Diverse families
Self-Assessment Survey (SAS)
Description & Purpose: *Annual assessment used by schools to identify the staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student systems.*
Team Handout Self-Assessment Survey Manual Teacher Resources: Mini Vocabulary Lessons Student Survey Proctor Guide & Script Student Survey Instructions- Google Slides

TIER 2
TARGETED SUPPORT



UNDERSTANDING TIER 2

WHAT IS TIER 2?

Tier 2 practices and systems provide targeted support for students who are not successful with the Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 2 supports often involve group interventions with eight or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students. pbis.prg-Tier 2

Targeted Interventions to Support *SOME*

(5-15%)

TEAM COMPOSITION & OPERATING PROCEDURES

PBIS Team Members

Tier 1

We have made it a priority to make sure that all grade levels and stakeholders are represented as a part of our PBIS Tier 1 team. Each member of the team helps maintain the behavior expectations throughout the many different locations on our campus by providing positive feedback and reinforcements to our students.

The PBIS Tier 1 team meets on a monthly basis to discuss a variety of behavioral methods, interventions, and/or strategies that could further support our positive school climate. The PBIS team also provides support for teachers who would like additional ideas to implement PBIS strategies in and out of the classroom.

Tier 2 & 3

The Tier 2 team provides assistance and works with teachers in order to provide appropriate interventions for students having difficulties following our three behavior expectations. The Tier 2 team will consistently use data for decision making and will conduct on-going progress monitoring. All data is shared with stakeholders that work with the identified student(s) and together, will implement interventions as appropriate. It is imperative that parents also be involved in this process.

The PBIS Tier 2 team meets twice a month to either: a) review and discuss the progress of students receiving Tier 2-3 interventions and/or supports or, b) discuss and review new Request for Assistance (RFA) submitted to the team.

Each team consists of different members of our staffing and school community. Having this diversity on our teams helps provide the best support system possible within our school and for our students.

PBIS Team Composition 2024-2025

Tier 1: Team Role	Name
System Coordinator	Judy Nava
Administrator/Data Systems & Information/Operations of school across grade level programs	Principal
Educator (general)	Tiana Thach
Educator (general)	Brenda Reyes
Educator (Special Ed.)/Applied behavior support	Alicia Rodriguez
Non-Certified Staff	Carolina Maravillas
Family Member	Maggie Vega
Experts in:	
mental health & trauma	Ashley Perez
academic instruction	Sasha Lindblom
physical health & wellness	Rosa Leon
Tier 2: Team Role	**Name**
System Coordinator	Judy Nava
Administrator/Data Systems & Information/Operations of the school across grade level programs	Assistant Principal
Educator (general- Primary)	Sandia Sinsel
Educator (general-Upper Grade)	Jorge Delgado
Educator (Special Ed.)	Alicia Rodriguez
Non-Certified Staff	Carolina Maravillas
Staff (MG Member)	Laura Renderos
Expert in Applied Behavior Support	Joshua Berge
Experts in:	
coaching- Reading Specialist	Lori Nessi
mental health & trauma	Ashley Perez
academic instruction- Reading Specialist	Leona Whitley
physical health & wellness	Rosa Leon

Tier 2: PBIS Meeting Procedures

Meetings in C1 @2:30-3:30 p.m.

Agendas, Minutes, Action Plans

Month	Dates	Agendas & Minutes	Sign In Sheet	% Present
Aug.	Thursday Aug.1st	Agenda/ Google Slide	Sign In Sheet	_____%
Sept.	Tuesday, Sept. 3rd	Agenda / Minutes	Sign In Sheet	_____%
Oct.	Tuesday, Oct. 1st Wednesday, Oct. 16th	Agenda / Minutes Agenda / Minutes	Sign In Sheet Sign In Sheet	_____% _____%
Nov.	Wednesday, Nov. 13th	Agenda / Minutes	Sign In Sheet	_____%
Dec.	Tuesday, Dec. 3rd Wednesday, Dec. 11th	Agenda / Minutes Agenda / Minutes	Sign In Sheet Sign In Sheet	_____% _____%
Jan.	Tuesday, Jan. 14th Tuesday, Jan. 28th	Agenda / Minutes Agenda / Minutes	Sign In Sheet Sign In Sheet	_____% _____%
Feb.	Tuesday, Feb. 4th Wednesday, Feb. 19th	Agenda / Minutes Agenda / Minutes	Sign In Sheet Sign In Sheet	_____% _____%
Mar.	Tuesday, Mar. 4th	Agenda / Minutes	Sign In Sheet	_____%
April	Tuesday, April 8th Tuesday, April 22nd	Agenda / Minutes Agenda / Minutes	Sign In Sheet Sign In Sheet	_____% _____%
May	Tuesday, May 6th Tuesday, May 15th	Agenda / Minutes Agenda / Minutes	Sign In Sheet Sign In Sheet	_____% _____%

***All Agendas, Minutes, and Sign in Sheets have links**

Click here for the Tier 2: Meeting Procedures page with live links

Kelley Elementary Team Roles & Responsibilities

Roles	Tier 1	Tier 2	Tier 1 & 2 Responsibilities
Facilitator	Judy Nava	Judy Nava	• Develop and revise agendas • Facilitate meetings • Follow up on assigned tasks with team members • Remind team members of meeting times and locations, and e-mails
Task Master/Timekeeper	Judy Nava	Judy Nava Anna Thompson	• Monitors agenda times and topics • Keeps the group focused and moving forward • Monitors the start and end times • Serves as the backup facilitator if the assigned facilitator is absent
Recorder/Secretary		Anna Thompson	• Reads the previous meeting minutes • Records the decisions and actions during the meeting • Records results of the evaluation of team meeting at the end of each meeting • Distributes copies of the minutes to team members & staff (Tier 1 minutes only) within 48 hours of the meeting
Calendar Manager	Judy Nava	Judy Nava	• Tracks PBIS Team Year Action Plan and All PBIS Calendar dates • Maintains a comprehensive notebook (physical or digital) of: all training materials, handouts, resources for team use, PBIS data, minutes, and agendas
Communication Coordinator	Principal Assistant Principal	Principal Assistant Principal	• Liaison to the community members and parents • Organize information/data to share at monthly staff meetings • Report progress and feedback to staff in the form of a newsletter, bulletin, etc.
Data Analyst	Judy Nava Principal Assistant Principal	Judy Nava Principal Assistant Principal	Tier 1- Manages all data: • Summarizes data from the previous month • Present reports to the PBIS team and staff • Give data updates regularly • Make sure all surveys are given on a regular basis Tier 2-Manages all data: : • Accepts new referrals for Tier 2 supports

			• Gathers additional data when needed • Presents student information to the team during meetings • Summarizes information to make intervention decisions
Administrator	Principal	Assistant Principal	• Supports process by attending meetings • Reallocates resources (time and staff) • Communicates with faculty, families, and community
Intervention Coordinator	N/A	Judy Nava	• Establishes and manages logistics of intervention • Assists with progress monitoring data • Reports student progress during team meetings • Works with the team to identify intervention students to be discussed during team meetings
Behavioral Expertise	Alicia Rodriguez (Special Ed. teacher)	Alicia Rodriguez (Special Ed. teacher)	• Brings knowledge about behaviors and strategies
Parent	Maggie Clinscales	N/A	

PBIS Tier 1 & 2 Team Meeting Dates 2024-2025

Tier 1	**Tier 2**	
Tier 1	**Tier 2**	
Aug. 1	Aug. 1	
Sept. 5 Thur.	Sept. 3 Tues.	
Oct. 3 Thur.	Oct. 1 Tues.	Oct. 16 Wed.
Nov. 14 Thur.	Nov. 13 Wed.	
Dec. 5 Thur.	Dec. 3 Tues.	Dec. 11 Wed.
Jan. 9 Thur.	Jan. 14 Tues.	Jan. 28 Tue.
Feb. 13 Thur.	Feb. 4 Tues.	Feb. 19 Wed.
Mar. 6 Thur.	Mar. 4 Tues.	
April 3 Thur.	April 8 Tues.	April 22 Tues.

*Tentative- subject to change due to district/school site events, meetings, etc.

SCREENING

The PBIS Tier 2 Team uses different data sources to identify students who may benefit from Tier 2 supports/interventions. Caregivers of any students who will receive Tier 2 supports/interventions are notified in a timely manner once students are chosen to receive interventions.

Expected Number of Students

At the beginning of each school year, Tier 2 Team should determine the approximate number of students who may need access to Tier 2 supports/interventions based on the student enrollment for that year. This will help the Tier 2 Team determine whether additional data sources should be done to ensure they find all students who could benefit from Tier 2 interventions.

Based on the three tiers of support for students (refer to Kelley's MTSS):

80-90% of students will be successful with Tier 1 support.

5-15% of students will need Tier 2 Support.

1-5% of students will need Tier 3 Support.

2023-2024 Kelley School Data

Projected # of Students Needing Support				
Total Kelley Student Enrollment: 667	**% Range**	**Our #s**	**% Range**	**Our #s**
	1%	7	**5%**	33
	5%	33	**15%**	100
	80%	534	**90%**	600

Approximately **534 (80%) - 600 (90%)** students will demonstrate expected behaviors when the school implements Tier 1 Universal practices with fidelity.

Approximately **33 (5%) -100 (15%)** students may need additional support, or Tier 2 Intervention, to reliably perform expected behaviors.

Finally, it is possible that **7 (1%) - 33 (5%)** students may need the most intensive level of support.

Identifying Tier 2 Students

The Tier 2 team will set criteria that when 'triggered' automatically initiates discussion about a student. It is important that the Tier 2 team sets data trigger points to support early identification of students who may be at risk for experiencing social, emotional and/or behavioral challenges and that this process is followed consistently during each team meeting.

Ultimately the goal is development of a clearly defined, methodical process that allows:

- All students to be considered,
- Promotes early identification of students who are at-risk for poor outcomes, and
- Identifies students who may be experiencing internalizing and/or externalizing concerns.

One single data source is highly unlikely to identify all students who need Tier 2 support/interventions, therefore the Tier 2 team uses multiple data sources. On the next few pages, there are a few data sources implemented at Kelley Elementary.

SWSS Department. "Student Wellness & Support Services." https://sites.google.com/sbcusd.k12.ca.us/sel-informed-pbis/tier-2/tfi-2-3-screening?authuser=0. Accessed 24 June 2024.

PBIS Tier 2 Student Identification Process Guide

- Did the student receive instruction on Schoolwide and Classroom Expectations and procedures?
- Did the student receive acknowledgement recently for following Schoolwide and Classroom Expectations and procedures?

NOMINATION
Does the completed Request for Assistance contain adequate information to move forward?

EXISTING SCHOOL DATA
Does the student meet the criteria for a minimum of two of our data decision rules?

UNIVERSAL SCREENING
What sources of data can the PBIS Team consider?
iReady, PanoramaEd Survey, Vision, Hearing

TEACHER & PBIS LEADERSHIP TEAM COLLECT DATA

● Clarify the target problem behavior in observable, measurable terms ● Collect and compile the student data (minor referrals, interventions, progress monitoring data, attendance, grades, etc.) ● Complete a context analysis to determine what is maintaining the problem behavior & where it is most and least likely to occur

DETERMINE FUNCTION OF BEHAVIOR
What conditions are most likely to lead to problem behavior?
What response reliably follows the problem behavior?

OBTAIN/GET

Attention:
- From adult and/or peer

Tangible:
- Object, Event, or Activity

Sensory:
- Visual, Auditory, Olfactory, Kinesthetic

ESCAPE/AVOID

Attention:
- From adult and/or peer

Tangible:
- Challenging or boring task
- Setting, Activity, or Event

Sensory:
- Stimulation that is discomforting or painful

Intervention to be implemented:

	Daily Check-In	Check-In/ Check-Out	Class Pass	Token Board	First/Then Board	Social Skills Groups
Access to Adult Attention	X	X	X	X	X	X
Access to Peer Attention		X		X		X
Access to Choice of Alternatives/Activities		X	X	X	X	X
Option for Avoiding Aversive Activities		X	X		X	X
Option for Avoiding Aversive Social Peer/Adult Attention		X	X		X	
Structural Prompts for 'What To Do' Throughout the Day	X	X	X	X	X	X
At Least 5 Times During the Day When Positive Feedback is Set Up		X		X	X	
A School-Home Communication System		X	X		X	
Opportunity for Adaptation into a Self-Management System	X	X	X	X	X	X

[Click here for the full page Tier 2 Student Identification Process Guide]

Data Decision Rules 2024-2025

Problem Area	Data Source	Benchmark/ Threshold	Frequency	Exiting
Academics	-iReady Data -Phonics, Phoneme, HFW Screener -SIPPS -iStation (DLI) -ESGI -CAASPP -Running Records (DLI) -SOLOM (DLI)	-one or more years below grade level	*3 times a year (**iReady**) *3 times a year or progress monitoring to teachers discretion (**Phonics, Phoneme, HFW Screener**) *After every 5 or 10 lesson, depending on level (**SIPPS**) *to teachers discretion for progress monitoring (**iStation**) *3 times a year or progress monitoring to teachers discretion (**ESGI)** *1 time a year for 3rd-5th (**CAASPP**)	**iReady**: scores at ***Grade Level*** (green) **Phonics Screener:** scores 80% or higher for skills assessed **SIPPS**: pass assessments after 5 to 10 lessons (80% or higher)
Behavior	-ODRs -Staff Referrals -Request for Assistance	-2-5 ODR -Request for Assistance form from teachers/staff	*Monthly starting in October and each month thereafter *Within 3 days of receipt of Request for Assistance Form*	**Request for Assistance:** depending on the intervention student is placed on (most interventions are monitored biweekly, data reviewed monthly)

Social-Emotional	-Staff/Parent/Student Referrals	-Internal/External Behaviors -Outbursts -Observations	*As needed based on intensity of the situation *Monthly	*Student progress reviewed every 4 to 6 weeks *Student shows progress (time varies depending on situation/intervention) with parent and/or teacher input
Social-Emotional	PanoramaEd	-Students who display yellow or red indicate weaknesses in specific SEL topics of survey	-Discretion of Kelley staff	Students that show they are ***On Track*** (green)
Attendance/ Tardies	-Late Letter Reports -Leave Early Reports -Student Attendance Reports for teachers -Chronic Absence Report -SART notifications -SARB notifications	-on the 3rd tardy -on the 3rd early leave -weekly student report for teachers to sign -3/5/6 student absences -when 2 attendance letters have been sent to parent/guardian -after the 3rd letter to parent/guardian or parent hasn't followed through with the SART agreement	-2 times a month -2 times a month -weekly student report -biweekly chronic absence report -discretion of the SART team -discretion of the SARB board	Improvement with attendance (attending 95% of the school days for each trimester) *each Trimester will vary due to days differing for each Trimester

Kelley Elementary School Data

Measure	Proficient	At-Risk	High-Risk	Person Responsible	Date(s) to Review
ODR	**0 - 1**	**2 - 5**	**≥ 6**	**Data Analyst**	**Monthly**
Suspension	**0**	**1 - 2**	**≥ 3**	**Data Analyst**	**Monthly**
Absence	**0 -4/ Trimester**	**5 - 9/Trimester**	**≥ 10/Trimester**	**Data Analyst**	**3x/year (Oct/Feb/Apr)**
Tardy	**0 -4/ Trimester**	**5 - 9/Trimester**	**≥ 10/Trimester**	**Data Analyst**	**3x/year (Oct/Feb/Apr)**

Tier 2 Team will use multiple sources of existing data to identify students who would benefit from receiving Tier 2 supports and/or interventions. Certain data will be reviewed monthly; others 3 times a year. In order to identify which data should be used, the Tier 2 team will:

- Make a list of all available academic & behavioral data sources
- Define Proficient, At-Risk, High-Risk for each data source
- Select the 1-5 data sources the Tier 2 Team should consider
- Determine who will collect the data to bring to the Tier 2 Team meeting
- Determine how often each data source will be reviewed

The goal is to identify 5-15% of the student population who display internalizing/externalizing behaviors so the Tier 2 Team can quickly get them the Tier 2 support they need.

SWSS Department. "Student Wellness & Support Services." https://sites.google.com/sbcusd.k12.ca.us/sel-informed-pbis/tier-2/tfi-2-3-screening?authuser=0. Accessed 24 June 2024.

Click here for Kelley School Data

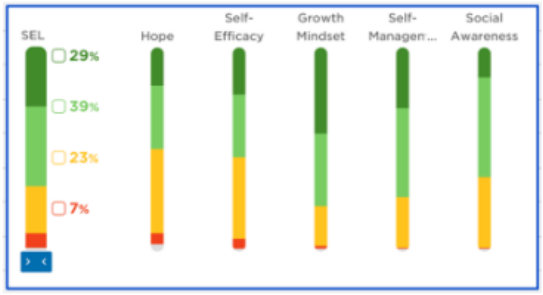
Surveys

The Tier 2 team can analyze Panorama Data annually to identify students who may benefit from Tier 2 support.

SEL (Social Emotional Learning) in one of the surveys given to 3rd through 5th graders annually. This survey allows teachers, counselors, and administrators to look at the responses of individual students as they pertain to the SEL topics of: *Hope, Self Efficacy, Growth Mindset, Self-Management, and Social Awareness*.

Scores are calculated based on student responses to a series of 5-7 questions. These self reports help the Tier 2 team to identify students who scored themselves as having low SEL skills.

Students



How to Review Panorama SEL Data:

From the Home Page click on the student icon (green round characters). This will take you to the overview screen. This screen displays 6 bar graphs:

- The first, largest bar graph is the SEL overview. This graph summarizes the percentage of students who indicated the SEL topics as a strength or weakness.
- The remaining 5 graphs are the SEL Topics used to indicate if a student views SEL as a strength. SEL Topics include *Hope, Self Efficacy, Growth Mindset, Self-Management,* and *Social Awareness*.

Introduction to Panorama Student Success
https://www.youtube.com/watch?v=g8nUQgpFO10
Panorama SEL Measurement and Analytics

These are two short videos to help you with the Panorama Survey.

CAREGIVER NOTIFICATION

Once the PBIS Tier 2 Team has identified a student for a Tier 2 intervention and a specific intervention/support has been selected, the Tier 2 Coordinator or administrator will notify the caregiver **within 3 days** of the intervention being implemented. There are a few ways the Tier 2 Coordinator or administrator can notify the caregiver:

- SST Meeting
- Google Meet
- In-Person Meeting

The meetings will provide specific information regarding the specific intervention selected for the student. The Tier 2 Coordinator will give an orientation and consent form that will need to be signed (if applicable) to the caregiver so that they may know their role and responsibilities in supporting their student to be successful in the intervention.

Click here for the Parent Letter for Daily Check-In
Click here for the English/Spanish Parent Letter for Check-In/Check-Out (CICO)
Click here for Parent Letter for Class Pass- Academics
Click here for Parent Letter for Class Pass- SEL
Click here for the English/Spanish Parent Letter for First/Then Board
Click here for the English/Spanish Parent Letter for Token Board
Click here for Parent Letter for Social Skills Groups

SWSS Department. "Student Wellness & Support Services." https://sites.google.com/sbcusd.k12.ca.us/sel-informed-pbis/tier-2/tfi-2-3-screening?authuser=0. Accessed 24 June 2024.

REQUEST FOR ASSISTANCE

Staff Request for Assistance

There are times when a staff member can feel that they have exerted all possible interventions to support a student and are faced with the difficult question of, "What else can I do?" Here at Kelley Elementary, we would like to make sure that all staff are provided with support if needed.

If you feel that you are in need of assistance that is beyond what you have provided, fill out a Request for Assistance form via Google Form or paper copy. In order to get prompt attention to this, it is suggested that you email the Tier 2 internal coach informing them that you have submitted the form. The Tier 2 team will review the form, make contact with you (the team has **3 days to respond** to you from the time the form is accepted), and will take the following steps:

- Hold a meeting with you and the Tier 2 team (teacher is responsible for bringing all documentation of interventions and strategies that have already been implemented with student)
- come up with strategies, interventions, and/or a support system for that particular situation
- create an action plan
- provide resources that can assist with that particular situation
- refer student/parent to other resources that may better assist with situation if the school is unable to provide sufficient or adequate assistance

Link to Staff Request for Assistance- Google Form

Link to Staff Request for Assistance- Paper Form ***please make a copy***

Parent & Student Request for Assistance

Kelley Elementary would like to make sure that all students and parents are provided with support if needed. With the large number of students and families that are a part of the Kelley Elementary community, it can be difficult for staff to know when a student or parent may need support.

If you feel that a student, parent, or family member is in need of assistance that is beyond what you can give, encourage them to fill out the appropriate form (whether it be Google Form or paper) and turn it in. The Tier 2 team will review the form, make contact with whomever requested the assistance (the team has **3 days to respond** from the time the form is accepted), and will take one of the following steps:

- Hold a meeting with the Tier 2 team, teacher of the students' parent and/or student, and possibly the parent and/or student who submitted the request
- come up with strategies, interventions, and/or a support system for that particular situation
- create an action plan
- provide resources that can assist with that particular situation
- refer student/parent to other resources that may better assist with situation if the school is unable to provide sufficient or adequate assistance

Link to Parent Request for Assistance- Paper Form ***make a copy***

Link to Student Request for Assistance- Paper Form ***make a copy***

OPTIONS FOR TIER 2 INTERVENTIONS

J.P.Kelley Elementary School

Menu of Tier 2 Interventions

Intervention	Ideal Students	Functions of Behavior	Data Source	Purpose
Academic Supports	Students performing "at-risk" academically in an identified area	-Obtain Peer/Adult Attention -Avoid Academics -Avoid Peers/Adults	Any Asses-ment (iReady Screener, etc.)	Provide targeted interventions for students struggling with academic achievements based on foundational skills.
Reading Specialists	Students performing 1-2 years behind in phonics/ language arts/reading	-Obtain Peer/Adult Attention -Avoid Academics -Avoid Peers/Adults	RUSD Phonics, Phoneme, & HFW Screeners (K-3rd) iReady	Provide targeted interventions for students struggling with academic achievements in phonics/language arts/reading based on foundational skills.
Instructional Strategists	Students performing 1-2 years behind in phonics/langua ge arts/reading	-Obtain Peer/Adult Attention -Avoid Academics	Running records, SIPPS assessments & HFW Screeners (4th-5th gr.)	Provide targeted interventions for students struggling with academic achievements based on foundational skills.

		-Avoid Peers/Adults	iReady	
Social Skills Group (Dr. Ambrosio)	Students demonstrating lack of skills to engage positively and productively with others.	-Obtain Peer/Adult Attention -Avoid Academics -Avoid Peers/Adults	Staff referral Request for assistance ODR referrals SST team referral	Social Emotional Skills Development Groups: TBS 1: 8 month group of Social Emotional Learning (SEL), skill building modules TBS 2: 3 months of individualized SEL support
SEL Elementary School Counselor (Ashley Perez)	Students needing help with social/emotional skills such as grief, anxiety, anger, self-esteem, or stress	-Obtain Peer/Adult Attention -Avoid Academics -Avoid Peers/Adults	Staff referral Request for assistance SST team referral	Provide assistance to students with social emotional learning through classroom lessons, interventions, and restorative circles. Do SEL check-ins with students. Make referrals for students who need therapy, a consultation, or parent support. Provide group counseling services.
Restorative Practices	Student(s) needing social/emotional development support and positive influence	-Obtain Peer/Adult Attention -Avoid Academics -Avoid Peers/Adults	Staff referral Request for assistance ODR referrals SST team referral	Restorative practices provide group based counseling for students experiencing patterns of concern around academics, social/emotional, and behavior. Group(s) meet weekly with small groups of students (5-6).

Counseling (South Coast)	Students who need social-emotional assistance, experience hardships, transitioning difficulties, etc.	-Obtain Peer/Adult Attention -Avoid Academics -Avoid Peers/Adults	Referral ODR SST team referral IEP	Provide students with one on one support, help and interventions specific to their needs.
Academic Conferences/ SST	Students who continue to perform 1+ year below grade level despite multiple interventions or are needing behavioral supports	-Obtain Peer/Adult Attention -Avoid Academics -Avoid Peers/Adults	Parent referrals Staff referrals	An intervention team meeting is held to discuss student growth, student experience, student history and develop a plan for student assistance. The same team meets 6-8 weeks later to see the impact of the plan and then increases or decreases supports for accelerated academic development.
Attendance Contracts	Students with chronic attendance problems	-Avoid Academics -Avoid Peers/Adults	Bi-weekly Chronic Absence Report (CAR), SART process	Provide opportunities for daily, adult contact with students who struggle with attendance to acknowledge and encourage positive attendance.
Behavior Contracts	Student who would benefit from individualized behavior monitoring	-Obtain Peer/Adult Attention -Avoid Academics -Avoid Peers/Adults	ODR	Provide daily/weekly, individualized behavioral goals for students to work towards. Provide home-school communication in an effort to improve behavior.

Check In/Check Out (CICO)	Students who need frequent feedback about their behavior choices throughout the day	-Obtain Peer/Adult Attention -Avoid Academics -Avoid Peers/Adults	Request for Assistance ODR SST team referral	Provide systematic performance feedback for students who may benefit from daily organizational and behavioral support and positive adult attention. Provides a positive communication link between home and school, sets students up for success daily, and fades out to develop student self-management.
Token Boards	Students who would benefit from individualized behavior monitoring	-Obtain Peer/Adult Attention -Avoid Academics	Request for Assistance ODR SST team referral	Provide a visual and tangible behavior acquisition system to provide feedback to students who may benefit from developing and/or reinforcing behaviors and building self-esteem and sense of accomplishment. Provides a positive communication link between home and school, sets students up for success daily, and fades out to develop student self-management.
Class Pass	Students who are academically behind and engage in escape-motivated behaviors; students who need support with social/emotional skills	-Obtain Peer/Adult Attention -Avoid Academics -Avoid Peers/Adults	Request for Assistance ODR SST team referral	Provides support to students needing behavioral or emotional support by having positive adult attention. Allows for students to self manage their passes. Provides a positive communication link between home and school, sets students up for success daily, and fades out to develop student self-management.

First/Then Boards	Students who would benefit from individualized behavior monitoring	-Obtain Peer/Adult Attention -Avoid Academics	Request for Assistance ODR SST team referral	Provide a visual and tangible behavior acquisition system to provide feedback to students who may benefit from developing and/or reinforcing behaviors and building self-esteem and sense of accomplishment. Provides a positive communication link between home and school, sets students up for success daily, and fades out to develop student self-management.
Daily Check-Ins	Students who are academically behind and engage in escape-motivated behaviors; students who need support with social/emotional skills	-Obtain Peer/Adult Attention -Avoid Academics -Avoid Peers/Adults	Request for Assistance ODR SST team referral	Provides support to students needing behavioral or emotional support by having positive adult attention. Provides a positive communication link between home and school, sets students up for success daily, and fades out to develop student self-management.

Below you will find a chart with the list of Tier 2 Interventions that we offer. Please click on the intervention to learn more about each one. You will also find resources for some of the interventions. Please feel free to reach out to the internal coach of Tier 2 for directions of how to implement a particular intervention if interested.

Tier 2
10-15% of students receive this in addition to Tier 1.
Check in Check out (CICO)
Behavior Contracts
Token Boards
Class Pass
First/Then Board
Lunch Mentor
Silent Mentoring
Structured Breaks
Restorative Justice
Counseling School Counseling Referral Form **Ashley Perez RFA*
TBS TBS Request for Assistance **Dr. Nathan Ambrosio RFA*
General Ed ABA Support (Applied Behavior Analysis)

CRITICAL FEATURES

The PBIS Tier 2 Team's goal is to work with or provide support to the coordinators and/or facilitators that will be facilitating interventions and/or supports to students to assure that the supports have as many of the critical features as possible- additional instructional/time for skill development, additional structure/predictability, and/or increased opportunities or feedback. Below you will find a chart of how each of these features are being met for some of the interventions and supports offered here at Kelley Elementary.

Intervention / Support	Additional Instruction/Time for Skill Development	Additional Structure/ Predictability	Opportunity for Feedback
Reading Specialists	• Small groups w/similar learning needs • Use of particular instructional practice/program (Shifting the Balance/Heggerty/ Voyager) • Remediate skill deficits • Provide multiple opportunities to practice skills • Provide immediate corrective feedback • Data indicates mastery of skill (4-6 weeks, earns ≥70% on assessments)	• Meet 4x a week, 30 min. each day • Location, times provided to teacher • Groups not to exceed 8 students • Structured instructional practice/program allowing students predictability of daily lesson • Lessons structured for skill development and mastery	• Specific feedback provided to students daily • Characteristics of Specific Feedback may include: ○ Contingent ○ Specific ○ Immediate ○ Frequent ○ Genuine
Check-In/	• Students needing	• Meet 2x daily	Specific Feedback

Check-Out	positive attention to redirect negative behaviors ● Check-in w/facilitator each morning and provides positive guidance/encouragement ● Facilitator provides student w/DPR (daily progress report) ● Offers behavior prompts/goals ● Check-out w/facilitator each afternoon ● Provides verbal praise ● Encourages student to share DPR w/family ● Teacher provides student w/immediate praise/correction on identified behavior goals 4 times throughout the day	w/facilitator ● Provides guidance/structure for the day ● Teacher meets w/student 4x throughout the day ● Provides positive feedback or redirection ● Student receives DPR daily from facilitator ● DPR goals begin at 50%. Increases as the student meets goals for a specific number of days/weeks.	provided: ● Classroom teacher: 4 times per day (could be more) ○ Provides regularly scheduled teacher feedback about students behavioral performance ● Facilitator: 2 times per day ○ Monitoring of additional feedback is built into DPR ○ Provides opportunity for facilitator to guide student into reflection of behaviors displayed throughout the day (positive/negative) and give feedback
Token Boards	● Students needing positive attention to redirect negative behaviors ● teacher gives reminder in the am about their goal by having student state goal(s). ● Teacher provides the reinforcement for	● Meet in the morning w/teacher; teacher and student meet throughout the day (as reinforcement is given); meet at end of day for debrief ● Teacher and student reflect together and encouragement is	Specific Feedback provided: ● Classroom teacher: as many times a s needed to fill token board ○ Provides regularly scheduled teacher feedback about

	every time increment agreed upon. • Offers behavior prompts/goals • Provides verbal praise • Encourages student to share token board success w/family and teacher tracks and reports their progress to team monthly. • Teacher provides student w/immediate praise/correction on identified behavior goals.	given throughout the day. • Student can predict that the teacher will keep coming back to the same goal over and over until it is mastered.	students behavioral performance but also in between as the behavior goal continues to be met or not met.
SEL Counselor	• Classroom guidance lessons • Small group counseling • Short-term individual counseling • Consultation with Teachers & Parents • Parent/Caregiver Workshops • Crisis intervention • Community resource & Behavioral Health referrals • School wide programming (Red Ribbon Week, Kindness Week, College & Career Awareness week)	• Individual and Group Counseling meet once a week for sessions. ○ Students can submit a self referral, teacher, parent or admin can also submit referrals. ○ Permission slip needs to be signed by the parent/guardian . • Solution focused counseling lessons for students.	• Parent Feedback ○ Help handle social or emotional concerns you have about your child ○ Improving parent/caregiver-child communication ○ Family difficulties that affect your child at school ○ Referrals for community resources ○ Understanding the development changes of childhood ○ Helping your child

			to be on time to school every day ○ Discussing your child's academic achievement
Instructional Strategists	• Small groups w/similar learning needs • Use of particular instructional practice/program (Shifting the Balance/Heggerty/SI PPS Plus) • Remediate skill deficits • Provide multiple opportunities to practice skills • Provide immediate corrective feedback • Data indicates mastery of skill (every 4-5 lessons students do a Mastery Test) • instructional & Behavioral coaching	• Meet 5x a week, 30 min. each day • Location, times provided to teacher • Groups not to exceed 8 students • Structured instructional practice/program allowing students predictability of daily lesson • Lessons structured for skill development and mastery	• Specific feedback provided to students daily • Characteristics of Specific Feedback may include: ○ Contingent ○ Specific ○ Immediate ○ Frequent ○ Genuine

Tier 2 intervention is **ALWAYS in addition to Tier 1 universal (core) instruction. Tier 2 should supplement Tier 1 because students who have not yet met learning goals need more time to learn, practice, and review skills.*

SWSS Department. "Student Wellness & Support Services." https://sites.google.com/sbcusd.k12.ca.us/sel-informed-pbis/tier-2/tfi-2-6-tier-2-critical-features?authuser=0. Accessed 24 June 2024.

Sample of Daily/weekly Progress Reports (DPR) from a few of the interventions and supports:

KELLEY KEyS CARD

Student _____ Date _____

0= Keep trying! 1= Almost there! 2= Way to go!

	KINDNESS Use kind words and actions	EFFORT Do your best!	SAFETY Play and work safely	Teacher Initial
Beginning of day to recess				
Recess to lunch				
Lunch to end of day				
Total Points	___ out of 6	___ out of 6	___ out of 6	Total= _____

Check in on time? Yes = 1 No = 0 Check out on time? Yes = 1 No = 0

Student Signature _____

Mentor Signature _____

Parent Signature _____

Comments:_____

Points Possible:	20 = 100%
Goal:	___ %
Points Earned:	___ = ___%
Met Goal:	Yes or No

Token Board
Weekly Progress Report

Student Name: _____ **Gr.:**_____ **Teacher:** _____

Week of:	Student Goal	Student Achieved	Goal Met?	Comments
Monday			Y N	
Tuesday			Y N	
Wednesday			Y N	
Thursday			Y N	
Friday			Y N	

Parent Signature: _____

Parent Comment:_____

Date: _____

First/Then Board
Daily Progress Report

Student Name: _____ Gr: _____ Teacher: _____

First Goal	Then Goal	Goal Met?	Time of Day	Comments
		Y N		
		Y N		
		Y N		
		Y N		
		Y N		

Parent Signature: _____

Parent Comment:_____

Class Pass

My CLASS PASS Progress Note

Name:_____ For the week of:_____

This week, this student has received _____ passes and appropriately used _____ of their passes.
See chart below:

When the pass was used and what subject class was working on	Monday	Tuesday	Wednesday	Thursday	Friday

I have _____ passes left over from this week.

Comments:_____

_____

_____

Teacher initial:_____

Student Signature:_____

Parent Signature:_____

PRACTICES MATCHED to STUDENT NEEDS

In order for the Tier 2 team to align the intervention(s) so that they may meet the student's needs, it is important to consider what a student is able to *obtain/get* or *escape/avoid* by engaging in certain behaviors. When staff has an understanding of what motivates students to demonstrate behaviors that may impede the learning of self or others, staff can help students find alternatives to their behavior while still getting their needs met.

Behavior is a form of communication. Behavior is not good or bad; it merely communicates a need. In these cases, behavior(s) serve a function. Below is the chart from the Tier 1 Staff Handbook to recap motivations.

Perceived Motivation	**Possible Causes**	**Intervention/Aligned Response**
Obtain Peer Attention	• Poor social skills/communication; lack of conflict resolution strategies • Unclear rules/routines for student interaction • attain/maintain social status • poor/lack of peer relationships	• Partner w/peer; give frequent opportunities to interact/collaborate; build friendships • Teach planned ignoring to class • Tie social rewards to appropriate behavior (e.g. class cheers or free time w/peers)
Obtain Adult Attention	• Lack of self-advocacy skills paired w/academic challenges • Unclear rules/routines for gaining teacher attention • Inadvertent reinforcement of behavior (responding to blurts) • High ratio of correction to	• Teach cue/signal for requisition help • Re-teach and reinforce expectations • Increase behavior specific praise • Increase opportunities to respond • task/enlist help for wide variety

	positive	of classroom jobs/activities
Obtain Items/Activities	• Poor social skills/communication • Difficulty managing transitions from preferred to non-preferred • Activity that is sought may have fewer academic demands	• Teach requesting • Teach conflict resolution • Teach and reinforce accepting disappointment • Identify and address academic challenges
Avoid Academics	• Unclear boundaries • Unclear rules or expectations • Unclear directions • Academic challenges (e.g. difficult task with insufficient support) • Low investment/motivation; lesson not engaging for student	• Re-teach or clarify rules/expectations • Be consistent in enforcement or application of rules • Give explicit directions for all task and activities • Provide academic support (e.g. small group instruction, scaffold work, etc.) • Alter instructional practices, increase opportunities to respond
Avoid Peers	• Relationship or socialization issues with peers (e.g. bullying, teasing) • Classroom community is not inclusive or welcoming of all • Lack of problem-solving skills	• Address student's concerns and ensure that the student feels protected • Model respectful interactions • Build respectful classroom community • Provide tools for addressing peer-peer conflict
Avoid Adult	• Perceived disrespect or unkindness from teacher; difficulty accepting correction • Problems in the teacher-student relationship • Lack of pro-social skills; introverted	• Take steps to improve teacher-student relationship • Alter management practices (e.g. logical consequences rather than punishment) • Ater tone or approach when responding to student

The ABCs of Behavior

Prior to hypothesizing a student's function, the Tier 2 Team must first understand how Antecedents and Consequences work together to make the Behavior more or less likely to occur. This is known as the **A–B–C** model.

A– The **antecedent** refers to what happens to trigger the behavior in question.

Essentially, the antecedent is anything that prompts the behavior. Antecedents can be both negative and positive, for example:

Staff distributing incentives for following the school-wide expectations;

Staff not utilizing Active Supervision practices in the A Wing.

A positive **antecedent** can influence desired actions, while a negative one can lead to an unwanted behavior occurring.

B– The **behavior** impeding learning is what is being analyzed in each scenario. As with the antecedent, the behavior in question can be either positive or negative, for example:

Students pick up trash in the cafeteria;

Students meet in the A Wing to fight.

The **behavior** impeding learning must be described in observable, measurable terms so that two different observers can identify the same behavior.

C– The **consequence** is what happens because the behavior impeding learning occurred. Consequences can be used to either encourage or extinguish the behavior, depending on whether the behavior is desired or unwanted. For example:

Increased distribution of school-wide incentives & More student's receive

school-wide incentive;

Increased number of office referrals/suspension & More students missing

instruction because they are not in class.

Noting whether the **consequence** is negative or positive is important because the consequence determines whether or not a person is more or less likely to continue engaging in behaviors. Since the term "consequence" often carries a negative connotation, think of it as 'the outcome' instead.

The Tier 2 Team encourages staff to complete the ABC Form for students who they will recommend for Tier 2 interventions. There should be at least 2 weeks worth of observations documented.

Student Name: _____ **Behavior Intervention Support** Date:_____ **ABC Data Form**

Date/Time	Activity	Antecedent	Behavior	Consequence
When the behavior occurred	What activity was going on	What happened right before the behavior that may have triggered the behavior	What the behavior looked like	What happened right after the behavior, or as a result of the behavior
Example				
4/01/14 9:00 am	Whole group instruction/ Lang. Arts	Teacher stated "Take out your AR Books and turn to page 66"	Jimmy makes inappropriate comment "I hate you and the stupid book"	Peers laugh, class disrupted. Teacher sends Jimmy to the office.

Click here to go to ABC Form ***Make a copy***

SWSS Department. "Student Wellness & Support Services." https://sites.google.com/sbcusd.k12.ca.us/sel-informed-pbis/tier-2/tfi-2-7-practices-matched-to-student-need?authuser=0. Accessed 24 June 2024.

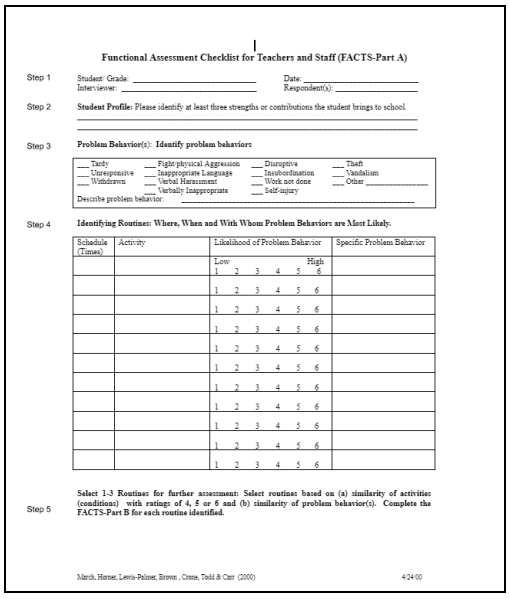
CONTEXTUAL FIT

Functional Assessment Checklist for Teachers & Staff (FACTS)

Tier 2 Team will use the Functional Assessment Checklist for Teachers (FACTS) to help the team determine what alternative/replacement behaviors will be taught and hypothesize what the student is obtaining/getting and/or escaping/avoiding by engaging in the problem behavior.

While completing the FACTS, the Tier 2 Team will conduct interviews, collect/analyze data, and perform a contextual analysis. This information will be used to better understand the: **A**ntecedents for the Behavior, the **B**ehavior, and **C**onsequences given in response to the Behavior.

Once the replacement behaviors and the function that supports the use of the behavior impeding learning are identified, the Tier 2 Team can more appropriately place the student in a Tier 2 Intervention.



Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Step 1 Student/ Grade: _____ Date: _____
Interviewer: _____ Respondent(s): _____

Step 2 **Student Profile:** Please identify at least three strengths or contributions the student brings to school.

Step 3 **Problem Behavior(s): Identify problem behaviors**

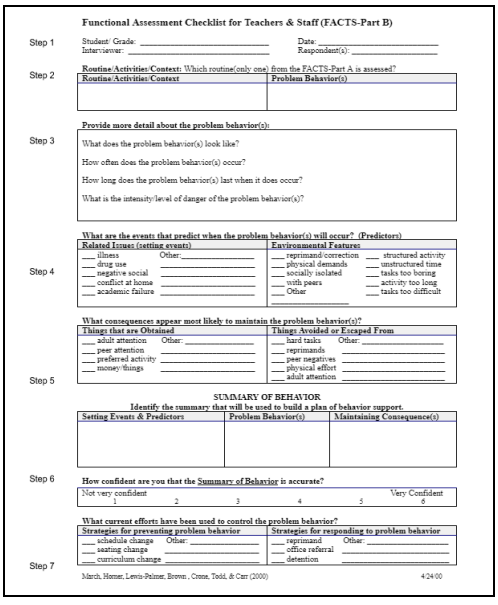
___ Tardy ___ Fight/physical Aggression ___ Disruptive ___ Theft
___ Unresponsive ___ Inappropriate Language ___ Insubordination ___ Vandalism
___ Withdrawn ___ Verbal Harassment ___ Work not done ___ Other _____
___ Verbally Inappropriate ___ Self-injury
Describe problem behavior: _____

Step 4 **Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.**

Schedule (Times)	Activity	Likelihood of Problem Behavior (Low 1 2 3 4 5 6 High)	Specific Problem Behavior
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	

Step 5 **Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.**

March, Horner, Lewis-Palmer, Brown , Crone, Todd & Carr (2000) 4/24/00



Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Step 1 Student/ Grade: _____ Date: _____
Interviewer: _____ Respondent(s): _____

Step 2 **Routine/Activities/Context:** Which routine(only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Step 3 **Provide more detail about the problem behavior(s):**
What does the problem behavior(s) look like?
How often does the problem behavior(s) occur?
How long does the problem behavior(s) last when it does occur?
What is the intensity/level of danger of the problem behavior(s)?

Step 4 **What are the events that predict when the problem behavior(s) will occur? (Predictors)**

Related Issues (setting events)	Environmental Features
___ illness Other: _____	___ reprimand/correction ___ structured activity
___ drug use _____	___ physical demands ___ unstructured time
___ negative social _____	___ socially isolated ___ tasks too boring
___ conflict at home _____	___ with peers ___ activity too long
___ academic failure _____	___ Other ___ tasks too difficult

Step 5 **What consequences appear most likely to maintain the problem behavior(s)?**

Things that are Obtained	Things Avoided or Escaped From
___ adult attention Other: _____	___ hard tasks Other: _____
___ peer attention _____	___ reprimands _____
___ preferred activity _____	___ peer negatives _____
___ money/things _____	___ physical effort _____
	___ adult attention _____

SUMMARY OF BEHAVIOR
Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)

Step 6 **How confident are you that the Summary of Behavior is accurate?**

Not very confident 1 2 3 4 5 6 Very Confident

Step 7 **What current efforts have been used to control the problem behavior?**

Strategies for preventing problem behavior	Strategies for responding to problem behavior
___ schedule change Other: _____	___ reprimand Other: _____
___ seating change _____	___ office referral _____
___ curriculum change _____	___ detention _____

March, Horner, Lewis-Palmer, Brown , Crone, Todd, & Carr (2000) 4/24/00

SWSS Department. "Student Wellness & Support Services." https://sites.google.com/sbcusd.k12.ca.us/sel-informed-pbis/tier-2/tfi-2-7-practices-matched-to-student-need?authuser=0. Accessed 29 April 2023.

Assess Students Culture

Gaining a deeper understanding of the student is one of the most critical strategies to ensure culturally responsive Tier 2 Interventions are in place. When implementing an intervention, the Tier 2 Team should consider the students:

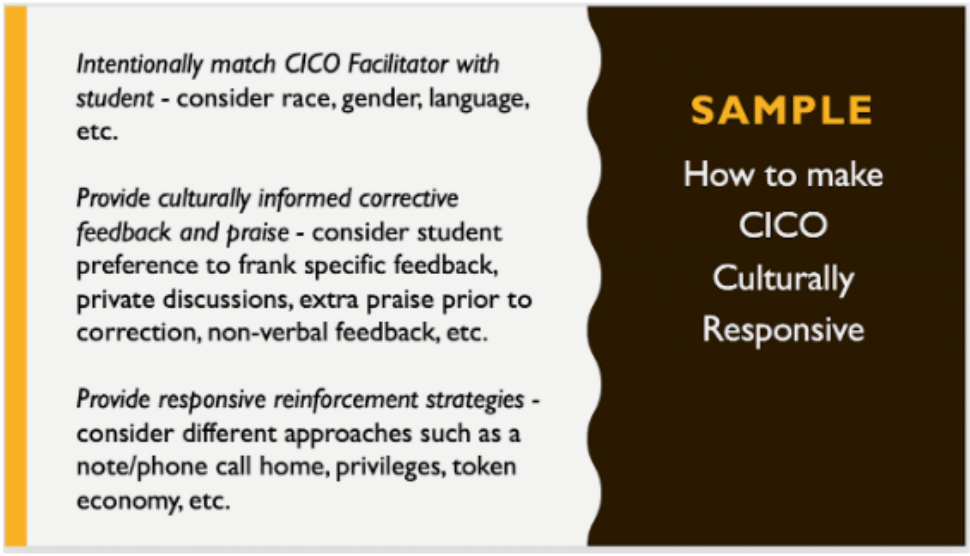
1. Race, ethnicity, religion, language
2. Family - orientation to education, socioeconomic status, trauma history, etc.
3. Home Structure - single parent household, temporary grandparent guardianship, shared custody, dual household, foster care, etc.
4. Neighborhood & Community Characteristics - socioeconomic status, crime prevalence, culture, structure, etc.

Below is a list of questions Tier 2 Team can consider during the development of an intervention:

- How can we ensure that our process for identifying student participants is objective?

- Have we asked caregivers and students from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
- During the screening process are we looking at desegregated (gender, race ,age, etc.) data?
- What evidence do we have that supports that the intervention is not targeting a particular subgroup?
- Is one particular subgroup responding questionably/poorly to the intervention?

For a sample of how CICO can be designed to be culturally responsive, see the example below.



SWSS Department. "Student Wellness & Support Services." https://sites.google.com/sbcusd.k12.ca.us/sel-informed-pbis/tier-2/tfi-2-7-practices-matched-to-student-need?authuser=0. Accessed 29 April 2023.

Assess Students Academic Level

It is important for the Tier 2 Team to analyze academic data of students who are being referred to for interventions. Two key reasons for this are:

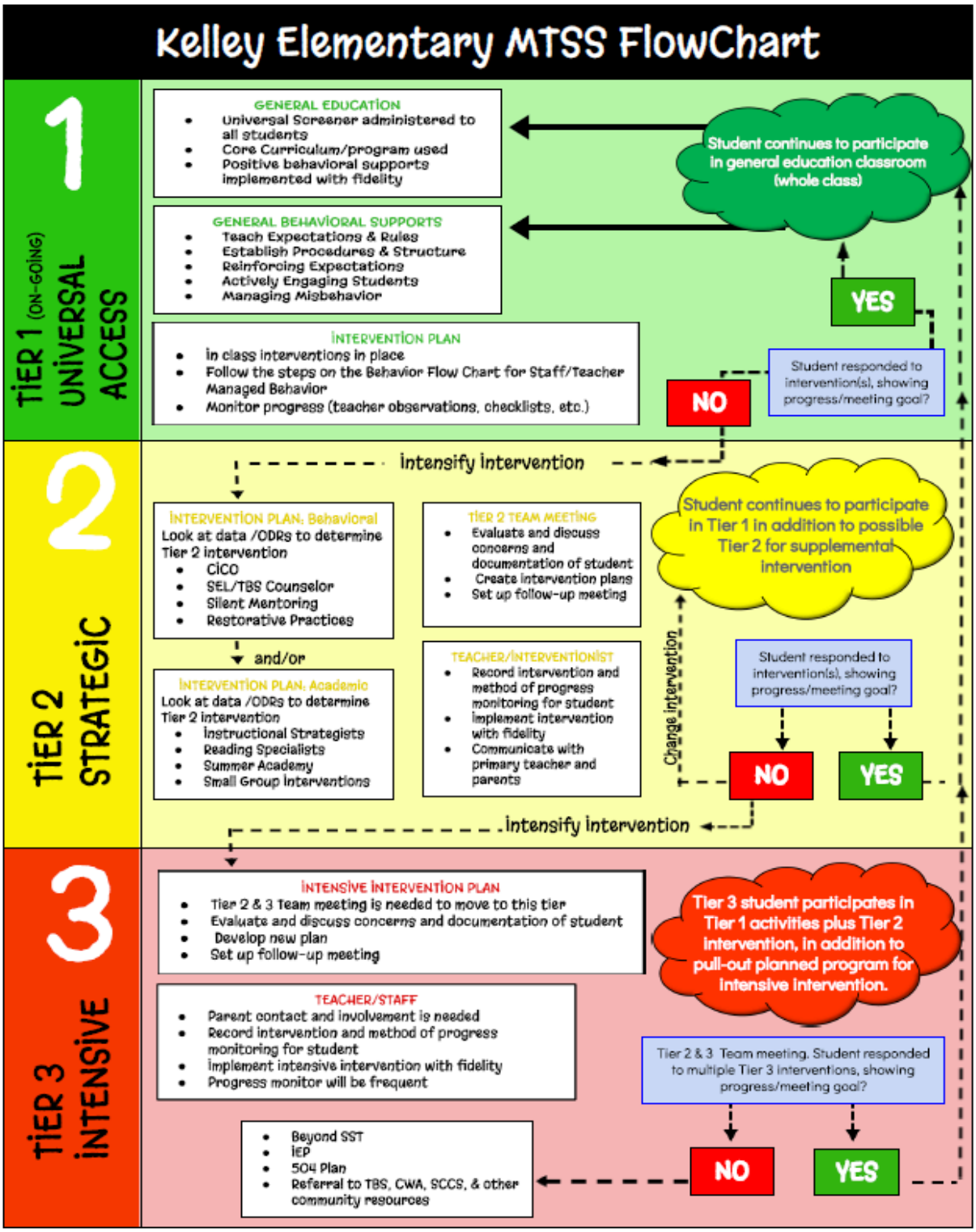
1. Some students receiving Tier 2 behavior support may need additional academic support too. Many times challenging behavior serves the purpose of allowing students to avoid or even escape academic tasks that are beyond their skill level. Academic interventions along with behavioral supports may be needed to improve student success.

2. When placing a student in a Tier 2 intervention it is important that the team make sure that the curriculum being used and the content being taught is not above the student's ability level. This will only add to the student's frustration making it less likely that the student will want to attend the Tier 2 intervention and/or will be able to access the material being taught during that time.

Using the academic data of students will help the Tier 2 Team make decisions on how to best support the student's skill development (academic, behavior, social). Some data sources that can be used for this are:

- iReady
- Phonics, Phoneme, & High-Frequency Words Screener (ESGI)
- SIPPS
- Formative Assessments

ACCESS to TIER 1 SUPPORTS



[Click here for full page of the Tier 1 Supports diagram seen above]

ORIENTATION & PROFESSIONAL DEVELOPMENT

There are two levels of training the staff annually go through at Kelley Elementary: Orientation and/or Professional Development.

Orientation	Professional Development
• Supports staff in ***successfully navigating cultural norms & expectations.*** • Establish the values of the school, alert staff of their obligations within the culture, and/or provide a mechanism to find resources and access additional support. • Used as in introduction for new hires • Used as a refresher course for returning staff Ways orientation can be accomplished: ➔ Overview sessions to new hires ➔ Distributing a comprehensive staff handout that outlines policies and procedures ➔ Directing staff to a library of professional and instructional resources (e.g., readings, informational handouts, *Tier 1 Intervention Log, Request for Assistance*, lesson plan templates, Google Slides, etc.)	• Supports staff to ***improve staff knowledge, competence, skill and effectiveness.*** During a Professional Development, staff can: ➔ Learn or be Introduced to a new concept, skill or standard.and establish definitions, common language, and adopt frameworks. ➔ Process and discuss the new concept, skill or standard. Collaborate with peers to deepen individual and collective understanding in order to prepare for implementation. ➔ Practice the new concept, skill, or standard to get meaningful, and impactful feedback and coaching support.

By establishing an on-going, comprehensive orientation and professional development schedule and training materials, both new and returning staff will learn vital information, skills, and strategies to implement all aspects of the school's Tier 1 system.

Click here to see the Orientation/Professional Development Calendar 2024-2025

LEVEL OF USE & STUDENT PERFORMANCE DATA

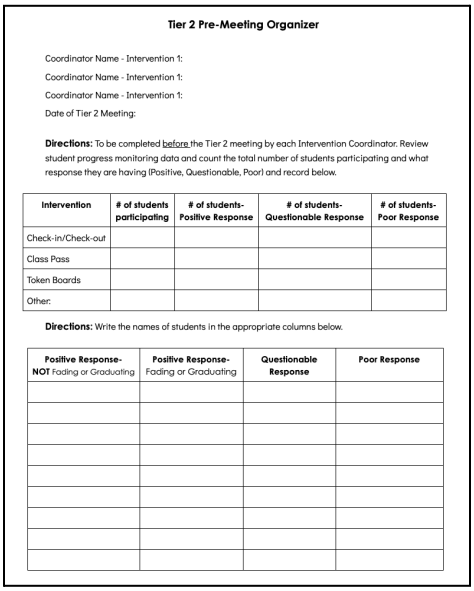
The Tier 2 team will review the total number of students enrolled in Tier 2 intervention(s) at each monthly meeting to ensure that at least 5% of all students receive a Tier 2 intervention throughout the year. The team will refer to the Kelley School Data Chart to see what percent of the student population will need support.

Projected # of Students Needing Support				
Total Kelley Student Enrollment: 667	% Range	Our #s	% Range	Our #s
	1%	7	5%	33
	5%	33	15%	100
	80%	534	90%	600

Tier 1: 80 - 90% will be successful
Tier 2: 5-15% will need targeted support
Tier 3: 1-5% will need individualized support

Each month the Tier 2 team will use the Tier 2 Pre-Meeting Organizer to track how many students are enrolled in an intervention. This will be used to fill in the PBIS Tier 2 Intervention Tracking Tool throughout the year.

[Click here to go to the Pre-Meeting Organizer]



Tier 2 Pre-Meeting Organizer

Coordinator Name - Intervention 1:
Coordinator Name - Intervention 1:
Coordinator Name - Intervention 1:
Date of Tier 2 Meeting:

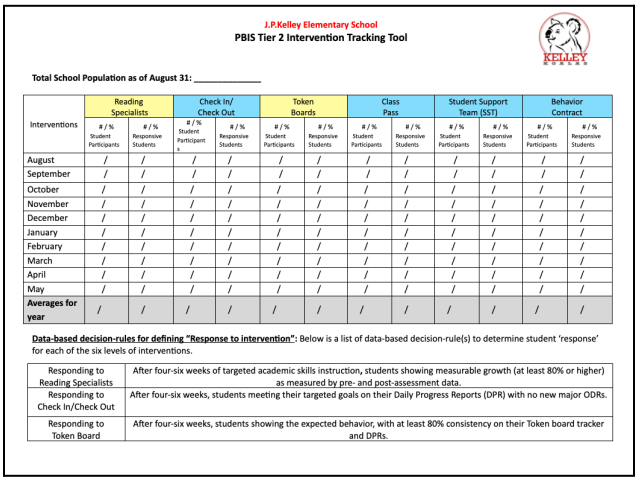
Directions: To be completed before the Tier 2 meeting by each Intervention Coordinator. Review student progress monitoring data and count the total number of students participating and what response they are having (Positive, Questionable, Poor) and record below.

Intervention	# of students participating	# of students- Positive Response	# of students- Questionable Response	# of students- Poor Response
Check-in/Check-out				
Class Pass				
Token Boards				
Other:				

Directions: Write the names of students in the appropriate columns below.

Positive Response- NOT Fading or Graduating	Positive Response- Fading or Graduating	Questionable Response	Poor Response

[Click here to go to Tier 2 Intervention Tracking Tool]



J.P.Kelley Elementary School
PBIS Tier 2 Intervention Tracking Tool

Total School Population as of August 31: _____

Interventions	Reading Specialists		Check In/ Check Out		Token Boards		Class Pass		Student Support Team (SST)		Behavior Contract	
	# / % Student Participants	# / % Responsive Students	# / % Student Participants	# / % Responsive Students	# / % Student Participants	# / % Responsive Students	# / % Student Participants	# / % Responsive Students	# / % Student Participants	# / % Responsive Students	# / % Student Participants	# / % Responsive Students
August	/	/	/	/	/	/	/	/	/	/	/	/
September	/	/	/	/	/	/	/	/	/	/	/	/
October	/	/	/	/	/	/	/	/	/	/	/	/
November	/	/	/	/	/	/	/	/	/	/	/	/
December	/	/	/	/	/	/	/	/	/	/	/	/
January	/	/	/	/	/	/	/	/	/	/	/	/
February	/	/	/	/	/	/	/	/	/	/	/	/
March	/	/	/	/	/	/	/	/	/	/	/	/
April	/	/	/	/	/	/	/	/	/	/	/	/
May	/	/	/	/	/	/	/	/	/	/	/	/
Averages for year	/	/	/	/	/	/	/	/	/	/	/	/

Data-based decision-rules for defining "Response to intervention": Below is a list of data-based decision-rule(s) to determine student 'response' for each of the six levels of interventions.

Responding to Reading Specialists	After four-six weeks of targeted academic skills instruction, students showing measurable growth (at least 80% or higher) as measured by pre- and post-assessment data.
Responding to Check In/Check Out	After four-six weeks, students meeting their targeted goals on their Daily Progress Reports (DPR) with no new major ODRs.
Responding to Token Board	After four-six weeks, students showing the expected behavior, with at least 80% consistency on their Token board tracker and DPRs.

Evaluate: Response to Intervention Guidelines

After planning, intervening, and monitoring progress, it is imperative to follow through by analyzing the results and making instructional decisions based on the findings. Analyzed data will guide questions such as:

- Was the intervention effective?
- Do we continue with the intervention?
- Do we reanalyze the problem?
- Do we make further instructional adjustments?

The Tier 2 Team will reflect on their decisions rules listed on the intervention plan to decide next steps.

Response to Intervention		
Positive Response	**Questionable Response**	**Poor Response**
The data is showing that the students are responding to instruction and intervention. They are making progress towards their learning expectations. Based on the findings of the data, the team will make decisions on the next steps: 1. Continue with the intervention as designed focusing on the current goal. 2. Continue with the intervention as designed, but increase the learning expectations. 3. Fade the intervention and monitor student.	• The student is making some progress, but at a very slow rate which is not allowing for the gap to close • The student's gap is widening, but not at a fast rate. It is important to analyze whether the intervention was implemented as intended. If there are gaps, short-cuts, or absences in implementation then the plan should be revisited and implemented as designed. Instructional coaching may be needed to determine how to get the implementation back on track.	The students are not responding to the intervention and the gap is increasing. The first thing to review is implementation of the intervention. • Was it delivered with integrity and fidelity? • Was the timeline followed (frequency, duration)? The instructional coach is a great resource at the school site to assist with integrity and fidelity concerns. If the poor responses are due to implementation concerns, then the plan needs to be revisited to determine how to get on track. It may be

		a simple solution such as communicating with those involved in protecting intervention time. If the intervention was implemented as intended, the team has three choices to make: 1. Determine whether the intervention was aligned with the intervention design. Did the intervention teach the skills that were noted as the instructional focus on the intervention design? 2. Re-analyze the problem. Look for another underlying cause. Collect more data if necessary to determine other learning needs. 3. Re-define the problem. Review the steps in the problem identification stage to determine if the problem can be re-identified.

NeMTSS Framework.
https://nemtss.unl.edu/wp-content/uploads/2018/11/Teachers-Guide-to-Problem-Solving-Within-The-MTSS-Framework-Florida.pdf

FIDELITY DATA

When to Collect Fidelity Data

The Tier 2 Team will collect Fidelity Data:

A. When a student's response to the intervention is Questionable or Poor,

AND

B. Throughout the year to ensure the intervention is being implemented as intended by all those involved.

How to Monitor Fidelity

There are two simple methods that can be used to assess implementation of interventions/supports: a) Daily/Weekly Progress Report Form Review and b) Direct Observation. Each method has particular strengths and potential limitations.

DAILY/WEEKLY PROGRESS REPORT FORM REVIEW

If a student's data indicates a 'Questionable' or 'Poor' response in the Tier 2 Pre-Meeting Organizer to the intervention, the Tier 2 Team will consider whether all elements of the program are being done with fidelity. One way the team will measure this is by reviewing student Daily/Weekly Progress Reports. The team will examine 3 to 5 of the most recent progress reports to verify several elements of the program. Review of student DPRs will provide answer for the following questions:

- Did the student check-in (if applicable)?
- Were points awarded for each class period?

- Did the student check-out (if applicable)?
- Was student data totaled and recorded?
- Did the caregiver sign and return the DPR?

If review of a student's DPRs provides evidence these elements occurred, Tier 2 Team will have some confidence that main intervention components were in place and the student participated appropriately. If a student's DPRs indicate an area of low implementation, a member of the Tier 2 Team will be designated to provide re-teaching as needed to either or all involved: student, teacher, and/or parent.

DIRECT OBSERVATION

Conducting observations is another method for verifying accuracy of intervention implementation. The use of an observation checklist will be helpful for documenting specific features that occur and for providing feedback to the implementers.

Observations of the facilitator implementation and/or teacher feedback will be scheduled, especially when a new student first begins an intervention such as CICO. Having an observation process established and communicated, up front, as part of the intervention, facilitators/teachers will be more comfortable when the observations occur.

SWSS Department. "Student Wellness & Support Services." https://sites.google.com/sbcusd.k12.ca.us/sel-informed-pbis/tier-2/tfi-2-12-fidelity-data?authuser=0. Accessed 27 June 2024.