

Student Behavior and Supports

- Student Support & Interventions
- Tier I, II and III Handbook
- Student Support Team Protocol (SSTs)
- Special Education Screening Packet



Student Behavior and Supports
Multi-Tiered Systems of Support (MTSS)
Instruction Division

OUR COLLECTIVE COMMITMENT

Draft date: 06/07/18

TABLE OF CONTENTS

MISSION STATEMENT	3
DEPARTMENT OVERVIEW	3
SECTION 1: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)	4
KHSD PYRAMID	8
BRAIDING STRUCTURES	10
STUDENT FLOW CHART	13
SECTION 2: POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS – TIER I	14
COMMON TIER I INTERVENTIONS	22
TEAM ROLES AND RESPONSIBILITIES	25
ROLE OF THE TOSA	26
HOW DO STUDENTS ACCESS TIER II SERVICES	27
SECTION 3: POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS – TIER II	28
TEAM ROLES & RESPONSIBILITIES CHART	28
IDENTIFYING STUDENTS FOR TIER II SUPPORTS	29
ROLE OF INTERVENTIONIST	29
KHSD PBIS FLOW CHART FOR TIER II SUPPORTS	31
DESCRIPTION OF TIER II INTERVENTIONS	32
PROGRESS MONITORING/FIDELITY	34
SECTION 4: POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS – TIER III	35
HOW STUDENTS ACCESS TIER III	35
KHSD PBIS FLOW CHART TIER II TO TIER III	36
TEAM ROLES AND RESPONSIBILITIES	37
ROLE OF THE SCHOOL SOCIAL WORKER	37
NEEDS ASSESSMENT	40
TIER III SUPPORT PLAN/FIDELITY	41
PROGRESS MONITORING/LINKAGE	42
SECTION 5: FREQUENTLY ASKED QUESTIONS (FAQ)	43
SECTION 6: RESOURCES AND INFORMATION	44
INTERAGENCY FACILITATION ADVISORY COUNCIL	45
SECTION 7: FORMS	46
STUDENT SUPPORT TEAMS	57
STEPS FOR A STUDENT SUPPORT TEAM REFERRAL	59
SST SAMPLE FORMS	62
STUDENT SUPPORT TEAMS ARE...	65
TIPS MODEL	67
TEAM ROLES/RESPONSIBILITIES	67
SST REMINDERS/REQUIREMENTS & SPECIAL EDUCATION	70
REFERRAL FOR SECTION 504	72
SAMPLE CLASSROOM INTERVENTIONS/MODIFICATIONS	73
SOCIAL EMOTIONAL LEARNING	79
SPECIAL EDUCATION SCREENING PACKET	80
ACTION PLAN & JOURNEY	88
LCAP METRIC TO MEASURE PROGRESS (OUTCOMES) 2015-2018	93

Mission Statement

The mission of the Kern High School District is to provide programs and services to allow ALL students to graduate from high school prepared to succeed in the workplace or at the postsecondary level

Department Overview

Our job is to help students, and support the staff that are trying to help those same KHSD students and families every single day.

This is a **COLLECTIVE COMMITMENT** and we think that all students can learn and all educators want to make a difference. The Department of Student Behavior and Supports will work to relentlessly enhance and support student services on each campus, and that will include a comprehensive, multifaceted, and integrated continuum of school-community interventions for students in KHSD.

Those mentioned student supports will likely include social-emotional learning elements and supports related to Multi-Tiered Systems of Support (MTSS), PBIS, restorative practices, and/or existing structures that may already be in place. We will work with school sites and community partners to coordinate services and align existing support structures whenever applicable.

Student Behavior and Supports are a vital part of comprehensive school program success, and our office focus areas are as follows:

- Multi-Tiered System of Supports (MTSS)
- Positive Behavioral Intervention & Supports (PBIS)
- Parent & Family Engagement
- School-Community Partnerships
- Student Outreach & Engagement
- Local Control Accountability Plan (LCAP)

SECTION 1: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

MTSS is an acronym for Multi-Tiered System of Supports. MTSS is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems. MTSS will usually focus on these shared tenets:

- Shared Leadership
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports
- Evidence Based Instruction, Intervention, and Assessment Practices
- Universal Screening and Progress Monitoring
- Family, School, and Community Partnership and Engagement

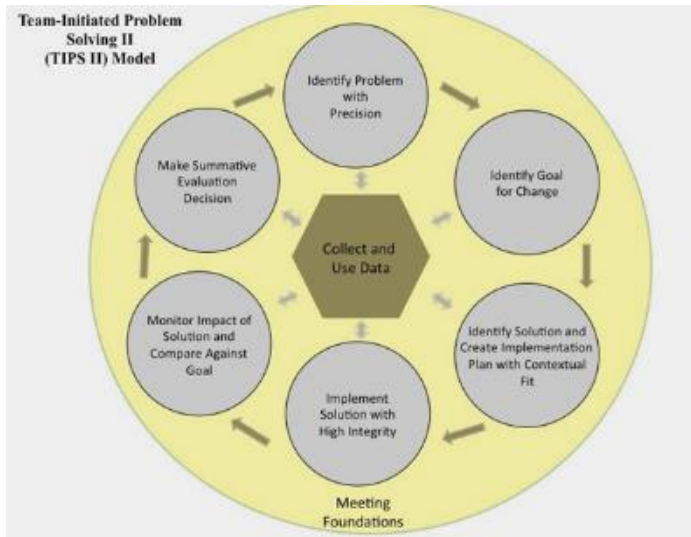
In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. California has a long history of providing numerous systems of support. These include the interventions within the RtI2 processes, supports for Special Education, Title I, Title III, support services for English Learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

Shared Leadership

The coordination and training, coaching, resources, and evaluation to support the implementation of MTSS through shared decision-making by a group of individuals who represent the school, district, and community (e.g. students, family members, general and special educators, specialists, etc.).

Data-based Problem Solving and Decision Making

The process used by stakeholder teams from multiple settings (e.g. home, school, community), to analyze and evaluate information related to planning and implementing effective instructional strategies matched to student need. The Team-Initiated Problem Solving (TIPS) Model is highly encouraged as it is a conceptual model for problem solving that has been operationalized into a set of practical procedures to be used during meetings of school-based problem solving teams. Use of TIPS procedures can help team members identify, address, and resolve students' social and academic behavior problems.



Rob Horner, Steve Newton, & Anne Todd,
University of Oregon

Bob Algozzine & Kate Algozzine,
University of North Carolina at Charlotte

Layered Continuum of Supports

Culturally- and developmentally-relevant practices, that are layered from universal (every student) to targeted (some students) to intensive (few students), in order to support the academic and behavioral needs of every student.

Evidence-based Instruction, Intervention and Assessment Practices

Teaching and learning approaches proven to be effective through scientifically-based research studies which are used to guide educational decisions to ensure improved outcomes for students.

Universal Screening and Progress Monitoring

Universal Screening

Universal screening is a type of assessment that is characterized by the administration (usually three times a year) of quick, low-cost, repeatable data collection of academic and behavioral skills of all students. It shows how functional the curriculum and instruction are in the school and detects whether or not students are making acceptable progress in the curriculum.

Progress Monitoring

Progress monitoring is a systematic approach to gathering academic and behavioral data using a variety of data collection methods. Student performance is examined frequently, over time, to evaluate response to instruction and intervention.

Family, School, and Community Partnership and Engagement

The collaboration of families, schools, and communities as active partners in improving learning, classroom, school, district, and state outcomes.

The following core components are key aspects of MTSS frameworks:

- **High-quality, differentiated classroom instruction.** All students receive high-quality, standards-based (with a focus on state standards), culturally-and linguistically-relevant instruction in their general education classroom settings by highly qualified teachers, who have high academic and behavioral expectations, attained through differentiated learning instructional strategies in, such as Universal Design for Learning.
- Systemic and sustainable change. **MTSS principles promote continuous improvement** processes at all levels of the system (district, school site, and grade/course levels). Collaborative restructuring efforts made to align Rt12, state standards, identify key initiatives, collect, analyze, review data, implement supports and strategies based on data are then refined as necessary to sustain effective processes.

- **Integrated data system.** District and site staff collaborate to create an integrated data collection system that includes assessments such as state tests, universal screening, diagnostics, progress monitoring, and teacher observations at the site to inform decisions about tiered support placement, as well as data collection methods such as parent surveys for continuous systemic improvement.
- **Positive behavioral support.** District and school staff collaboratively select and implement school wide, classroom, and research-based positive behavioral supports for achieving important social and learning outcomes. A strong focus on integrating instructional and intervention strategies supports systemic changes based on strong, predictable, and consistent classroom management structures across the entire system.

MTSS has a broader scope than does Response to Intervention (RTI). MTSS also includes:

- Focusing on aligning the entire system of initiatives, supports, and resources.
- Promoting district participation in identifying and supporting systems for alignment of resources, as well as site and grade level.
- Systematically addressing support for all students, including gifted and high achievers.
- Enabling a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection of a few components of Rtl and intensive interventions.
- Endorsing Universal Design for learning instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product.
- Integrating instructional and intervention support so that systemic changes are sustainable and based on CCSS-aligned classroom instruction.
- Challenging all school staff to change the way in which they have traditionally worked across all school settings.

Successful MTSS implementation is a highly complex process that involves the following tasks:

- Gathering accurate and reliable data.
- Correctly interpreting and validating data.
- Using data to make meaningful instructional changes for students.
- Establishing and managing increasingly intensive tiers of support.
- Evaluating the process at all tiers to ensure the system is working.

The following core components are key aspects of MTSS frameworks:

Prevention Tier	Core Elements
Primary (Universal)	<ul style="list-style-type: none"> ● Behavioral Expectations Defined ● Behavioral Expectations Taught ● Reward System for Appropriate Behavior ● Continuum of Consequences for Problem Behavior ● Continuous Collection and Use of Data for Decision-Making
Secondary (Five to Ten Percent of Students)	<ul style="list-style-type: none"> ● Universal Screening ● Progress Monitoring for At-Risk Students ● System for Increasing Structure and Predictability ● System for Increasing Contingent Adult Feedback ● System for Linking Academic and Behavioral Performance ● System for Increasing Home/School Communication ● Collection and Use of Data for Decision-Making
Tertiary (One to Five Percent of Students, Individually Based)	<ul style="list-style-type: none"> ● Functional Behavioral Assessment ● Team-Based Comprehensive Assessment ● Linking of Academic and Behavior Supports ● Individualized Intervention based on Assessment Information Focusing on (A) Prevention of Problem Contexts (B) Instruction on Functionally Equivalent Skills, and Instruction on Desired Performance Skills (C) Strategies for Placing Problem Behavior on Extinction (D) Strategies for Enhancing Contingence Reward of Desired Behavior, and (E) Use of Negative or Safety Consequences if Needed ● Collection and Use of Data for Decision-Making

KHSD Pyramid of Interventions/Implementation

In the Kern High School District, MTSS offers three tiers of behavioral and/or academic supports to students. In the first tier, behavioral expectations are established and taught to all students. In the second tier, students needing additional support are offered group level interventions. Students needing significant support for behavioral challenges are provided evidence-based interventions tailored specifically to their needs in the third tier.

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions

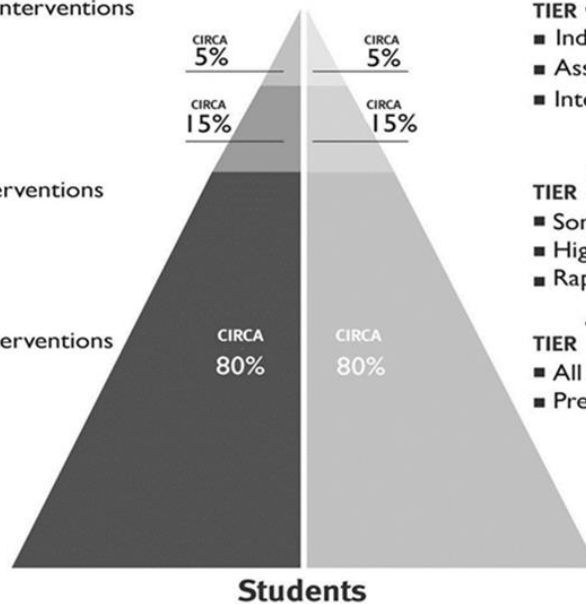
- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All students
- Preventive, proactive



BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All settings, all students
- Preventive, proactive

Tier 1: School Wide PBIS Team

Tier 2: Tier 2 Interventions and Supports

- **Staff Request**
- **Office Discipline Referrals**
- **Screening Tools**

Tier 3: Tier 2 Interventions and Supports

At-Risk Indicators

- **Behavior**
- **Attendance**
- **Grades/Credits**
- **Numeracy**
- **Personal-Social**

Tier I (Universal) Primary Prevention

Tier I supports are intended for all students in the school. The core components of prevention include setting clear behavioral expectations, creating an acknowledgement system to reinforce desired behaviors, and developing a system to reinforce desired behaviors, and developing a system for addressing misbehavior. A PBIS school will have a Tier II Team that guides the school in implementing PBIS to fidelity.

Tier II (Secondary) Interventions and Supports

Tier II Intervention and Supports are those designed for 10-15% of the students who are not responding effectively to the Universal Supports of the school. These students need more intensive interventions to reduce problem behaviors. These interventions are designed to be quickly accessed, highly efficient, flexible, and to bring about rapid movement.

Tier III (Tertiary) Interventions and Supports

Tier III focuses on the individual behavior of the remaining 5-10% of students who are not responding to the Universal and Tier II Systems of Support. These students are experiencing a life crisis or have developed chronic problem behaviors. Tier III behavioral interventions include Interagency Student Support Team planning.

THREE TIERED MODEL FOR SCHOOL-WIDE SUPPORT AND DISCIPLINE STRATEGIES

Tier I (80%)	Tier II (15%)	Tier III (5%)
PBIS efforts and academic Support	Concentrated social skills, teaching and support	Intensive academic support
Teaching school behavior expectations	Self-management programs	Functional behavioral assessment
Active supervision and monitoring	Mentors checking in (school-based)	Individual behavior management plans
Positive reinforcement for ALL students	Increase academic support and tutoring	Multi-agency collaboration and collective efforts (wrap-around)
Firm, fair, restorative, and corrective discipline	Parent training and collaboration	Alternatives to suspension
Data based decision making	Other	Community or service learning

Braiding Structures

In addition to the utilization of a tiered structure to support student needs, academic and behavioral, KHSD utilizes a number of programs and policies braided within the school climate framework. MTSS, PBIS, Social-emotional Learning (SEL), Restorative Practices (RP) and school-based mental health are included within the umbrella of school culture in order to best address the whole child.

The following table and graphic on pages 9 and 10 depict how KHSD braids structures within the umbrella of school climate in order to best meet the needs of our students, staff, and community.

SCHOOL CLIMATE & CULTURE
Braiding Structures and Systems
 Student Behavior & Supports

	Tier I Universal – All staff/students	Tier II Targeted Group Interventions	Tier III Targeted Individual Interventions
PBIS	<ul style="list-style-type: none"> • Prevention/Proactive • PBIS Team with administrator • Expectations posted, taught, acknowledged • Correction procedures • Behavior data monitored routinely • School site action plans • Identify students in need of intervention 	<ul style="list-style-type: none"> • Diagnostic tools to identify targeted skill deficits • Group intervention model • Progress monitoring • Short-term, rapid response, research based interventions • CICO – increased feedback and monitoring 	<ul style="list-style-type: none"> • Function-based behavior plans • Increased progress monitoring • Long-term, intensive, research based interventions • Behavioral Health services • Wrap-around service • Community partnerships
Restorative Practices	<ul style="list-style-type: none"> • Established classroom community with shared values • Routine community circles • Focus on relationships (adult-adult, adult-student, student-student) 	<ul style="list-style-type: none"> • Problem-solving circles • Restorative peer conferencing • Focus on problem solving and team building • Focus can be on repairing harm and restoring relationships and/or community 	<ul style="list-style-type: none"> • Restorative family group conferencing • Restorative community conferencing • Focus on re-entry into a community • Focus on repairing harm and restoration • Intensive preparation
Mental Health	<ul style="list-style-type: none"> • (TBD) Universal mental health screening Prevention and wellness promotions – in coordination with the PBIS framework and SEL competency areas 	<ul style="list-style-type: none"> • Staff and family support for students with mental health needs • Small groups counseling – in coordination with PBIS and SEL frameworks and components. 	<ul style="list-style-type: none"> • Crisis counseling • Referrals to community partners • Individual treatment plans – in coordination with PBIS and SEL frameworks and components



		Tier I Universal – All staff/students	Tier II Targeted Small-Group Interventions	Tier III Targeted Individual Interventions
SEL	Social Skills	<ul style="list-style-type: none"> • Social Skill Curriculum (TBD i.e. Boys Town, Second Step, Skill Streaming) • Skills are embedded into existing lesson design or taught outside of traditional content areas 	<ul style="list-style-type: none"> • Focused social skills groups for identified students • Skill instruction is based on identified skill deficits 	<ul style="list-style-type: none"> • Individual instruction and/or practice of social skills • Increased monitoring, feedback, and acknowledge for students using the targeted social skill(s)
	General SEL	<ul style="list-style-type: none"> • Social and Emotional Learning (SEL) objectives are included in lesson plans across content areas • Utilization of classroom circles for instruction • School climate assessment (student and adult perception) • Explicit teaching of social and emotional competencies, core/other • Intentional activities to develop cultures of kindness, compassion, forgiveness, etc. 	<ul style="list-style-type: none"> • Group challenges or activities for identified students • Peace Center • Reflection Sheets • Service-learning projects • Goal setting strategies tied to the use and practices of SEL competencies • SEL circles (problem solving or team building) 	<ul style="list-style-type: none"> • Individual instruction and/or practice of SEL competencies • Individual intervention plan focused on SEL skill development • Increased progress monitoring and feedback based on individual student goals targeting SEL objectives
	Mindfulness	<ul style="list-style-type: none"> • Mindfulness lessons and resources are utilized by staff (BREATHTaking with KHIP) • Mindfulness activities are scheduled into staff meetings • At least two mindfulness activities are scheduled throughout the day 	<ul style="list-style-type: none"> • Focused mindfulness groups for identified students • Explicit instruction of mindfulness strategies 	<ul style="list-style-type: none"> • Individual instruction and guided practice of mindfulness • Utilization of mindfulness room (scheduled or selected)



MTSS STRUCTURES

Policies
Funding
Visibility
Professional Learning

CULTURALLY RESPONSIVE SYSTEMS

PBIS

RtI

RP

Building Community, Repairing Harm and Restoring Relationships

SEL

MH

Tier 1

- School-wide Prevention and Proactive
- Tier 1 Team (shared leadership)
- Admin support
- Data/screeners
- Identify students in need of intervention
- Action Plan

- Expectation
 - Defined
 - Acknowledged
 - Corrected to

- UDL
- Group Challenges and Activities
- Goal setting strategies
- Service Learning Projects
- Affective questions
- Affective statements
- Community Building Circles (classroom/staff)
- Restorative Circle (classroom/school-wide)

- Basic social skills
- Character skills/curriculum
- Goal setting
- Self-awareness/monitoring (Mindfulness)
- Staff Wellness

- School-wide TIPS
- School-wide prevention programs (i.e. information weeks, wellness promotions)

Tier 2

- Targeted, evidence-based interventions
- Progress monitoring/Data
- Tier 2 Team
- Diagnostic Tools
- Small group interventions
- Short-term, rapid response

- CICO
- Mentorship
- Small Focus Groups

- Small group re-teaching of specific lagging skills

- Problem-Solving Circles
- Peer mediation

- Mentor
- Targeted Social Skills
- Small Focus Groups
- Reflection Sheets
- Peace Center/Mindfulness Room/ Resiliency Room
- Group Challenges and Activities
- Goal setting strategies
- Service Learning Projects
- Aggression Replacement Therapy
- Anxiety groups
- Parent Support/training
- Small Group Counseling

Tier 3

- Intensive, individual evidence-based interventions
- Progress monitoring/data
- Interagency

- Behavior Contract
- FBA/BSP
- Connections with outside agencies
- Individual counseling
- MAY include SE or 504 services

- Remediation of skill deficits
- MAY include SE or 504 services
- Restorative Conferencing
- Re-Entry Conferences

- See Mental Health

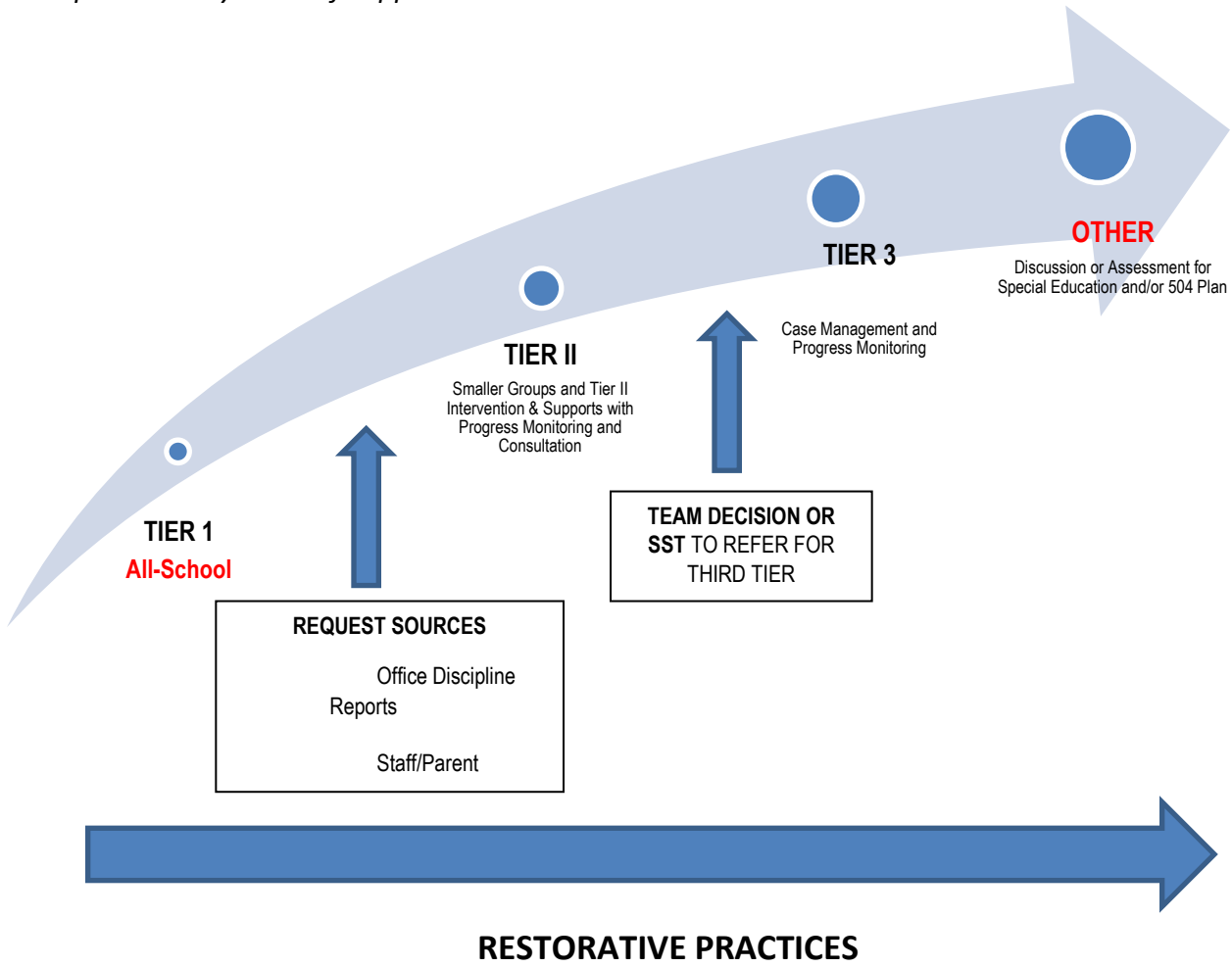
- Goal Directed Therapy
- Individual Treatment Plans
- Crisis Counseling
- Counseling
- Case Management
- MAY include SE or 504 services

CONTINUUM OF PRACTICES

Adapted from CLS School Climate Structures. Used with permission.

STUDENT SUPPORT FLOW CHART

Multiple Tiered Systems of Support



SECTION 2: POSITIVE BEHAVIOR INTERVENTION & SUPPORTS: TIER I

Positive Behavioral Interventions and Supports (PBIS) is a framework for enhancing adoption and implementation of a continuum of evidenced-based interventions to achieve academically and behaviorally important outcomes for all students.

Tiered Approach to Address Behavior

Improving student behavior outcomes is about ensuring all students have access to the most effective and accurately implemented behavior systems and interventions possible. Positive Behavior Supports (PBIS) provides an operational framework for achieving these outcomes. PBIS assists in the selection, integration, and implementation of evidence-based behavioral practices for the purpose of equipping students for behavioral and social success. In general, PBIS emphasizes four integrated elements:

1. Data-based decision making,
2. Measurable outcomes supported and evaluated by data,
3. Practices with evidence these outcomes are achievable
4. Systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

- Develop a continuum of scientifically based behavior interventions and supports,
- Use data to make decisions and solve problems,
- Arrange the environment to prevent the development and occurrence of problem behavior,
- Teach and encourage pro-social skills and behaviors,
- Implement evidence-based behavioral practices with fidelity and accountability,
- Universal screen and monitor student performance & progress continuously.

Schools that establish systems with the capacity to implement PBIS with integrity and durability have teaching and learning environments that are:

- Less reactive, aversive, dangerous, and exclusionary,
- More engaging, responsive, preventive, and productive,
- Proactive in addressing classroom management and disciplinary issues including attendance, tardies, and antisocial behavior.

PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).

What is PBIS?

PBIS stands for Positive Behavior Intervention and Supports. **PBIS is not a program**, rather it is a “*systems approach*” for establishing the social culture and individualized behavior supports needed for schools to achieve both social and academic success for **ALL** students. Evidence based features include:

- Define expectations and explicit instruction of those behavior/social expectations
- Acknowledgement of positive behavior
- Ongoing collection and use of data for decision making
- Administrative Leadership/Structures (coordination of services and alignment of systems)

We believe that all core instruction (and intervention and supports) start in the general education classroom setting usually, and the counselors, faculty, and teachers in KHSD are amazing! We think that all students can learn and that all educators want to make a difference. In addition, KHSD believes that most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of pro-social skills is acknowledged.

When student problem behavior is unresponsive to preventive school-wide and classroom-wide procedures, information about the student’s behavior is used to:

- (a) understand why the problem behavior is occurring (function);
- (b) strengthen more acceptable alternative behaviors (social skills);
- (c) remove antecedents and consequences that trigger and maintain problem behavior, respectively; and
- (d) add antecedents and consequences that trigger and maintain acceptable alternative behaviors.

WE believe in the **BIG IDEAS** of a *Professional Learning Community*:

1. **WE** accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning
2. **WE** are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high-performing teams
3. **WE** assess our effectiveness on the basis of results rather than only intentions. Individuals, teams, and schools seek relevant data and information and use that data/information to promote ongoing and continuous improvement



Student Behavior and Supports

OUR COLLECTIVE COMMITMENT

Student Behavior and Supports



1. School sites (and District Office) will work to implement PBIS evidence-based tenets, and strive to create more restorative spaces on campus when possible, within a **preventative and proactive** framework for student support structures
2. There is a COLLECTIVE COMMITMENT to coordinate services and align systems and professional development (**eliminate barriers to learning and break down silos when possible**)

3. Use data to guide decisions and monitor significant disproportionate patterns/trends (academic and behavior) on campus

The Kern High School District Behavior Support Matrix is a support guide to assist site personnel in district-wide implementation of evidence-based behavior practices and interventions. The document is also intended as a resource to administrators who are responsible for:

1. ensuring student's due process rights are provided,
2. delivering fair and consistent consequences, and
3. communicating disciplinary actions and recommendations to the central office staff.

Tier 1 – Positive Behavior Interventions and Supports

PBIS is an evidence-based structure that focuses on system wide prevention of student misconduct. Evidence has shown the following needs to be considered for developing and implementing a sustainable PBIS system within a school site and district:

- Administrator's Leadership
- A PBIS Team that represents all populations, including parent and community
- Defined Expectations by context of the school
- Expectation taught and reviewed on a regular bases
- Acknowledgement System that is well defined and easy to use to honor students who demonstrate the expectation
- Correction System to support students with meeting the expectation
- Data System to capture and produce useful behavior reports

District-wide PBIS

- Evidence-based approach for establishing a positive social culture in a district that involves systemic support of sites in the implementation of school-wide PBIS.
- The framework includes many evidence-based features:
 - School climate is a goal of the district
 - District PBIS Leadership Team
 - Allocation of monetary and human resources
 - On-going professional development

School-wide PBIS/Focus Areas – Tier I

- Evidence-based approach for establishing a positive social culture in schools that involves systemic and individualized behavior support strategies for achieving social and learning outcomes while preventing problem behavior in all students.
- The 4 major tenets are as follows:
 1. Defining School-Wide Expectations
 2. Teaching Those Expectations Explicitly
 3. Acknowledgement
 4. Administrative Structures
- The framework includes many evidence-based features:
 - Prevention focus
 - Define and teach positive social expectations
 - Acknowledge positive behavior
 - Develop consistent consequences for problem behavior
 - On-going collection and use of data for decision making
 - Continuum of intensive, individual interventions
 - Administrative leadership - team-based implementation

Defining Expectations

Each site shall develop school-wide expectations for behavior, defined by common area locations on campus. These expectations shall be rooted in the vision and mission for the site and district, and consist of 3-5 positively stated expectations and defined behavior examples by setting or location for both student and staff behaviors.

Teaching Expectations

Behavior core instruction is provided by classroom teachers at a regularly scheduled, neutral time. The teaching of expectations and social skills continues throughout the entire school year.

Behavior expectations and the social skills curriculum should be taught in the same manner which academic skills are taught. Introduce the skill by name at a scheduled (neutral) time. Provide a rationale as to why appropriate use of the skill is important along with examples of how to use the skill in different settings. Discussion, modeling, and practice should be included within the lesson. Explicit behavior instruction should take no more than 5-10 minutes.

In addition to teaching behavioral expectations, sites may want to teach social skill development and social emotional learning (SEL) skills. Incorporating SEL into the teaching schedule can provide additional depth to your universal interventions.

Acknowledge and Correct Behavior

Once expectations and social skills have been taught at a neutral time, acknowledgement and correction (enforcement) should continue throughout the remainder of the day, week, and year by all staff. Depending on the setting (common area, classroom, office, etc.) and level of need, acknowledgement and correction will sound somewhat different. Rule of thumb: the more at-risk a school, a group or an individual student is for demonstrating pro-social behaviors, the more explicit the level of acknowledgement/correction must become.

Level of ACKNOWLEDGEMENT

Tier I All students	Recognize the successful demonstration of an expectation/skill/ procedure.	“Nice job BEGINNING THE TASK.”
Tier II At-risk classes or groups students who require targeted skill development	Recognize the successful demonstration of an expectation/skill/ procedure and provide a behaviorally specific description of how the behavior met the expectation.	“Nice job BEGINNING THE TASK. You looked at the board, got out the necessary materials, and began working right away.”
Tier III Individual students who require intensive intervention	Recognize the successful demonstration of an expectation/skill/procedure, provide a behaviorally specific description, and prompt the student to chart their progress.	“Nice job BEGINNING THE TASK. You looked at the board, got out the necessary materials, and began working right away. Mark your daily card for completing all the steps of BEGINNING THE TASK.”

Level of CORRECTION

Tier One All students	Reframe the misbehavior as an expectation, skill, or procedure.	“Right now you should be BEGINNING THE TASK.”
Tier Two At-risk classes or groups of students who require targeted skill development	Identify which expectation, skill, or procedure was not successfully demonstrated, review the steps, and provide an opportunity to correct the misbehavior.	“Right now when I asked you to BEGIN THE TASK, you looked at the board, and opened your book, but then you started talking to your seatmate. Remember the next step is to start working right away. Please demonstrate how to start working right away.”
Tier Three Individual students who require intensive intervention	Identify which expectation, skill, or procedure was not successfully demonstrated, review the steps, provide an opportunity to correct the misbehavior, and prompt the student to chart progress.	“Right now when I asked you to BEGIN THE TASK, you looked at the board, and opened your book, but then you started talking with your seatmate. Mark your card for the first two steps. Remember the next step is to start the assignment right away. The more quickly you begin the assignment the more quickly you will be able to finish. Please show me what it looks like to start the assignment right away.”

Discipline, Consequences, Interventions

Definitions of Common Terms

Discipline - Discipline means to instruct, to train in accordance with the rules, an activity or exercise to improve a skill. Equipping students for behavioral and social success is a school-wide responsibility, which requires the commitment and efforts of all adults — not just a select few are perceived as “disciplinarians.”

Consequences - A consequence is the relation of a result to its cause. Every day thousands of consequences occur at school — a class is acknowledged for being ready to work when the bell rings, a teacher banter with a student who disrupts instruction, a staff member corrects (or fails to correct) a student who is out of dress code. In order to effectively respond to human behavior — both staff and student — it is critical to possess a clear understanding of how consequences work, how to apply them with intention, and how to evaluate their effectiveness. It is also important to understand that “consequences” and “interventions” are not synonyms. There are four types of consequences:

- **Penalty – to LOSE something DESIRED**
- **Punishment – to RECEIVE something UNDESIRED**
- **Negative Reinforcement – to AVOID something DESIRED**
- **Positive Reinforcement – to GAIN something DESIRED**

Despite our best intentions, the true nature and effectiveness of a consequence can only be determined by evaluating the outcome. For example, a teacher who notices a student is off task may decide to implement the classic consequence known as the “evil eye.” One student responds with, “oops teacher, I’m sorry” and gets back to work while another student laughs and says, “You look funny when you do that! Do it again!” Why did the same consequence produce an opposite effect? The first student perceived the consequence as a punishment while the second saw it as a positive reinforcement. That is why it is impossible to make statements such as a “suspension is a punishment.” Depending upon the student, a suspension may function as a penalty (losing the privilege of coming to school), a punishment (receiving the stigma of being sent home from school), a negative reinforcement (successfully avoiding having to go to school), or a positive reinforcement (gaining free time at home). It is critical that educators be adept at thoughtfully implementing and evaluating the effectiveness of the consequences they deliver.

Intervention - Behavior interventions are specific actions taken for the purpose of changing the behavior of either an individual or a group of people. Schools may intervene in several ways:

- Increase the Explicitness and/or Frequency of Instruction - The more behaviorally at-risk a person, group, or school is, the more explicit the instruction.
- Acknowledge and correct behaviors (See Acknowledgement and Correction section above)
 - Examples include:
 - Based on a review of school-wide data the staff decides to re-teach the expectation of respect and to increase the levels of acknowledgement and correction of this expectation in all settings.
 - A PBIS Team member provides staff development to the campus supervisors on active supervision practices. The administrator supports the instruction by providing specific feedback and clarification to the campus supervisors whenever possible.
 - The counselor provides 8 weeks of individualized skill development to a student on a single skill such as Accepting Criticism/Feedback. The counselor and teacher(s) meet regularly to discuss progress toward skill mastery.
- Modify the Environment - Environmental factors and dynamics, which inadvertently support and/or promote misbehaviors may be addressed in a number of ways.
 - Examples of environmental modifications include:
 - changing school-wide policies/practices such as dress code, or the use of electronic devices
 - implementing new procedures
 - changing schedules
 - creating formal traffic patterns

- changing interactional patterns
 - adopting new instructional practices
- Address the Function – Problem behaviors may be addressed by identifying and addressing the purpose or function of the behavior. This requires understanding what students are able to gain or avoid by using the misbehavior.
 - Examples include:
 - The 9th grade team is concerned that Rob routinely disrupts instruction in 3rd and 5th periods. After discussing the behavioral specifics, the team realizes that Rob attempts to derail instruction in every classroom by loudly voicing his complaints regarding everything from the length of passing period to the poor quality of food in the cafeteria. Several teachers respond to this tactic by refusing to engage in the conversation saying instead, “remember to use the skill of Giving Criticism or Feedback,” which has proven to be largely effective. The 3rd and 5th period teachers realize they are engaging in content with Rob by either defending their own actions and/or telling him to stop disrupting the learning of others which results in him insisting, “no I’m not.”
 - The PE staff is concerned that a large number of students are not dressing for PE. The team realizes that, by directing students to sit on the wall during PE, they are being allowed the opportunity to avoid PE as well as to freely converse with their friends. Although the consequence was intended to function as a penalty, it has, in reality, acted as a negative and positive reinforcement system. The PE staff decides that all students will participate in PE whether or not they dress but students who dress for PE will earn a group-wide benefit.

Considerations

Supporting student behavior involves analyzing and modifying a student’s environment in order to reduce the need for students to engage in problem behaviors. This can be done at each level of support: Tier I, II and III. It is important to remember that behavior always occurs within a context. Understanding the environmental factors that influence behavior is a key to supporting positive behaviors within the Tier I setting:

- **Environmental Factors**, also referred to as behavioral antecedents, triggers, or predictors, are conditions present or missing in the environment, which may contribute to student misbehavior. The following Environmental Factors should be considered when evaluating the dynamics of student misbehavior:
 - Instructional practices (academic/behavioral) — curriculum, strategies, activities
 - Physical setting — location on campus, size, noise level, temperature, number of students, arrangement of desks/tables, ease of movement, traffic patterns, organization of materials/equipment
 - Social setting — staff/students present or absent, interaction patterns surrounding the student
 - Social interactions — communication styles, power structure/hierarchy, allotment of peer/staff attention
 - Scheduling factors — procedures, routines, timelines, events
 - Degree of independence/participation (academic/social) — active listening, engagement, seatwork, paired tasks, group work.

Because each location on campus has a unique set of variables and dynamics, it will require intentional observation and reflection in order to understand and identify the Environmental Factors, which may be contributing to student misbehavior.

Each investigation should start with staff conducting a self-reflection of the environment for which they are responsible (office, common area, classroom, etc.). If assistance is needed to perform this task, invite additional staff to observe and provide feedback (grade level or academic team cohorts, academic coaches, counselors, behavior interventionists, administrative staff, etc.).

Once contributing Environmental Factors are identified (instructional practices, physical setting, social setting, social interactions, scheduling factors, degree of independence/ participation), it will be necessary to systematically respond.

Modifications may be made to the following environmental structures and supports:

- Time — increasing/decreasing time allotments, increasing/decreasing breaks, modifying schedules
- Space — increasing/decreasing proximity, rearranging physical aspects of the location, defining designated areas/zones, increasing/decreasing the number of students present
- Instruction — embedding the standards across subjects/tasks, increasing the explicitness of instruction, increasing feedback and/or practice, increasing acknowledgement and/or correction
- Materials — supplementing curriculum, providing multi-sensory options
- Interactions — increasing positive to negative ratio (staff-staff, staff-student, student-student), increasing opportunities for communication, modifying voice tone/volume/cadence, modifying the level/amount of expected participation (independent, paired, or group activities)

Making modifications to the environment is a powerful tool in changing class, group, and individual behaviors.

Common Tier I Interventions

Pre-correction - The intentional front-loading of students for behavioral success. Pre-correction is used to inform students that an opportunity to demonstrate a specific expectation, social skill, or procedure will occur in the immediate future. An example of pre-correction is: “Class, in a minute the bell is going to ring and we are going to Line Up for an Assembly. When the bell rings, put all materials in your desk, stand up, push your chairs in, and wait quietly behind your chair until I dismiss your table to line up.” The more at-risk a class or student, the more explicit the pre-correction should become.

Clarify how the behavior did not meet expectations. Students who demonstrate behavioral errors should be provided a specific description of how the misbehavior differed from the expectation. The content of this interaction should be limited to the facts surrounding the specific misbehavior. Example: “Mary, while the class was Working Independently you blurted out something like, ‘Does anyone have an extra pencil? Mine’s broken!’” Then you left your seat and walked to the pencil sharpener making comments to other students along the way. Remember, we have a procedure for sharpening pencils: raise your hand and wait for me to call on you, ask if you can use the sharpener, once I have given you permission you can then go directly and quietly to the sharpener, sharpen your pencil, return to your seat, and refocus on your assignment.”

Re-teach and practice the expectation, social skill, or procedure - Classes, groups, and/or individual students who fail to demonstrate expectations, skills or procedures, should be provided additional instruction and practice. Example: “Class, right now everyone should be Working Independently on their math assignment. Who can raise their hand and tell me what Working Independently looks like? That’s right. Working independently means focusing your attention on the assigned task, ignoring all distractions both inside and outside the classroom, and raising your hand if you require assistance. Now let’s go ahead and practice that skill. I expect everyone to be Working Independently for the next 5 minutes.”

Establish a behavior cue/prompt - Cues and prompts are used to support individual students who are known to have difficulty demonstrating a specific behavior or when the earliest signs of a misbehavior are observed. Cues and prompts may be visual, verbal, or a combination of both.

- Cue: a single gesture or word to remind a student to use a specific expectation, skill, or procedure. The teacher, for example, may point to the “Things to Do When I’m Done with My Work” poster, or may say something like, “Remember, TOD (Things to Do).”
- Prompt: a series of gestures and/or directions which guide the student through the process of demonstrating an expectation, social skill, or procedure. Prompts are more explicit than cues. A teacher, for example, may say, “Remember, when you have completed the assignment to look at the “Things to Do When I’m Done with My Work” poster, select an item, and begin immediately.”

Provide a structured choice - Structured choices provide students with two behavioral alternatives, each of which is

directly linked to a specific outcome — one positive and one negative. Structured choices are clearly stated, reasonable, enforceable, and ultimately chosen by the student. When delivering a structured choice begin by stating how use of the expected behavior will lead to a positive outcome, while continued use of the misbehavior will lead to a negative outcome. Example, “Right now you can Wait in Line using a quiet voice like we’ve practiced and enter the cafeteria with your peers, or you can continue talking in a loud voice and go to the end of the line in which case you will be the last to enter the cafeteria.”

Review common assessment data - Because behavioral challenges often accompany academic deficits and may, in fact, be a coping response to an academic failure, it is imperative to rule out and/or address academic skill deficits prior to focusing solely on the misbehavior. Questions which must be considered are:

- Is this student able to access the core academic curriculum?
- If not, how many other students in the class are in a similar situation?
- Are there instructional practices/strategies, which could be implemented to ensure effective first instruction is in place and that all students are learning at high rates?
- If identified academic standards or skills need to be re-taught, where and how will this be accomplished?

Contact and/or meet with parent or guardian - While it is always good practice to form positive partnerships with parents, it is important to remember that parents have little ability to modify school/classroom environmental dynamics or to implement behavior interventions within the school setting. Just as educators would not call home for students demonstrating difficulty with division problems or reading a passage out loud in class, so too should they not call home for students failing to demonstrate an expectation, social skill, or procedure. For the most part, staff will address behavioral errors the same way they address academic errors through teaching, re-teaching, and acknowledging/correcting until the behavior is mastered. That being said, there will be times when misbehaviors persist to the point where it is appropriate to contact parents regarding their child’s behavioral challenges. Conversations with parents should include: identification of the behaviors of greatest concern (framed as an expectation, social skill, or procedural error), explanation regarding the interventions being implemented in the school setting, methods by which the school is monitoring the student’s progress, and specific strategies as to how parents may support the school’s efforts at home.

A Guide to Ensure “All Other Means of Correction” Have Been Utilized

Tier One Responsibilities	Tier Two Responsibilities	Tier Three Responsibilities
<p>Review Core Behavior Instruction (Behavior Expectations) Staff collaborate to ensure the behavior standards are taught in all classrooms Universal Expectations, i.e. Be Safe, Be Responsible, Be Respectful Expectations By Location - Hallways, Office, Quad, Playground, etc. Classroom Survival Skills*, i.e. Following Instructions, Staying on Task, etc.</p>	<p>Provide Targeted Behavior Skill Development (minimum 8 week session)</p>	<p>Conduct Observations to Identify Contributing Environmental Factors —Administrator, counselor, and/or program specialist observe student in multiple settings. Complete Fact Finding Worksheet: Identifying Environmental Factors Meet to problem-solve findings Make necessary environmental modifications</p>
<p>Review Data to Identify Team-wide Concerns — Teams review data to determine if multiple students are failing to demonstrate expectations and/or social skills</p> <ul style="list-style-type: none"> ● Identify skill deficits using Low Level & Office Referral data ● Re-teach, practice, acknowledge, and correct identified skills at a greater frequency 	<p>Teacher/team collaborates with the counselor to provide necessary level of skill development</p> <ul style="list-style-type: none"> ● Skill Set Group: 8 social skills in 8 weeks (group setting of no more than 12 students) ● Focused Group: 2 social skills in 8 weeks (small group setting of no more than 8 students) ● Individual Skill Development: 1 social skill in 8 weeks (individual) 	<p>Conduct Observations to Identify Contributing Functional Factors—Administrator, counselor, and/or program specialist observe student in multiple settings.</p> <ul style="list-style-type: none"> ● Complete Fact Finding Worksheet: Identifying Functional Factors ● Meet to problem-solve findings ● Develop a Behavior Contract ● Assign a mentor to monitor student progress toward the established goal
<p>Review Data to Identify Individual Student Concerns — Teams review data to identify individual students who are failing to demonstrate expectations and/or social skills</p> <ul style="list-style-type: none"> ● Ensure team-wide procedures which encourage pro-social behavior are in place and consistently applied ● Address academic deficits which may be contributing to student misbehavior ● Address social interactions which may be contributing to student misbehavior — staff/student, student/student ● Identify individual social skill deficits for the purpose of alerting Tier Two 	<ul style="list-style-type: none"> ● Analyze and Respond to Progress Monitoring Data — Teacher/team/counselor meet weekly to evaluate intervention effectiveness and monitor the generalization of learned skill (group→classroom→common areas) <ul style="list-style-type: none"> ● Skill Set Group: Low Level Referrals, Office Referrals, counselor attendance/records ● Focused Group: Daily Progress Monitoring Cards, counselor attendance/records, team meeting minutes ● Individual Skill Development: Daily Progress Monitoring Cards, counselor attendance/records, weekly observations 	<p>Implement a Behavior Support Plan to Teach a Functionally Equivalent Replacement Behavior (FERB) — Administrator, teacher(s), counselor, parent implement an individualized behavior plan to formally address: Environmental predictors and modifications, Functionally Equivalent Replacement Behaviors (FERBs), Curriculum modifications, Reinforcement system, Reactive strategies, Behavior goal(s), Communication systems</p>
		<p>Analyze and Respond to Progress Monitoring Data — Teacher/team/counselor meet weekly to evaluate student progress toward individualized goals</p> <ul style="list-style-type: none"> ● Daily Progress Monitoring Card ● Attendance: daily by period, skill group, mentor meetings, etc. ● Low Level, Office Referrals, suspensions ● Formal observation records
		<p>Consider –</p> <ul style="list-style-type: none"> ● Alternative Placements - Contact the Student Services Division for placement options ● Formalized Individual Assessment - contact the Special Education Department for further information

Data-driven Decision Making

“Schools that are safe, effective, and violence free are not created by accident. They are environments where considerable effort has been made to build and maintain supportive school cultures. Part of this effort consists of evaluating and monitoring the types of behaviors students are exhibiting. Office Referrals are used by schools throughout the nation as one method for managing and monitoring disruptive student behavior. Referrals are more than an index of student behavior; they are an index of the consistency and quality of the school’s discipline system.” (2005, Sprague & Golly. Best Behavior: Building Positive Behavior Support in Schools. Sopris West).

Data Protocol

It is important to have a process for reviewing the behavior data monthly in order to proactively address behavior concerns before they become a problem. By reviewing and sharing the behavior data allows the PBIS Team to share with the school staff the areas of concerns, but more importantly to celebrate areas of success. It is recommended the PBIS team have a facilitator who leads the team through the review, a recorder to document the issues/problem and solution, as well as a data analysis.

Tier I: Tier I PBIS Leadership Team

	Members	Team Responsibilities	Roles
Tier I	<ul style="list-style-type: none"> ● Administration ● Teacher(s) ● Counselor(s) ● Classified ● Clerical ● Campus Security ● Special Education ● Mental Health/School Psychologist ● Interventionist ● TOSA ● Other 	<ul style="list-style-type: none"> ● Utilize collaborative team practices ● Collect and organize school-wide data ● Review and analyze school-wide academic/behavior/attendance data ● Utilize continuous improvement process/unified improvement plan goal ● Ensure implementation of district literacy, math, and social emotional/behavioral plans ● Identify professional development needs ● Install needed resources and schedules ● Monitor action plan integrity ● Communicate and distribute data to appropriate teams and staff 	<ul style="list-style-type: none"> ● Case Coordinator ● Data Collector ● Scribe

Tier I and PBIS Focus

- Safe, predictable, consistent student experience conditions
- All students
- All classrooms
- Universal Screening
- Professional Development
- Restorative Practices/Classroom Circles
- SEL and relationships
- Campus Expectations and PBIS tenets

PBIS Site Coordinator and PBIS guiding coalition

Role of the Teacher on Special Assignment (TOSA)

- Coach on the school climate/Tier 1 Teams.
- Facilitate professional development trainings.
- Help staff unwrap PD skills in the classrooms by assisting teachers in infusing RP/SEL/Mindfulness strategies into content based lessons, lesson planning support, modeling lessons, team teaching, providing resources, strengthening Tier 1 structures in the classroom/classroom management, developing sustainability, etc.
- Assistance provided upon teacher request.
- Provide Data to sites as needed

How do students access Tier II services?

1. Office Discipline Referrals
2. Staff Requests
3. Universal Screening Tools (examples mentioned are SRSS and SAEBRS)

This basic foundation should have a “problem solving” approach for mindset work around behavior and academic interventions (not just a focus on forms and systems/structures that focus on moving students from Tier I to Tier II and so on) and always focused on early prevention, intervention, and progress monitoring.

Student Support Team (SST) Personnel

Administrator
Classroom Teacher(s)
School Counselor
Special Education
School Psychologist/Mental Health/Social Worker
Special Education
Interventionist
Others as appropriate

Ways to Transition from Tier I to Tier II

ODR (Office Discipline Referrals)
Staff Request Form
Universal Screening

Student Areas to Focus on:

Behavior/ Referrals
Attendance / Truancy
Grades/Credits
Literacy
Numeracy
Social Personal Skills

Areas to Focus on:

Building Relationships (Student & Staff)
Define Expectations
How to Teach Expectations
Acknowledgement System
Administrative Support (Additional Layers of support)

SECTION 3: POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS - TIER II

Multiple methods are used to identify students in need of Tier II interventions. No single method is likely to identify all students who may need Tier II supports. Students with externalized and/or internalized problem behaviors and/or academic struggles may be identified for Tier II supports.

Considerations

It is important to note that students should not receive Tier II services unless Tier I systems are established with fidelity within the environment in which a student is exhibiting behavior. If Tier I is not in place, the focus of intervention should be at the Tier I level (i.e. environmental changes, refining reinforcement systems for acknowledging desired behavior, strengthening relationships, strengthening community).

Tier II roles

Tier II: Who serves on your Tier II Intervention Team?

1. School Administrator
2. School Psychologist
3. Interventionist
4. School Social Worker
5. Other

	Members	Team Responsibilities
Tier II	<ul style="list-style-type: none"> ● <i>School Administrator</i> ● <i>School Psychologist</i> ● <i>Interventionist</i> ● <i>School Social Worker</i> ● <i>Other</i> 	<ul style="list-style-type: none"> · Provide support for staff who implement Tier II interventions · Make decisions about students receiving Tier II interventions · Monitor process, interventions, and fidelity of Tiers I and II · Meet regularly to review progress-monitoring data for students in Tiers II · Communicate information about problems and successes to building leadership team

Considerations for Students in Need of Intervention

Factor	What are We Using to Monitor in KHSD?
Academic/Credits	Synergy: Grades, Transcripts, Progress Reports
Behavior	Office Discipline Data (ODR), Synergy, minor (classroom managed) or major (office managed)
Attendance	Steps, SART, SARB
Personal-Social/SES variables	Tier II Team, Counselor, CUM Folder, FRE status/SES status, Staff Feedback
Literacy	STAR Renaissance, Accu Placer, and Teacher Observation
Numeracy	STAR Renaissance, Accu Placer, and Teacher Observation

Sources for Identifying Students for Tier II Supports

How do students access Tier II services?

1. Office Discipline Referrals
2. Staff Requests
3. Universal Screening Tools (examples mentioned are SRSS and SAEBRS)

Office Discipline Referrals (ODRs)

Office Discipline Referrals (ODRs) are a general indicator of externalized behavior. School sites should establish decision-making criteria for the number of referrals a student must receive within a given time period before consideration for Tier II. Therefore, the school may maximize available resources and interventions. Generally, receiving four or more ODRs in a four week time period should trigger consideration for support in a high school setting.

Student Risk Screening Scale (SRSS)

The SRSS is a universal screener designed to efficiently identify students with internalized and externalized behaviors that need more support and interventions. The screener is research based and has validated practical suitability for use in K–12 grade settings. The screening takes roughly 10–15 minutes. The screening tool is used by the Tier I team to identify potential candidates for Tier II support. The Tier I coordinator is in charge of collecting data. “The SRSS is not intended as an assessment of static traits or personality, and it is not used to determine eligibility or access to programs such as special education. It should be used as one of many data sources to inform instruction and to indicate student risk.” (Michigan’s Integrated Behavior and Learning Support Initiative)

Requests

Requests are made directly by staff and/or parent who have identified students who may need additional support and services. Staff should be encouraged to utilize requests for service for students displaying internalized behaviors. Students displaying externalized behaviors should be identified through the SRSS and ODRs.

Other Consideration

The purpose of these screening tools and/or strategies is to accurately identify students in need of Tier II supports prior to students failing and/or disengaging from instruction. Many schools have identified other sources of information that are useful in determining which students may be in need of additional support. Some of these sources include health office logs, attendance, and cum file.

Role of KHSD Interventionist

- Interventionist will screen and identify students in need of additional social, behavioral, or mental health support.
- Interventionist will use data to evaluate and connect a student’s need to possible evidence-based interventions.
- Interventionist will provide evidence-based, targeted interventions that include increased instruction in cognitive skill areas (including problem-solving skills, executive functioning, and social emotional competencies), opportunities to practice skills outside of the intervention setting, and progress monitoring tools. Some of these interventions include Brief Intervention, Forward Thinking, ART, C.A.T. (Anxiety Group), Why Try, Check-in-Check-out (CICO), Restorative Circles/Practices, My Journey (Grief Group), and Social Skills.
- Interventionist will determine and utilize fidelity measures to evaluate the identification of students, assessment of need, implementation of interventions, progress monitoring, and outcomes.
- The Interventionist will review Tier 2 Interventions at regular intervals, both in terms of fidelity of implementation and in terms of student progress. Students receiving Tier II interventions maintain full access to Tier I structures and supports.

Description of Tier II Interventions

Tier II interventions are chosen by the Tier II team after conducting a needs assessment that includes a review of existing data and the potential gathering of new data through the Tier II team. Once the need of the student is determined (i.e. lagging skill needs, new skill development needs, function of behavior, Strengths and Difficulties Questionnaire, etc...), a Tier II intervention is selected to match student need. Each intervention included the following critical characteristics:

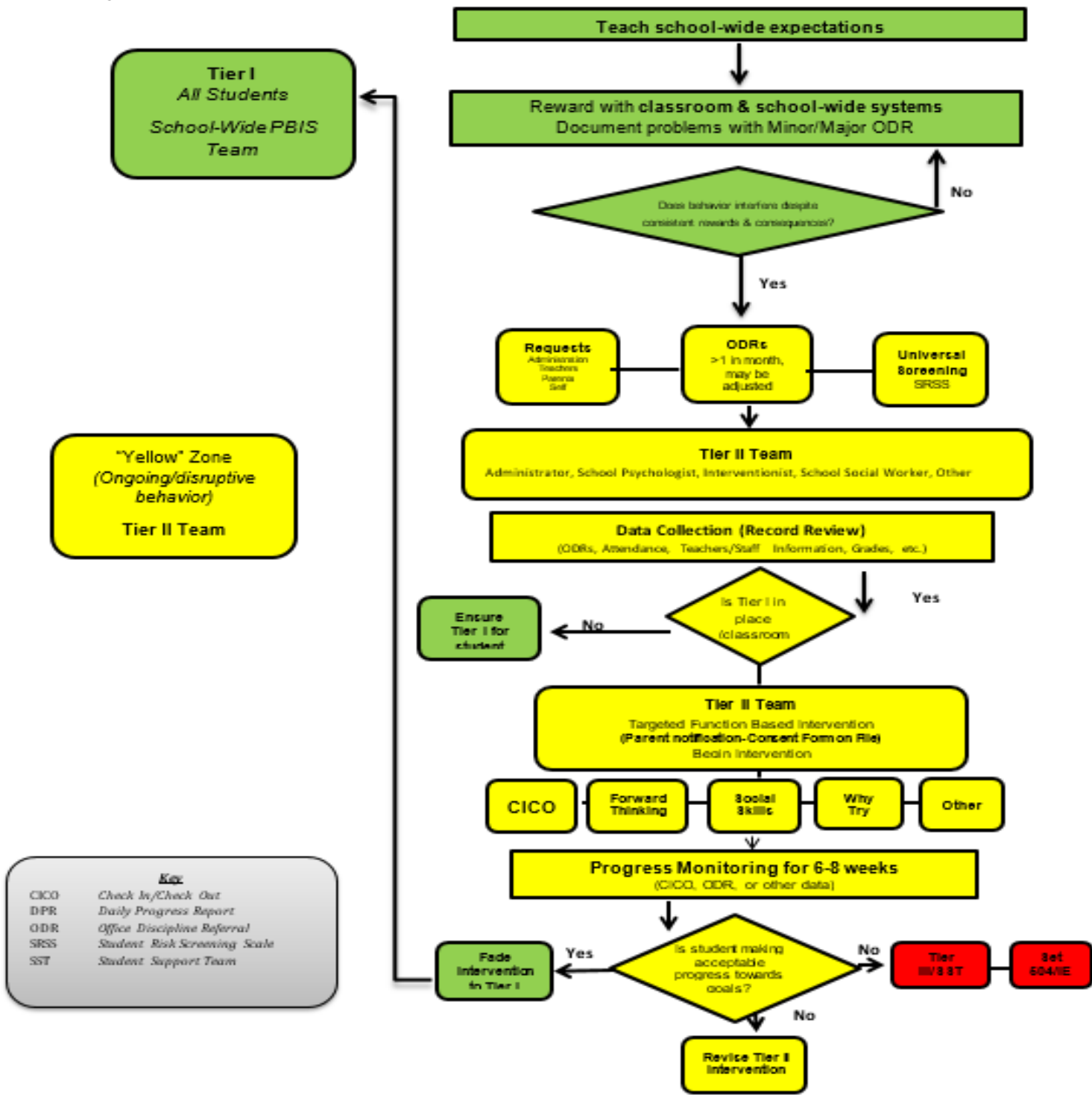
- Additional instruction or time for student skill development
- Additional structure or predictability to the environment
- Increased opportunities for feedback

In addition to the above critical features, each Tier II intervention contain one or more of these basic characteristics:

- Explicit teaching of skills
- Structured prompts
- Opportunities or practice of skills or replacement behaviors
- Frequent feedback and reinforcement
- A plan to generalize skills taught within a small group setting to the natural environment
- A system for communication with the home
- Focus on building and maintaining genuine relationships

Tier II interventions are reviewed at regular intervals, both in terms of fidelity of implementation and in terms of student progress. Students receiving Tier II interventions maintain full access to Tier I structures and supports.

KHSD PBIS- Flowchart for Tier II Support



Tier II Interventions may include:

- Brief Intervention
- Aggression Replacement Training (ART)
- Why Try
- Forward Thinking/Interactive Journaling
- Safe Schools/Peer Mentoring
- Conflict Mediation
- TETRIS
- Mentoring
- Family Engagement/Home Visits
- Grade/Attendance Checks
- Targeted Tutoring/Academics
- Check In-Check Out (CICO)
- Restorative Circles/Practices
- The C.A.T. Project
- Small Groups
 1. Substance Abuse
 2. Coping Skills
 3. Social Skills
 4. Grief Group

Description of Interventions (Evidence Based Tier II)

- ***Aggression Replacement Training (ART)***
 - Aggression Replacement Training is a comprehensive cognitive behavioral intervention for aggressive youth. It provides 10 weeks of group training sessions for each of three coordinated and integrated components: Social Skills Training, Anger Control Training, and Moral Reasoning.
- ***Brief Intervention***
 - Brief intervention is designed to motivate individuals at risk of substance abuse and related health problems to reduce and change their behavior by helping them understand how their substance use puts them at risk. It is divided into three sessions.
- ***The C.A.T. Project***
 - The C.A.T. Project is a small group program for adolescents with anxiety. It is cognitive-behavioral in nature, and provides psychoeducation and requires exposure tasks. The program provides education about anxiety, skills for identifying and managing anxiety, and an approach to face one's fears and develop mastery. The overall goal is emotional adjustment.
- ***Check In-Check Out (CICO)***
 - CICO is standardized monitoring intervention that increases positive adult contact while providing frequent feedback, daily home-school communication, and positive reinforcement contingent on meeting behavioral goals.
- ***Community Resources/Referrals (Social Worker)***
 - Community resources/referrals is a systems approach to establish and integrate a network of Student Behavior and Supports between the school, family, and community. They can be in the areas of prevention, intervention, advocacy and treatment.
- ***Conflict Mediation***
 - Conflict mediation is aimed at teaching students more constructive means of handling conflict. I-statements, ground rules and a mediator are imperative to, exploring possible solution options, selecting solution options, and reaching an agreement.
- ***Family Engagement/Home Visits***
 - Family engagement/home visits allow access to difficult-to-reach families; minimize barriers to support, and gain an understanding of a family's ecological context while emphasizing the importance of the family's role in their student's academic success.

- **Forward Thinking/Interactive Journaling**
 - Interactive Journaling is a structured and experiential writing process that motivates and guides youth toward positive life change. This cognitive behavioral curriculum has nine different journals that offer a variety of strategies for facilitating one-to-one and group sessions.
- **Grade/Attendance Checks**
 - Grade/Attendance checks can help gauge where a student is at in their academic career. Absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with a bully or facing some other potentially serious difficulty.
- **Mentoring: grade 9-10 with faculty on site**
 - On site mentoring programs engages and empowers youth to increase resiliency, positive behaviors, and healthy decision-making through outside organizations such as, AmeriCorps and Garden Pathways.
- **My Journey Greif Curriculum**
 - This curriculum is designed to walk children through the stages of grief and celebrate their progress by focusing on feelings, beliefs, stories, changes, balance, connection, and memories.
- **Peer to Peer Mentoring**
 - Peer mentoring is a developmental intervention meant for youth to provide support and serve as role models for one another. This form of support can be improving academic skills, resolving interpersonal problems (peer education; peer assistance), or addressing personal problems.
- **Restorative Circles/Practices (TBD)**
 - Restorative circles/practices are reactive, consisting of formal or informal responses to incidents after it occurs. They foster safe learning environments through community building and constructive conflict resolution and can be seamlessly integrated into the classroom, curriculum and culture of schools.
- **Small Groups**
 - Small groups will be varied and depend on the need of each individual school site. Small groups teach teamwork ability, improves self-directed learning, enhances student-faculty and peer-peer interaction, develops self-motivation, allows the student to test their thinking, and helps with acceptance of personal responsibility for own progress.
- **Targeted Tutoring/Academics**
 - Targeted Tutoring/Academics provides targeted academic assistance for students to be successful in their academic classes and career.
- **TETRIS**
 - TETRIS is a tool provide teachers and school staff with tools to identify, recognize, refer, and support students with mental health needs in a respectful and culturally responsive manner.
- **Why Try**
 - Why try is a strength-based approach to helping youth to overcome their challenges and to improve truancy, behavior, and academics outcomes. It is based on solution focused brief therapy and multisensory learning.

Progress Monitoring

Progress monitoring is a systematic approach to gathering academic and behavioral information using a variety of data collection methods. Methods used to monitor student progress should be determined before student begins an intervention. Commonly, progress-monitoring forms completed by Intervention Specialists provide a flexible method of gathering and recording data on student progress. Office Discipline Referrals (ODRs) may also be used to monitor progress concurrently or as a stand-alone measure.

Consistent progress monitoring is essential to successful implementation of Tier II interventions as it allows the Tier II team to obtain data for decision-making and refinement of Tier II systems. Approximately 6 to 8 weeks are needed for successful completion of an intervention. As such, data should be collected on all students receiving Tier II interventions. Pre and post-tests will be given to each student receiving a Tier II, evidenced-based intervention. This will assist the interventionist and the Tier II team in measuring the learning received during the intervention, as a result of comparing what the student knew before (pretest) and after the intervention (post-test). The Tier II team should use the data to evaluate the progress and make decisions.

The focus for all tiers (especially Tier 1) should always be a “problem solving approach” and not just trying to change forms or update binders so that that we move kids into the second tier for support/intervention. This should be an authentic focus on relationships, social-emotional learning, PD, classroom instruction, precision partnering, Professional Learning Community teams, class swaps, counselors, progress monitoring, using data regularly and often, use of existing campus supports (community specialist, parent & family centers, etc...) within the Tier 1 structure on campus.

SECTION EVALUATING FIDELITY OF TIERED SYSTEMS OF INTERVENTION

Tools for measuring fidelity for implementation:

1. Team Implementation Checklist (TIC)
2. Tiered Fidelity Inventory (TFI)
3. Self-Assessment Survey (SAS)

TFI gives teams a single yet valid and reliable survey to guide implementation and sustained use of PBIS. The TFI not only addresses all three tiers, but also focuses on those elements of PBIS that are most essential to achieving student outcomes.

Schools may take the TFI as

- 1) An initial assessment to determine if they are using, or need
- 2) A guide for implementation of Tier I, Tier II, and/or Tier III practices
- 3) An index of sustained PBIS implementation
- 4) A metric for identifying schools for recognition within their implementation efforts

SECTION 4: POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS - TIER III

School Site team

Tier III is part of a continuum of interventions that progressively increase in intensity and length, as well as guide implementation to ensure practices are supported at all three tiers of MTSS/PBIS. Interventions are not only tailored to the individual student, but also layered depending on the need. The focus of Tier III is (1) teach lacking skills (ex: Teaching Skills) (2) enhance developmental assets (3) support behavioral needs. (ex: behavioral assessments).

Team members

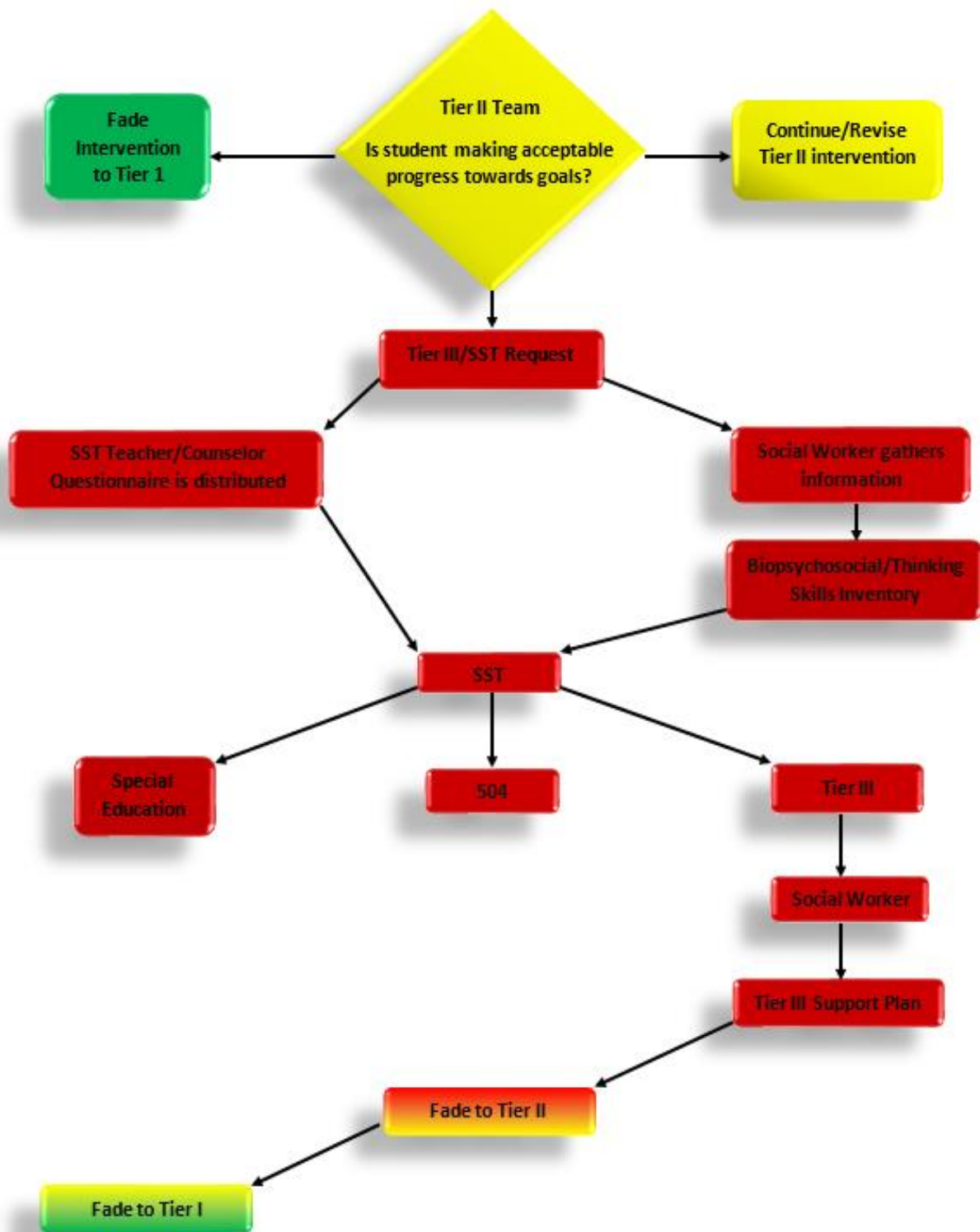
	Members	Team Responsibilities
Tier III	<ul style="list-style-type: none"> ● <i>School Administrator</i> ● <i>School Psychologist</i> ● <i>School Social Worker</i> ● <i>Interventionist</i> ● <i>Others as appropriate ex: Intervention Counselor, Mental Health Clinician, Behaviorist</i> 	<ul style="list-style-type: none"> ● Identify prior interventions and supports ● Use specific samples of the student’s work when explaining any strengths, weaknesses, or means of improvement ● Specific examples of student’s behavior should also be used to explain his/her level of development, socialization, and personal adjustment ● Explain any evaluation process (formal and informal) ● Develop treatment/behavior support plan or wraparound services ● Monitor process, interventions, and fidelity of Tier III

How Student’s Access Tier III

When students do not respond well to Tier II interventions or a clear need is identified, the Tier II team, counselor, and parent/guardian may make a referral for Tier III services. The social worker will gather information through a Biopsychosocial Assessment and/or a Thinking Skills Inventory. The SST Questionnaire is distributed to the student’s teachers and counselor in preparation for the SST meeting. The social worker will gather more information from the SST to create the Tier III Support Plan. Services are modified as needed and when the student has made acceptable progress toward goals, they are transitioned back to Tier II and finally to Tier I.

Tier II – Tier III

Flowchart



Team Roles and Responsibilities

The primary function of the Tier III team is a problem-solving team. The team evaluates personal, home, academic, and community factors and resources that impact the student's functioning at school. In addition to this, the team looks for patterns, prior interventions, student strengths, and outside agency collaboration. This information is called a needs assessment. The team uses this needs assessment to develop, with the student and family, a multi-element Tier III support plan (TSP) and monitoring system. This plan is created based on the individual needs of the student and addresses severity, complexity, and environment. This plan can have elements of Tier I Tier II, Tier III, and included in it. The plan will focus on increasing quality of life and decreasing the effectiveness, efficiency, and relevance of problem behavior. Because of the individualized nature of the plan, the elements of the process, data, and goals, progress monitoring and outcomes will vary by student need. A crucial element of this plan will be focused on fading the support and transitioning the student to a lower support tier level.

Role of KHSD School Social Workers

- School social work is a specialized area of practice within the broad field of the social work profession.
- School social workers bring unique knowledge and skills to the school system and the student services team.
- School Social Workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrators as well as provide individual and group counseling/therapy.
- School social workers are instrumental in furthering the mission of the schools which is to provide a setting for teaching, learning, and for the attainment of competence and confidence.
- School social workers are hired by school districts to enhance the district's ability to meet its academic mission, especially where home, school and community collaboration is the key to achieving student success.

School Social Workers (SSW):

School Social Workers are trained mental health professionals with a master's degree in social work who provide services related to the student's social-emotional adjustment to school, family, community and society. SSW's are the link between the home, school and community. They provide direct and indirect services to students, families and school personnel to promote and support the academic and social success of students.

Role & Function:

School Social Workers have a multifaceted role. SSW's provide services unique to school setting. There is assessment and consultation within the school team. There is direct work with students and parents individually and in groups. The key to all services is the assessment. The assessment is a systematic way of understanding what is taking place in relationships in the classroom, within the family, and between the family and school. The SSW looks for units of attention-places where intervention will be most effective. SSW's Services Aimed at Improving Student Outcomes: A Multi-Tiered Approach:

Tier 1: Primary Prevention

- Parent engagement through outreach
- Provide school-wide interventions
- Support Positive School Climate
- Offer professional development opportunities for students, parents, and school staff
- Eliminating Barriers to Learning through early identification of mental health issues
- Youth Asset Development

Tier 2: Secondary Prevention

- Tier II Team for PBIS-MTSS (and linkage for Tier III and SST) and partner with the team and school psychologist assigned to MTSS-PBIS work
- Diversion Programs for at-risk youth

- Provide classroom consultation
- Conflict mediation and anger management
- Crisis response/intervention and support
- Delivery of Cognitive Behavioral Intervention groups
- Aggression Replacement Training
- Forward Thinking Interactive Journaling
- Brief Intervention (Substance Abuse)
- Coordinate and Deliver parent education classes

Link students/families to community resources that meet the student's needs including, but not limited to:

- After-school programs
- Substance Abuse Counseling
- Mental Health Services
- Mentoring & Tutoring programs
- Youth Leadership Development programs
- Collaborate with Inter-disciplinary teams (e.g. IEP/504 meetings, SARBs, SAP, etc.)

Tier 3: Intervention

- Bio-Psycho-Social assessments, Intervention plans, Case Management, Monitoring/Supervision (including home visits and classroom observations)
- Individual, group, and family counseling
- And other Tier 2 services as required

WHY do today's schools need School Social Workers?

Children today are increasingly victims of many social forces that negatively affect their role as students. The family is in a state of change and until it becomes stabilized, in whatever form, children's unmet physical and emotional needs will continue to interfere with their ability to learn and adjust in school.

WHO are School Social Workers?

School Social Workers are trained mental health professionals with a degree in social work who provide services related to a person's social, emotional and life adjustment to school and/or society. School Social Workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success.

WHAT are some of the specific services that School Social Workers provide?

RELATED SERVICES:

- Participating in special education assessment meetings as well as individual Educational Planning Meetings
- Working with those problems in a child's living situation that affect the child's adjustment in school. (home, school, and community)
- Preparing a social or developmental history on a child with a disability.
- Counseling (group, individual and/or family)
- Mobilizing family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program
- Assisting in developing positive behavioral intervention strategies.

SERVICES TO STUDENTS:

- Providing crisis intervention.
- Developing intervention strategies to increase academic success.
- Assisting with conflict resolution and anger management.
- Helping the child develop appropriate social interaction skills.
- Assisting the child in understanding and accepting self and others.

SERVICES TO PARENT/FAMILIES:

- Working with parents to facilitate their support in their children's school adjustment.
- Alleviating family stress to enable the child to function more effectively in school & community.
- Assisting parents to access programs available to students with special needs.
- Assisting parents in accessing and utilizing school and community resources.

SERVICES TO SCHOOL PERSONNEL:

- Providing staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior.
- Assessing students with mental health concerns.
- Developing staff in-service training programs.
- Assisting teachers with behavior management.
- Providing direct support to staff.

SCHOOL-COMMUNITY LIAISON:

- Obtaining and coordinating community resources to meet students' needs.
- Helping school districts receive adequate support from social and mental health agencies.
- Advocating for new and improved community/school service to meet the needs of students and families.
- Helping the system respond effectively to each child's needs.

SERVICES TO DISTRICTS:

- Assist in developing and implementing educational programs for exceptional children
- Developing alternative programs for drop-outs, truants, delinquents, etc.
- Identifying and reporting child abuse and neglect.
- Providing consultation regarding school law and school policy including IDEA and Section 504.
- Providing case management for students and families requiring multiple resources

School Psychologists

Typically, school psychologists work primarily with populations with special needs. School psychologists evaluate students (performing academic and psychological assessments) who have been identified as potentially qualifying for special services and developing support strategies. They also have significant roles in monitoring the progress of identified special needs students and planning academic and socio-emotional interventions. In California, licensing for educational psychologists is handled by the Department of Consumer Affairs of Behavioral Sciences, which is the same department that regulates licensure for marriage and family therapists, clinical counselors and clinical social workers. In California, you will need a minimum of a Master's degree in Psychology, Educational Psychology or School Psychology, with at least 60 semester hours of postgraduate work in Pupil Personnel Services.

School Guidance Counselors

School counselors' work focuses on the entire student population and helping students in areas of academic achievement, as well as personal, social and career development. Job duties of a school counselor might include planning individual student academic programs, providing counseling to students with disciplinary problems, working with teachers to develop better classroom management techniques, and analyzing and interpreting student records. In California, school counselors are licensed and regulated by the Commission on Teacher Credentialing. In order to become a school counselor, you will need a minimum of a Master's degree in School Counseling, consisting of 48 semester units and a practicum. To become licensed as a school counselor in California, you will have to apply for the Pupil Personnel Services Credential in School Counseling.

School Social Workers

School Social Workers are trained mental health professionals with a master's degree in social work (MSW) who provide services related to a person's social, emotional and life adjustment to school and/or society. School Social Workers assess home, school, personal, and community factors that may affect a student's learning. They identify and provide intervention strategies for children and their families including counseling, case management, and crisis intervention, consult with teachers, administrators and other school staff regarding the social and emotional needs of students, and coordinate family, school and community resources on behalf of students. In California, licensing for social workers is handled by the Department of Consumer Affairs of Behavioral Sciences. School social workers may also hold a Pupil Personnel Service: School Social Work Credential.

Sources: PBIS.org, National School Social Workers Association, and contributing authors (2015)

Needs Assessment

Students who exhibit intense and/or chronic mental health or behavioral needs may require specially designed and individualized interventions to match the demonstrated mental health needs and/or function of the behavior. A comprehensive **needs assessment** is utilized to determine the specific needs of the student.

A needs assessment is a systematic process to determine the needs and gaps of services for Tier III students. These different tools are most often used in conjunction to encompass the behavior, family history, mental health, environment and most importantly, student strengths to help make the best determination of supports. Each tool is designed to look at some aspect of the whole child with strategic and intentional goal(s) to be beneficial for the student's success.

Functional Assessment of Behavior

The Functional Assessment Checklist for Teachers and Staff (FACTS) is a two-paged interview designed for school personnel to build behavior support plans. The FACTS is intended to be the initial functional behavior assessment for "basic" behaviors (non-dangerous, chronic problem behaviors). It is used to build behavior support plans or guide a more complete functional assessment effort when the student is engaging in dangerous and/or significantly complex behavioral patterns. The FACTS can be completed by a team III tier member who knows the student the best.

Biopsychosocial

The biopsychosocial assessment refers to a specialized model that obtains information about the major physical (biological), psychological, and social issues of the individual. This is a holistic approach since it posits that separate issues are often related. Knowledge about these various domains helps school social workers identify how the social systems in which students live and how the impact of these systems have on their mental health.

Thinking Skills Inventory

Solving problems and responding to life's demands requires thinking skills. If a child doesn't have the skills to handle a problem or expectation adaptively, the result will likely be some form of maladaptive or challenging behavior. This inventory tool helps identify the chronic problems adults have with the child or the demands that trigger the child (*triggers and unsolved problems*) and the skills the child lacks that s/he would need to handle those unsolved problems/triggers more adaptively (*skill deficits*).

Case Management

Case management services will be utilized to coordinate external support and resources for planning and implementing community based interventions. The school social worker will function as the district staff member who coordinates care between external support agencies and resources, and the school site. Case management services are driven by needs identified based on a Biopsychosocial assessment conducted by school social worker. The school social worker will create an individualized care plan, which may consist of extensive and coordinated support based on feedback from formal and natural supporters on the student's Tier 3 team. The Tier 3 team will meet regularly to monitor achievement

of desired outcomes and update plan as needed.

Tier III Support Plan

A Tier III Support Plan (TSP) is used to document the specific positive interventions, strategies and supports for students whose behavior requires systematic treatment from service providers other than the teacher due to the emotionally driven nature of the problem. It specifies how the student will be taught to manage or overcome intense emotional responses to stress provoking stimuli in an educational environment. The TSP is developed after a needs assessment is conducted with the student (Functional Assessment of Behavior, Biopsychosocial and Thinking Skills Inventory), and includes input from the Tier III team, SST meeting, parent and/or guardian and student. The primary plan implementers are support staff (e.g., school psychologists, school social workers, licensed mental health providers) who provide direct therapeutic treatment, often to restructure how students think and regulate or manage their feelings in response to emotion-provoking situations. Mental health staff often play the primary role in treatment, yet the TSP specifies how instructional staff should manage the emotionally driven behavior during the treatment period as well. Progress monitoring data will be gathered to examine gradual change in behavior over time. This data will help the team decide whether or not to make changes to the TSP, provide reinforcement for skill acquisition, generalization and maintenance over time.

Tier III TSP includes the following components:

- Assessment data that includes academic, behavioral, medical, and mental health strengths and needs (as relevant)
- Quality of Life (QoL) needs/goals and strengths
- Hypothesis statement that includes an operational definition of the problem behavior, identification of antecedents and description of the function of the behavior
- Prevention of the problem behavior through environmental adaptations
- Teaching plan to help student acquire missing skills
- Consequence-oriented interventions that remove the reinforcement of the problem behavior and provide reinforcement of desired behavior and/or skill acquisition
- Plan to address safety (if appropriate)
- Process to address progress monitoring and fidelity of implementation
- Goals related to acquisition of skills/desired behavior
- Linkage with outside agencies (as required)
- Inclusion of Tier I and II interventions as appropriate
- Case management process to monitor student progress over time and adjust plan as needed

Fidelity

Fidelity implementation refers to the degree to which an intervention or program is effectively reaching its intended goal and is vital to improving student outcomes. Fidelity measures at the tier III level are used to assess, ensure, and evaluate accurate delivery of support plan interventions. Aggregated data will be collected and reported to tier III staff on at least a monthly basis on fidelity of the support plan implementation and student progress towards support plan goal. Tier III team discussions about the level of implementation are intended to examine, and problem solve strategies in the student support plan as well as stimulate dialog over the quality and appropriate fit of the support plan. Support plans may be modified to improve fidelity implementation as well as to improve student outcomes.

Progress Monitoring

Data collecting is imperative to Tier III individual supports. The collection of data based decision-making is a continual process. Progress monitoring will utilize data from Tier I and Tier II data (e.g. office discipline referrals (ODRs), grades, attendance, and teacher feedback). This data will be presented to the Tier III support team, student, and parent/guardian when they meet at least every 6-8 weeks. The Tier III support team, student, and parent/guardian will meet to review the progress monitoring data and determine if there is progress or no progress. If the Tier III support team, student, and parent/guardian believes that the desired outcome is being reached, a collective decision will be made to continue the current plan and/or fade parts of the plan. If the desired outcome has not been met, then the Tier III support team will first check implementation fidelity and if fidelity is low, address the reason. For example, if the plan is not working interventions can be edited, postponed to allow a longer implementation period to see if behavior will change, or review other interventions. If implementation of fidelity is high, the Tier III support team, student, and parent/guardian can decide whether to increase the intensity of the plan (e.g. reinforcements more often and frequently) and/or change the intervention(s) to get more effective results.

Linkage

The Kern High School District (KHSD) is dedicated to maximizing student success and ongoing communication among all stakeholders is the key to making sure our students are supported to the best of our ability. KHSD works to relentlessly enhance and support student services on each campus, and that will include a comprehensive, multifaceted, and integrated continuum of school-community interventions for students in KHSD. As students' progress in a tiered student support structure, often times Tier III students need intensive case management and wrap-around services that require interagency cooperation and facilitation.

In 2016, KHSD created the first-ever Interagency Facilitation Advisory Council (IAFAC) and the council is an independent, non-partisan, and broadly representative body consisting of a balanced mix of the diverse interests that are affected by student support needs in the community. The charge of the IAFAC is to offer advice and support for the Kern High School District and focus on coordination of services, leveraging of existing district and community resources and partnerships, and alignments of systems to benefit KHSD students and families.

KHSD will strive to coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Our mission is to provide programs and services to allow ALL students to graduate from high school prepared to succeed in the workplace or at the postsecondary level, and IAFAC is comprised of valued interagency community partners that will work diligently to improve educational outcomes and opportunities for students and their families.

See Interagency Facilitation Advisory Council Contact Sheet in the Resources and Information section of this handbook.

SECTION 5: FREQUENTLY ASKED QUESTIONS (FAQ)

Is there evidence to support the validity of analyzing Office Discipline Referral data?

Yes there is. "Schools that are safe, effective and violence free are not created by accident. They are environments where considerable effort has been made to build and maintain supportive school cultures. Part of this effort consists of evaluating and monitoring the types of behaviors students are exhibiting. Office Referrals are used by schools throughout the nation as one method for managing and monitoring disruptive student behavior. *Referrals are more than an index of student behavior; they are an index of the consistency and quality of the school's discipline system.*" (2005, Sprague & Golly. *Best Behavior: Building Positive Behavior Support in Schools*. Sopris West)

Whose responsibility is it to review school-level discipline data?

It is the responsibility of site coordinators and PBIS teams to habitually review site-level discipline data for the purpose of: 1) evaluating the effectiveness of school-wide systems, 2) identifying areas of concern (i.e., problem behaviors, locations, grade levels, etc.), 3) implementing specific interventions, and 4) monitoring intervention effectiveness.

Why is there a fidelity measure?

No single method is likely to identify all the students who may need Tier II and Tier III supports. It is not necessary to exhaust all possible identification methods, but it is recommended that schools select and use multiple screening methods to identify the students in need of additional support. The screening methods selected should be efficient in terms of cost and time requirements from school personnel.

TEAMS AND TEACHERS ARE CRITICAL FOR SUCCESS!

A common misperception is that these strategies will "fix" the student and the classroom teacher does not need to be an active participant since "specialists" or outside staff are often involved in the intervention – it is important to stress that these interventions will require high level of involvement among ALL staff within the school building (Lewis, 2009).

SECTION 6: RESOURCES AND INFORMATION

Resource	Link
PBIS Chat Blog	http://www.clsteam.net/blog/
Collaborative Learning Solutions	http://www.clsteam.net/blog/
PBIS	http://www.pbis.org/
PBIS Chat Room/Blogs	http://pbischat.blogspot.com/?m=0
Multi-Tiered Systems of Support	http://www.florida-rti.org/floridaMTSS/index.htm
Student Behavior and Supports KHSD	http://instruction.kernhigh.org/student-support-services/
Central California Children’s Institute @ Fresno State	http://www.fresnostate.edu/chhs/ccci/
Multi-Tiered Systems of Support	http://flpbs.fmhi.usf.edu/pdfs/RTIB%20Guide%20101811_final.pdf
Growth Mindset	http://mindsetonline.com/whatisit/about/
Kern County Network for Children	http://kern.org/kcnc/links/
Social Emotional Learning (CASEL)	http://www.casel.org/social-and-emotional-learning/
Kern County Superintendent of Schools, School-Community Partnerships	http://kern.org/schcom/

Interagency Facilitation Advisory Council (IAFAC) Contact Sheet

<i>Agency</i>	<i>Name</i>	<i>Role</i>
Kern County Department of Human Services	Pam Holiwell	Assistant Director
Kern County Department of Human Services	Emily Stewart	Foster Youth Liaison
Kern County Department of Mental Health	Jennie Sill	Behavioral Health and Recovery Administrator
Kern County Department of Mental Health	Jason Giffard	Supervisor
Kern County Sheriff's Department	Brian Wheeler	Chief
Kern County Probation Department	Bill Dickinson	Juvenile Programs, Division Director
Bakersfield Police Department	Lyle Martin	Assistant Police Chief
Kern County Public Health Department		
Garden Pathways	Juan Avila	Director of Operations
Child Guidance Clinic	Tiffany Shephard	Program Administrator
Clinica Sierra Vista	Chris Reilly	Program Director
Kaiser Permanente (Behavioral Health)	Kristin Weber	Sr. Community Benefit Specialist
Community Action Partnership and 2-1-1	Lois Hannible	Program Manager
Bakersfield Behavioral Healthcare Hospital		

Kern High School District	Brian Mendiburu	Director of Student Behavior & Supports
Kern High School District	Bryan Campoy	Attendance/Truancy
Kern High School District	Sandy Niday	Director Special Education
Kern High School District	Michelle Blalock	District Foster Youth Liaison
Kern High School District	Melissa Jimenez	Lead School Psychologist
Kern High School District	Amy Greene, RN	Assistant Director Nursing Services, KHSD
Kern High School District	Stephen Granucci	Administrator Intervention & Supports
Kern High School District	Kim Reynolds, LCSW, PPSC	KHSD Lead School Social Worker, Tier III
Kern High School District	Monica Bonilla	KHSD Lead Interventionist
Kern High School District	Jeanette Lackey	KHSD TOSA Representative
Kern High School District	TBD	Student Behavior and Supports Coordinator

SECTION 7: FORMS

Note:

The forms in this section are *SAMPLES* that you may consider when implementing TIER II Interventions. Please feel free to modify or make changes to best fit your TIER II intervention model.



Staff Request Form

Kern High School District

School Site _____

CONFIDENTIAL: Please do not leave out for others to read

Student: _____ UID: _____ Grade: _____

Referring Staff: _____

Parent/Guardian: _____ Phone: _____

Check Appropriate Concerns for request:

Social-Emotional / Behavioral Concerns:	<input type="checkbox"/> Attitude or behavior <input type="checkbox"/> Needs encouragement <input type="checkbox"/> Family concerns <input type="checkbox"/> Physical changes <input type="checkbox"/> Smoking and/or drinking <input type="checkbox"/> Defiant of authority <input type="checkbox"/> Harassment of other students <input type="checkbox"/> Fighting and/or provoking a fight <input type="checkbox"/> Runaway <input type="checkbox"/> Abusive language <input type="checkbox"/> Other: _____	Notes:
Academic Concerns:	<input type="checkbox"/> Possible (more than 2 F's) <input type="checkbox"/> Excessive tardies <input type="checkbox"/> Excessive absences <input type="checkbox"/> Refuses to do homework <input type="checkbox"/> Continued classroom disturbance <input type="checkbox"/> Lack of preparations <input type="checkbox"/> Lack of motivation <input type="checkbox"/> Credit deficiency <input type="checkbox"/> Defiant to teacher <input type="checkbox"/> Other: _____	Notes:

Please describe your interventions:

<input type="checkbox"/> Met with student <input type="checkbox"/> Offered tutoring <input type="checkbox"/> Spoken to/met with parent/guardian <input type="checkbox"/> Other: _____	<input type="checkbox"/> Counselor Intervention: _____ <input type="checkbox"/> Behavioral intervention: _____ <input type="checkbox"/> Classroom/Instructional modification: _____
--	---

Additional Comments:

=====Form to be filled out by Intervention Specialist prior to Tier II meeting=====



Tier II Student Record Review Form

Kern High School District

School site: _____

=====Form to be filled out by Intervention Specialist prior to Tier II meeting=====

Name: _____ UID: _____ Grade: <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 DOB: _____ Counselor: _____	<p style="text-align: center;">Reason for Review</p> <input type="checkbox"/> ODR's <input type="checkbox"/> Staff Request: _____ <input type="checkbox"/> Universal Screening:
--	--

Student Support	Health/Medications						
<input type="checkbox"/> Special Education	<input type="checkbox"/> ELL Services						
<input type="checkbox"/> Section 504/IEP	<input type="checkbox"/> Migrant Services						
<input type="checkbox"/> Mental Health Services	<input type="checkbox"/> Foster/HML						
<input type="checkbox"/> After School Program	<input type="checkbox"/> Other: RL: Math:						
Grades	1	2	3	4	5	6	7
Quarter <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
Semester <input type="checkbox"/> 1 or <input type="checkbox"/> 2							

Current Credits: _____ **Deficient Credits:** _____

Attendance	1	2	3	4	5	6	7	Total
Tardy								
Absent/Cuts								

STEP Program: No Yes _____

Discipline History	9 th	10 th	11 th	12 th	Total Suspension Days
Suspensions					
ODR's			0		
Location	<input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Office <input type="checkbox"/> Restroom <input type="checkbox"/> On school grounds <input type="checkbox"/> Other: _____				
Description Behaviors					
Referring Staff					

Additional Comments: _____

=====Disposition=====

Tier II Intervention:

- | | | |
|---|--|---|
| <input type="checkbox"/> Check In Check Out (CICO) | <input type="checkbox"/> Restorative Practices | <input type="checkbox"/> Community Resources |
| <input type="checkbox"/> Brief Intervention | <input type="checkbox"/> C.A.T Project (Anxiety) | <input type="checkbox"/> Family Engagement/Home visits |
| <input type="checkbox"/> Aggression Replacement Therapy (ART) | <input type="checkbox"/> WHY Try | <input type="checkbox"/> Social Skills Small Group_____ |
| <input type="checkbox"/> Forward Thinking/Journaling | <input type="checkbox"/> Grief Group | <input type="checkbox"/> Mentoring Group_____ |
| <input type="checkbox"/> Attendance Checks | <input type="checkbox"/> Classroom Observations | <input type="checkbox"/> Other_____ |

Progress Monitoring:

- | | |
|--|--|
| <input type="checkbox"/> 1 week /follow-up date: _____ | <input type="checkbox"/> 4 weeks/follow-up date: _____ |
| <input type="checkbox"/> 2 weeks/follow-up date: _____ | <input type="checkbox"/> 5 weeks/follow-up date: _____ |
| <input type="checkbox"/> 3 weeks/follow-up date: _____ | <input type="checkbox"/> 6-8 weeks/follow-up date: _____ |

Follow-up Assessment:

- Re-enter Tier 1 Additional Tier 2 Intervention Student Study Team (SST) Request

Targeted Intervention Function Quick Sort

	CHECK IN/ CHECK OUT	SOCIAL SKILLS GROUP	GRIEF GROUP	MENTORING	Restorative Conference/ Mediation	FORWARD THINKING	ART	WHY TRY	CAT PROJECT	Brief Intervention
Increases opportunities for positive adult attention	✓	✓		✓		✓		✓		
Increases opportunities for positive peer attention		✓			✓	✓				
Promotes a positive, encouraging adult relationship	✓		✓	✓		✓		✓		
Teaches replacement behaviors and/or skills	✓	✓	✓				✓		✓	
Teaches problem solving		✓	✓	✓	✓	✓	✓	✓	✓	
Increases precorrection, prompts and structure		✓				✓	✓	✓	✓	
Monitors risk factors				✓		✓	✓	✓		
Provides access to choice of alternatives/ activities		✓	✓		✓	✓	✓			
Facilitates self-monitoring	✓	✓	✓		✓	✓			✓	
Increases opportunity for stronger incentives/ positive reinforcement	✓			✓	✓			✓		
Supports Student at risk for substance abuse				✓		✓				✓

Reviewer: _____ Date _____

Strengths and Difficulties Questionnaire

S 11-17

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last six months.

Your name.....

Male/Female

Date of birth.....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others, for example CD's, games, food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would rather be alone than with people of my age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, depressed or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often offer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get along better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?

Please turn over - there are a few more questions on the other side

Overall, do you think that you have difficulties in any of the following areas:
emotions, concentration, behavior or being able to get on with other people?

No	Yes- minor difficulties	Yes- definite difficulties	Yes- severe difficulties
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered "Yes", please answer the following questions about these difficulties:

- How long have these difficulties been present?

Less than a month	1-5 months	6-12 months	Over a year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties upset or distress you?

Not at all	Only a little	A medium amount	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties interfere with your everyday life in the following areas?

	Not at all	Only a little	A medium amount	A great deal
HOME LIFE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRIENDSHIPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASSROOM LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEISURE ACTIVITIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties make it harder for those around you (family, friends, teachers, etc.)?

Not at all	Only a little	A medium amount	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Signature

Today's Date

Thank you very much for your help

© Robert Goodman, 2005

Monthly Student Progress Monitoring Sheet For (Insert High School Name)

Last Name	First Name	UID	Grade	Date	Requester Name/ Group	Requestor Role	Intervention Classification	Intervention	Provider	Total Duration (in weeks)	Follow-up Assessment	Consent Form	Notes

Teacher:

SAMPLE Student Risk Screening Scale (SRSSIE; Drummond, 1994)

Date:

Directions: Each classroom teacher will fill in the names of the students in alphabetical order (use additional sheets of this Scale as needed).

Rate all of the students on each behavior using the following scale: 0=Never, 1=Occasionally, 2=Sometimes, 3=Frequently. At the bottom of page 2, please summarize the number and percent of students in each risk category.

The total scores range from 0 to 21, forming three risk categories:

(L) Low Risk (0 to 3)

(M) Moderate Risk (4 to 8)

(H) High Risk (9 to 21)

Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn; Lonely	Sad/Depressed	Anxious	Obsessive Compulsive	Lonely	Self-Inflicts Pain	Total (0-21)	Risk (circle)
																L M H
																L M H
																L M H
																L M H
																L M H
																L M H
																L M H
																L M H
																L M H

	Low Risk	Moderate Risk	High Risk
Number of Students			
Percent of Students			

SRSS Summary (for the classroom)

SAMPLE Daily Progress Report

Daily Progress Report

NAME: _____

UID: _____ GRADE: _____

Check-In/Out with: _____

Have each teacher throughout the day give you points to get an idea of how well you are doing.

0 = Needs Improvement 1= Almost There 2= Goal Achieved!

Day of the Week: M T W TH F Date: _____								
	Expectation 1	Expectation 2	Expectation 3	Expectation 4	Expectation 5	Expectation 6	PERIOD TOTAL	INITIALS
1	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
3	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
4/5	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
6	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
7	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Total Daily Points: _____ Total (%) _____ Target (%) _____ Target Goal: _____								

SAMPLE Restorative Questions

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

Student Support Teams

- Identifying Students for Tier III
- Student Support Team Protocol
- Sample Forms



OUR COLLECTIVE COMMITMENT

For the Kern High School District, a Student Support Team is an important, student centered collaborative problem-solving model within the school (focuses on intense and in depth individual student focus), after Tier I and Tier II supports and interventions have been tried and monitored. This is a **COLLECTIVE COMMITMENT** and we think that all students can learn and all educators want to make a difference. We will work to relentlessly enhance and support student services on each campus; that will include a comprehensive, multifaceted, and integrated continuum of school-community interventions for students in KHSD.

The SST is a problem solving and coordinating structure that assists students, families and teachers to develop positive solutions for maximizing student potential. It provides an opportunity for school staff, family members, community agencies, and other important people to present their concerns about an individual student, and through discussion and study, to plan a positive course of action, assign responsibilities and monitor results for a student/family.

We believe/considerations:

- SSTs should be requested by a site intervention team (or parent) that have previously tried other levels of support and interventions within the Tier I and Tier II framework prior---is this a behavior or academic need?
- SSTs should be done before Special Education or 504s are discussed as options
- There is an inherent need for strategic and intentional focus on Tier I universal screening and progress monitoring before Tier II and Tier III referrals are considered

What are the basic components of the KHSD problem-solving process?

The 4-step problem-solving model used in KHSD involves:

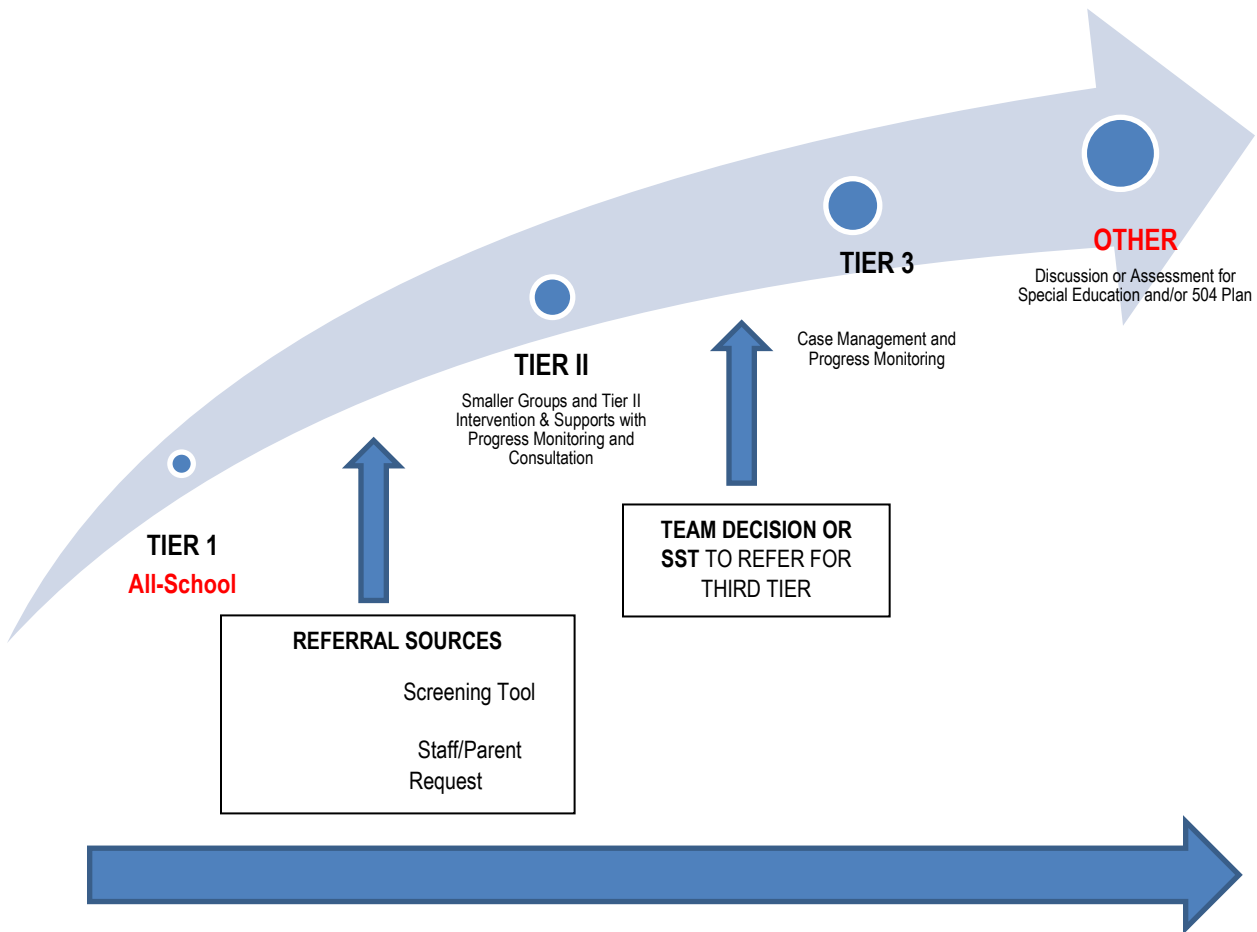
- Step 1:** Define, in objective and measurable terms, the goal(s) to be attained....**what is an academic issue and what is really a behavior issue?** Some behavior issues manifest from academic frustrations that students have and progress monitoring and screening. This is very important before a student moves to Tier II and/or III, SST.
- Step 2:** Identify possible reasons why the desired goal(s) is not being attained
- Step 3:** Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2)
- Step 4:** Evaluate the effectiveness of the plan in relation to stated goals

STEPS FOR A STUDENT SUPPORT TEAM REFERRAL

Tier II team makes the referral

Exceptions:

- Parent/Guardian Request
- Principal and/or designee



Step 1

PBIS-MTSS Tier 1 team meets and begins to review data for school site

- Office Discipline Data
- Staff Requests
- Universal Screening Tools/Classroom Progress Monitoring

Step 2

STUDENT MOVES TO TIER II

PBIS-MTSS Tier II team meets and begins to review to case management and Tier II intervention logs for students assigned to Tier II

- Reason for referral/move is stated and clearly communicated with all relevant stakeholders for this student
- Data is included (4+ pieces) showing lack of progress despite in-class interventions and/or Tier II supports and interventions
- Refer to the next step if needed, after effective progress monitoring and communication with key stakeholders to include student, family, staff and community partners related to the support case at hand

Step 3

TEAM REQUEST FOR STUDENT SUPPORT TEAM

Team II requests SST (after Tier I and Tier II supports/interventions)

- Data Collection begins by Intervention/Support Team Chair/School Social Worker
 - Data relevant to all at-risk indicators (behavior, attendance, math and literacy scores, grades/credits, and environmental issues that may impact personal-social needs that the student is having)
 - Cum and Health Records
 - Home Language Survey
 - Grades/Transcript
 - Work Samples
 - Standardized Test Scores
 - Attendance Report
 - Discipline Issues/Report
 - SST Teacher Questionnaire
 - Biopsychosocial
 - Thinking Skills Inventory
- Invite all relevant faculty, parent and student to participate
 - Identify student strengths
 - Clarify concerns
 - Indicate what is known
 - Determine what needs to be clarified
- Develop an Action Plan with appropriate timelines and data to be collected
- Determine date for follow-up meetings

Step 4

Implement SST Plan/Tier III Support Plan/Intervention for the student

- Monitoring coordinated by Interventionist, School Social Worker, or other individual, and reported to the intervention team/Tier III Team. Regular, frequent and ongoing case management or monitoring is important.

Step 5

Follow-Up SST meeting

- Actions successful:
 - Continue interventions
 - Determine time to “watch and consult” and time to close file

- Actions unsuccessful
 - Additional recommendations possible to expand scope of SST
 - Consider intensive interventions (one-on-one, very small group)
 - Consider referral for 504 or special education services if disability is suspected
 - Determine follow-up meeting date after referral or progress monitoring has occurred



Request for Student Support Team

Kern High School District

School site _____

CONFIDENTIAL: Please do not leave out for others to read

Student Name	UID	Grade	Counselor
Parent/Guardian(s)		Home Language	Phone Number
Person making referral			

1. Student's Strengths	2. Your Concerns about Student	3. Prior Interventions
<input type="checkbox"/> Able to problem solve <input type="checkbox"/> Articulates feelings <input type="checkbox"/> Asks for help <input type="checkbox"/> Attentive in class <input type="checkbox"/> Cooperates with others <input type="checkbox"/> Demonstrates sense of humor <input type="checkbox"/> Enjoys classwork <input type="checkbox"/> Follows instructions <input type="checkbox"/> Helpful to others <input type="checkbox"/> Listens well <input type="checkbox"/> Makes/maintains friendships <input type="checkbox"/> Negotiates/compromises <input type="checkbox"/> Participates in class <input type="checkbox"/> Regular attendance <input type="checkbox"/> Other: _____	<input type="checkbox"/> Academic: _____ _____ <input type="checkbox"/> Emotional/Behavioral: _____ _____ <input type="checkbox"/> Family/Home: _____ _____ <input type="checkbox"/> Physical Health/Medical: _____ _____ <input type="checkbox"/> Other: _____ _____	<input type="checkbox"/> Classroom modifications <input type="checkbox"/> Offered tutoring <input type="checkbox"/> Instructional modifications <input type="checkbox"/> Met with student <input type="checkbox"/> Behavioral interventions <input type="checkbox"/> Spoke to/met with parent/guardian <input type="checkbox"/> Tier 2 interventions: _____ _____ <input type="checkbox"/> Other: _____ _____

4. Student Profile Section

Grades	Support services student is currently receiving							
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; border: 1px solid black;">1</td> <td style="width: 12.5%; border: 1px solid black;">2</td> <td style="width: 12.5%; border: 1px solid black;">3</td> <td style="width: 12.5%; border: 1px solid black;">4</td> <td style="width: 12.5%; border: 1px solid black;">5</td> <td style="width: 12.5%; border: 1px solid black;">6</td> <td style="width: 12.5%; border: 1px solid black;">7</td> </tr> </table>	1	2	3	4	5	6	7	<input type="checkbox"/> IEP <input type="checkbox"/> 504 <input type="checkbox"/> ELL <input type="checkbox"/> Migrant <input type="checkbox"/> Title 1 <input type="checkbox"/> AP <input type="checkbox"/> Foster Youth <input type="checkbox"/> Mental Health <input type="checkbox"/> Physical Health <input type="checkbox"/> Other: _____
1	2	3	4	5	6	7		
Additional Notes:								

=====Complete if student is referred to SST=====

5. Date family notified re: referral to SST: _____ **Will be present (yes or no):** _____

=====Feedback to Referring Person=====

Date Referral Processed:	Primary Contact Person
Action items planned	Who will follow up
1.	
2.	

SST GROUP MEMORY FORM

Student: _____ Date: _____ Team Members: _____

Primary Language: _____ Grade: _____ DOB: _____ Parents: _____

Strengths	Information Known	Modifications Done	Concerns (Prioritize)	Questions	Strategies	Who	When
Academic	School Attendance	In The Classroom	Academic Work Production	Questions that can't be answered at this time	Choose two to four actions from Strategies/Interventions	Who will be responsible for completing the strategies	When will this be completed
Social	Family composition	School Wide	Study Skills				
Physical	Health	At Home	Social Skills				
Interests	Attendance	Tutoring	Behavior				
Career Interests	Grades	Counseling	Health				
	Classroom Competencies	Repeating a Grade	Attendance				
	Behind Credits	ELD					
		Migrant Special Education					

STUDENT SUPPORT TEAM FOLLOW-UP SUMMARY

STUDENT _____ DOB: _____ PARENTS:
 _____ DATE: _____

TEAM MEMBERS: _____

INITIAL MEETING DATE: _____ PARENT'S PRESENT? YES _____ NO _____

Original Concerns and Questions	Strategies Tried	Outcome	New Concerns Questions	New Strategies Actions	Who	When

STUDENT SUPPORT TEAMS ARE...

“A Partnership of Energy Around a Student”

- Priority...Helping the Student and Family
- Teacher Directed
- Not about labels, rituals, criteria
- Authentic, meaningful interactions
- Balance...cognitive and emotional
- Health...intervention and prevention
- Collegial support
- Regular Education Function
- Problem Solving Team
- Objectives
 - Speed
 - Efficiency
 - Actions (Interventions and Accountability)
- Site-based
- Team driven
- Uses Problem solving/progress monitoring approach
- Individual interventions and supports that include parents and students
- Uses data to drive decisions
- Identifies and prioritizes the problem(s) of highest concern
- Writes observable and measurable goals
- Generates research-based interventions
- Establishes an intervention support system for teacher and student (and family)
- Systematically evaluates the effectiveness of the intervention and the students' progress toward the goal(s)
- Follows-up and determines appropriate next steps

What Can a Student Support Team Do?

Help students who are facing significant concerns related to:

- Academics
- Attendance problems
- Behavioral/emotional issues
- Consideration for Special Education eligibility
- Health issues (including substance use/abuse)
- Retention
- Social Adjustment

Team Development Stages

Steps Toward Creating an Effective Student Support Team Process

- Specify the role of each member of the team.
- Invite bilingual staff member (general and special education) to participate as appropriate at both initial and follow-up meetings.
- Use a systematic, problem-solving approach.
- Evaluate the effectiveness of the instruction the student has received.
- Evaluate the influence of cultural and linguistic differences on academic or behavioral functioning.
- Evaluate the influence of lack of school experience or poor attendance on academic performance.
- Document the discussion (SST Summary Sheet)
- Assign responsibility for modification follow-through.
- Set the meeting date for the follow-up meeting.
- Meet again and evaluate the effectiveness of modifications.

Preparing

- Assess the school community/environment to ensure conditions are right to develop a problem-solving team
- Ensure critical elements are present to support collaboration
- Introduce the concept of a problem solving SST process to the team and the site

Mobilizing

- Ensure the team is diverse and represents all staff
- Determine communication ground rules within the team
- Build a common understanding of the team's overall goal
- Support consensus for decision-making
- Develop a problem solving model
- Identify and assign shared leadership roles

Prioritizing

Agree on a school-wide vision for the SST committee, but realize that issues should be sorted by root cause (what is really an academic issue or what is a behavior issue).

- Identify and prioritize school-wide/committee concerns
- Develop a mission statement for the team to follow
- Set team goals for the upcoming school year
- Communicate team message for school-wide strategies

Implementing

- Determine necessary tasks; develop strategies
- Establish a plan to evaluate team and individual interventions
- Develop a process to monitor progress of individual students and classroom intervention

Assessing

- Assess team effectiveness
- Celebrate team successes of individual achievements and classroom accomplishments
- Increase overall effectiveness

Key Attributes of Student Support Teams: *What are the key attributes of teams that bring out the best in people, in solutions, in results and satisfaction?*

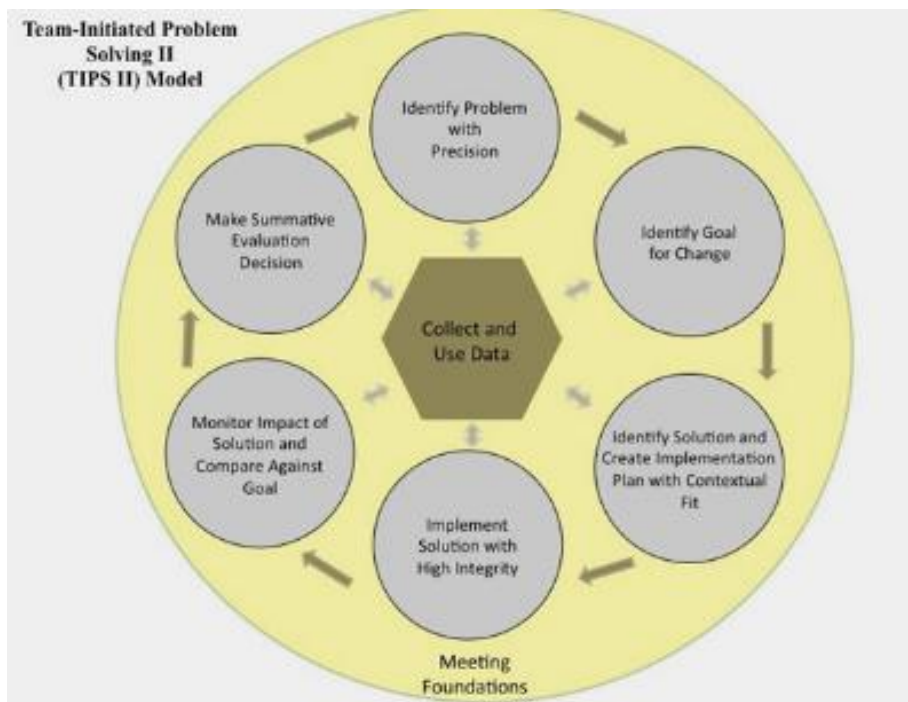
- Administrative support and participation
- General education driven and focused
- Systematic scheduling, monitoring and documentation
- A positive, caring approach
- All members prepared and participating, including parents and students
- Rules and roles for team interaction
- Confidentiality
- Credibility
- Adherence to agreed-upon time structure

Knowledge and Skills Required of Core Team Members

- Knowledge of instructional strategies and behavioral interventions
- Knowledge of site/district curriculum
- Knowledge of resources available on site and in the community
- Knowledge of how to access community resources
- Knowledge and skills involved in Active Listening
- Knowledge and skills involved in Conflict Management

- Knowledge and skills in observation
- Knowledge and skills in collaboration

TIPS Model to Focus on with the SST and Intervention & Support Implementation



*Rob Horner, Steve Newton, & Anne Todd,
University of Oregon*

*Bob Algozzine & Kate Algozzine,
University of North Carolina at Charlotte*

Student Support Team (SST) Team Member Roles and Responsibilities

All team members are active contributors, and the process defines special roles that some members of the team must fill to achieve the greatest positive outcome. Team members may change roles from one SST meeting to the next. However, during any meeting each team member's role must be clearly defined before the meeting begins and then maintained throughout that meeting. An effective team member is a positive contributor to the work of the team. The team members participate but do not control the flow of the meeting. Members come prepared with information about the student. Contributions that address difficult problem areas are positive, looking at constructive solutions, rather than characterizing, blaming, or stereotyping. Interventions are linked to the student's strengths.

Facilitator

This person facilitates the working of the team but is not necessarily the SST coordinator/chair. The success of the team depends largely on this person (usually the student's Guidance Counselor that serves as the facilitator or chair), who

guides the flow of the meeting, and coordinates logistics before and after the meeting. The facilitator directs but does not dominate the SST meetings, eliciting the most helpful contributions of the group and, most important, keeping a positive tone at the meeting. The facilitator directs the process with respect for all members and accommodates the needs of the group. The facilitator reassures and supports the efforts of colleagues, parents, and students.

Recorder

The recorder is responsible for documenting the SST meeting discussion, including students' strengths, concerns, interventions, action items and results.

Teachers: Initiates identification and areas of concern; gathers complete information/data regarding the student and problem; instructs student based on the strategies jointly developed on the Student Summary Sheet.

School social worker: Collects information, including information from teacher questionnaires, parents, student, and offers suggestions for strategies that may be helpful. The School Social Worker will take the information gathered during the SST and formulate the individualized Tier III Support Plan.

Parents/Caregivers as Team Members

Parents (including primary caregivers such as custodial parents, foster parents, and legal guardians) are full-fledged members of the SST, and they are **always** included. At the SST, the parent can share the familial perspective and concerns, contribute critical problem-related information from home, and share effective and ineffective home interventions. Many times, the parent can clarify questions for the team and participate in the implementation of strategies developed by the whole team.

Students as Team Members

The student is also an **essential member** of the SST meeting. When the student enters a room and sees that a number of important adults in their life have gathered on their behalf, a powerful message of caring and a commitment to their success is given. It is important to orient the student to the meeting and explain that they are an equal member of the team and their input is welcomed and important.

Additional team members could include, as student need determines: Program Specialist; Speech and Language Specialist; Psychologist; Mental Health Clinician; Nurse; Health Technician, Counselor; ELD; Community Specialist, etc.

Helpful Suggestions for Effective SST Meetings

Steps toward Creating an Effective Student Support Team Process

- Specify the role of each member of the team
- Invite bilingual staff member (general and special education) to participate as appropriate at both initial and follow-up meetings
- Use a systematic, problem-solving approach
- Evaluate the effectiveness of the instruction the student has received
- Evaluate the influence of cultural and linguistic differences on academic or behavioral functioning
- Evaluate the influence of lack of school experience or poor attendance on academic performance
- Document the discussion (SST Summary Sheet)
- Assign responsibility for modification follow-through
- Set the meeting date for the follow-up meeting
- Meet again and evaluate the effectiveness of modifications

Key Attributes of Student Support Teams:

What are the key attributes of teams that bring out the best in people, in solutions, in results and satisfaction?

- Administrative support and participation
- General education driven and focused
- Systematic scheduling, monitoring and documentation
- A positive, caring approach
- All members prepared and participating, including parents and students
- Rules and roles for team interaction
- Confidentiality
- Credibility
- Adherence to agreed-upon time structure

Pre-SST Meeting:

- Speak with the caregiver in advance to let them know what to expect at an SST meeting
- Check in with the student's teacher(s) and encourage his/her active participation to prep for the meeting and during the initial meeting
- Have appropriate translation when needed

Beginning of SST Meeting:

- Have a separate facilitator and note taker
- Begin with a positive remark, welcome all participants to the meeting and explain the purpose of the meeting to facilitate a successful meeting
- Set a positive tone for the SST meeting by recognizing the student's strengths before listing concerns

Middle of SST Meeting:

- Identify prior interventions and supports that were effective
- Use specific samples of the student's work when explaining any strengths, weaknesses, or means of improvement
- Specific examples of student's behavior should also be used to explain his/her level of development, socialization, and personal adjustment
- Explain any evaluation process including formal and informal
- Do not use "education" or "mental health" jargon
- Brainstorm strategies and interventions utilizing the SST Menu of Interventions, Pre-Referral Intervention Manual, Behavior Intervention Manual, and Sample SST Interventions
- Prioritize concerns and action items; it is better to focus on one problem in depth than to give superficial treatment to many
- Suggest to parents how they may help/support their child at home; use concrete examples
- Let parents ask questions; they will likely have something specific to discuss with the SST team

Focus on Action Planning

- Referring teacher or staff person looks over the list
- Select ideas that emerge from the list that seem workable
- Combine Ideas to maximize program
- Other specialists select items to take action on
- Parents select items to implement at home
- Student selects items to implement
- Prioritize and select actions
- Identify the responsible person
- Establish a timeline
- Implement specific strategies that can be assessed, tracked and monitored

- Set a follow-up meeting date

Student Success Team Follow-up Practices

The action plan created at the SST meeting is only as good as the follow-up practices that ensure its implementation.

Steps for follow-up:

Case Management

It is very important to clearly define who is responsible for each “action item” and to designate a contact person or “case manager” to monitor the implementation of the plan. This creates an accountability system that is monitored and reviewed when the team comes together again for the follow-up SST meeting(s).

Case manager tasks may include:

- Meeting with the student and with the teacher regarding the action plan
- Making phone calls and/or sending reminder notes to team members regarding action items
- Contacting parents/caregivers regarding the action plan and to enlist their support
- Helping families follow through with referrals to on-site and community-based services

Feedback to the Referral Source

The case manager, or another designated person such as the administrator, provides the referral source with feedback in a timely manner after the initial SST meeting.

- At the secondary level, when the student has 6 or more teachers, the referral source may not be able to attend the meeting
- Even when the referral source is unable to attend the SST meeting, it is beneficial to involve them in some ownership of the plan

Student/Family Support

- Working with students and parents/caregivers to be a part of the plan and to undertake actions on their own behalf is an important part of the follow-up
- Each student and parent/caregiver should have some control over their own goals and plans, and feel that school staff are their allies, rather than the ones who have all the control
- During the SST meeting the parent is an equal partner in developing the action plan
- The assigned case manager or another staff member who has a relationship with the parent should check in with the parent periodically to offer support toward implementing action items

Follow-Up SST Meetings/Ongoing monitoring of student progress

At the end of every initial SST, a follow-up SST meeting date is set, preferably within 4-6 weeks. At the follow-up SST meeting action items are reviewed and student progress is discussed. The action plan may need to be modified and additional interventions added depending on student progress.

SST REMINDERS/REQUIREMENTS AND SPECIAL EDUCATION

The SST fulfills the legal function of ensuring that documented attempts have been made to modify the general education program before referring the individual for special education. (EC56303; 5 CCR 3021)

At the SST:

- Discuss the parent's concerns.
- Review screening data gathered by site personnel.
- Discuss all possible interventions for student in the general education program
- Refer student to systems of support based on need (Tier I, Tier II, or Tier III)

- Link student/family to community resources/agencies

If information reviewed by the SST suggests that the student's needs can be met in the regular education program, with or without modifications, special education consideration is probably not warranted.

If the parent agrees, interventions need to be documented on an action plan form and a monitoring/follow-up plan would be proposed.

If the SST recommends an assessment for special education after attempted systematic and substantiated general education interventions, the assessment questions to be answered focus on:

1. Whether the child has a disability;
2. Determining the educational needs of the child; and
3. If the child would educationally benefit from special education services.

The SST documentation provides necessary information regarding eligibility criteria:

- Attendance records
- Family/student mobility
- Consistency and fidelity of academic program
- Behavioral issues
- Disciplinary records
- Cultural/linguistic issues
- Current information regarding vision/hearing/motor problems

The SST needs to take note of all the steps that have been taken by the school to include the student in a general education classroom:

- Supplementary aids and/or services provided
- Alterations of the regular program already implemented to accommodate the student
- Consistency of interventions and outcomes
- Coordination with other school site programs
- Fidelity of interventions and outcomes

If information reviewed by the SST suggests that the student's needs cannot be met in the regular education program, with or without modifications, special education consideration is probably warranted.

Follow referral for assessment procedures.

SEE KHSD PROCEDURES FOR PARENT/GUARDIAN REFERRAL TO SPECIAL EDUCATION

The SST team will complete the Referral for Special Education packet and will provide the completed packet to the School Psychologist or Program Specialist.

School Psychologist or Program Specialist can:

- Discuss the parent's concerns.
- Ensure that the parent fully understands the referral process.
- Suggest less intrusive interventions to address the student's problems.
- Suggest involvement in the SST process if this has not already taken place.
- Determine if the discrepancy due primarily to limited school experience, poor school attendance, environmental, cultural, or economic disadvantages, or lack of instruction in reading or math or limited English proficiency? (Information requested on the SST referral form).
- Can this discrepancy be addressed through additional services in conjunction with interventions in the regular program? (Information documented through the SST meetings).
- Is this discrepancy corroborated by other data? (Information obtained from parent, student, and/or staff).
- Is it possible for the student to succeed in general education for any portion of the academic program?
- Is it possible for the student to succeed in regular nonacademic classes?

- What services will special education provide that the general education setting cannot provide?
- Will, if appropriate, assist the parent in submitting the assessment request in writing.

After the receipt of a written request for assessment, the special education department has 15 calendar days to respond to the request.

If the school, through the SST process or the written request, does not agree that a special education assessment is necessary, written notice to the parent must be provided, stating the basis for the District's refusal to conduct an assessment. This becomes a special education function and the team must consult with the Special Education Office. To comply with federal regulations, the written notice to the parent must include a:

- Full explanation of all procedural safeguards
- Description of the action proposed or refused by the district; an explanation of such proposals or refusals
- Description of any options considered and reasons for rejection of options
- Description of each evaluation procedure, test, record, or report used as a basis for the proposal made or as basis for the refusal for assessment.
- Description of other relevant factors for the proposal or refusal
- Must be in the language or mode of communication used by the parent, unless it is clearly not feasible to do so.

The general education teacher will be an integral part of this process, and will be able to address the questions posed to assist in determining eligibility as well as answering the concern for referral. Review of the above documented SST information can be used by the team to respond to eligibility issues (EC 56320, EC 56337(a-c), 5 CCR 3030):

REFERRAL FOR SECTION 504

Student Support Teams that suspect a student may have a disability and is in need of specific accommodations and/or modifications can refer the student to the site 504 Coordinator. The Student Support Team will complete the Referral for Section 504 Packet and will provide the completed packet to the School site 504 Coordinator for review in order to determine whether the student has a:

- 1) physical or mental impairment; which
- 2) substantially limits; a
- 3) major life function

*Referrals should be made after interventions/accommodations in the general education program have been attempted.

The Site 504 Coordinator can:

- Discuss the parent's concerns.
- Ensure that the parent fully understands the referral process.
- Suggest less intrusive interventions to address the student's problems.
- Suggest involvement in the SST process if this has not already taken place.

After the receipt of a written request for assessment, the Site 504 Coordinator has 15 calendar days to respond to the request.

If the school, through the SST process or the written request, does not agree that a Section 504 assessment is necessary, written notice to the parent must be provided, stating the basis for the District's refusal to conduct an assessment. This becomes a Section 504 function and the team must consult with the Site 504 Coordinator.

To comply with federal regulations, the written notice to the parent must include a:

- Full explanation of all procedural safeguards
- Description of the action proposed or refused by the district; an explanation of such proposals or refusals
- Description of any options considered and reasons for rejection of options

- Description of each evaluation procedure, test, record, or report used as a basis for the proposal made or as basis for the refusal for assessment
- Description of other relevant factors for the proposal or refusal
- Must be in the language or mode of communication used by the parent, unless it is clearly not feasible to do so.

The general education teacher will be an integral part of this process, and will be able to address the questions posed to assist in determining eligibility as well as answering the concern for referral. Review of the above documented SST information can be used by the team to respond to eligibility issues (EC 56320, EC 56337(a-c), 5 CCR 3030):

The Section 504 Team may be very similar to the Student Support Team. Best practice indicates team members should include personnel most familiar with the student and the disability. KHSD's Section 504 policy states that, at a minimum, the site 504 coordinator, at least one teacher who is familiar with the student, and parent are members of the team. Additional members of the team may include, but is not limited to, the student, school psychologist, special education personnel, and the school nurse depending on the student's suspected disability.

Evaluations for determining eligibility can be formal and/or informal. Listed below are examples of what is considered an evaluation under Section 504.

- Review of available health information/records
- Review of student cumulative educational records
- Observations
- Teacher feedback
- Anecdotal records
- Attendance records
- Parent information
- Current Medical records
- Grades
- Discipline Records
- Achievement Tests
- Psycho-educational assessment

Reminders:

- The SST is not to be used to "stall" a special education or Section 504 referral.
- The SST is not a legal requirement before a special education or Section 504 assessment. However, documentation of interventions in general education is required.
- The SST is to be used as a forum for problem solving, identification of concerns, opportunity for discussion and communication.
- There should be a full discussion of the student's present levels of performance to determine if assessment is a necessary step.

SAMPLE Classroom Interventions/Modifications

Interventions and modifications work to the benefit of both the student and the teacher. The student benefits because he/she is able to function successfully in the classroom. The teacher benefits because the student is able to be a successful part of the classroom. The majority of interventions will take place in the classroom; however, there may be times when interventions are provided outside of the classroom. This section will provide teachers with a framework for determining and implementing appropriate interventions based upon the targeted behavior or skill.

WHAT ARE YOU TRYING TO CHANGE?

Clearly Define the Target Behavior: In order to be successful, you must be specific as to what you are looking for.

Here are a few things to think about:

- Put behavior in positive terms
- Be specific
- Make sure the student knows what you are looking for

One Thing at a Time: Don't try to juggle multiple interventions at once. Start simple and make sure the interventions are done with fidelity and are set up to ensure success. Some examples include providing support with a peer, modifying homework assignments, previewing lessons with a student, or implementing a behavior contract.

Involve the Student and their Parent(s): Whether it be academic or behavioral in nature, when you are targeting an area for change, it is a good practice to meet with the students and their parents to outline a plan of action together. Collaboration is key and parents are a major component in their student's success. Please include parents in the overall plan to provide intervention.

HOW WILL YOU CHANGE IT?

Use Your Resources: As part of a professional learning community, look to your colleagues for advice. This can be done both formally and informally. Do not hesitate to speak with the student's former teacher to determine what worked and what did not. He/she may provide the insight or support necessary for success.

Look at Your Classroom Environment: To provide an effective, active learning environment for all students, analyze your classroom set up to determine if any adjustments can be made to benefit the students. Routines and procedures should be explicitly taught, monitored, and reinforced. Students work best when they have clear expectations, rules, and consequences. Students cannot learn if they are consistently removed from their academic program.

Think Positively: You and your students will work harder in a positive environment. Accept the challenge of working with a student who struggles and reap the rewards when they are able to flourish in your classroom. Remember both academic and social behavior does not change overnight. Include positive reinforcement such as verbal praise, high fives, special privileges, etc...to shape students' progress.

Consider Learner Styles/Strengths: As you know, students do not fall into neat little boxes. Look to differentiate your curriculum and utilize different learning modalities when presenting your lessons, assessing student learning, and assigning work. In a differentiated classroom, the argument shifts from what is fair for all to what each student needs to be successful.

The Power of Peers: There is little doubt in any teacher's mind of the powerful influence peers have on one another. Structured class meetings are one device that can be useful. Teachers should consider making peers more responsible and part of the solution. Students are usually aware when other students are struggling. In general, students are willing and able to help.

HOW WILL YOU KNOW YOU HAVE SUCCEEDED?

Chart Your Progress: Set reachable and reasonable goals for your students. Change comes in baby steps. Charting a

student's progress allows you to see that change is occurring and provides information in both academic and behavioral patterns. It has the potential to reward both you and the student along the way. Choose a simple and easy way to collect on-going data to make sure the interventions are successful.

Celebrate Your Successes: Do not expect change overnight. Look and celebrate the small steps that indicate progress; progress that likely would not have occurred if you had not intervened. Congratulate yourself, the student, and the parent on any progress made. Often, small successes continue to add to large successes.

GROSS MOTOR CONCERNS

Student seems weaker than other children his/her age; shies away from playground; avoids participation in sports or PE; less endurance than others of his/her age; clumsy – does not seem to know how body works; never sits in chair correctly; appears stiff and awkward in movements.

Have you tried...?

- Checking with the school nurse or parent regarding any health problems or medications that could be compromising performance
- Modifying play or sports activity or breaking activity into smaller components so student can experience some success
- Identifying for the student the steps needed to begin and complete an activity
- Allowing the student extra time to complete an activity
- Make sure the student's desk and chair fit properly, with both feet planted firmly on the floor when student is seated, knees in line with hips, desktop appropriate with bent elbows resting on desk top at a 90 degree angle with shoulders in a rested position
- Encouraging the student to sit for activities that are difficult to perform while standing
- Carrying large boxes or a stack of books using both hands
- "Wake Up" exercises using both hands e.g. Wall pushups, Simon Says
- Selecting students to raise/lower the flag in the morning and afternoon
- Stacking chairs at the end of the day
- Opening/closing heavy doors
- Moving heavy objects
- Hopping, jumping, crawling, animal walks, twister

FINE MOTOR SKILL CONCERNS

Student demonstrates poor coordination for activities like cutting with scissors, and dealing with clothing fasteners; has difficulty with coloring, drawing or tracing; avoids fine motor activities; grasps pencil very tightly or very loosely.

Have You Tried . . .?

- Providing opportunities to practice using both hands together; tearing paper for art projects; assembling Legos, pop heads or tinker toys
- Allowing the student to practice cutting when accuracy is not important such as cutting random paper strips, straws, clay or play dough
- Giving the student other tools such as tongs or tweezers to practice pinch and release of objects such as balls,

blocks, wads of paper or small toys

- Strengthening grasp through such activities as holding swing ropes, or spraying a trigger nozzle
- Scheduling “warm-up exercises” such as working with clay, play dough, or finger paint prior to handwriting
- Allowing the student to use different size or shape writing instrument (primary size, adult size, angular shapes)
- Using a pencil grip or wrapping the pencil in silly putty, play dough or inserting it in a foam hair roller
- Allowing the student to use a felt pen or marker in lieu of a pencil
- Allowing typed, oral, or dictated reports in lieu of hand-written ones
- Modifying the amount of writing expected of the student
- Providing a slant board to change the angle of approach
- Varying the size of ruled paper the student is expected to use
- Provide graph paper (all sizes) for math or spacing during writing
- Practice “sky writing” (form letters and numbers in air)

TACTILE CONCERNS

Student has trouble keeping hands to self (pokes, pushes, or pinches) or avoids contact with others; withdraws from touch by peers or staff; wants to touch everything, or avoids touching messy/goeey substances.

Have You Tried . . . ?

- Providing space guides to avoid unwanted contact such as carpet squares or masking tape lines on the floor for circle or line up times, spacing young children along a knotted rope when walking
- Making sure touch is expected. Allow a hypersensitive student to wear a jacket or sweater indoors
- Giving the student an opportunity for vigorous physical “work” such as jumping or running in place before he/she is expected to sit for a long period
- Allowing the hypersensitive student to have a large personal space while participating in group activities
- Talking with the student about strategies he/she can use
- Providing the sensation seeking student with lots of opportunity for handling manipulatives with a variety of distinct textures

VISUAL CONCERNS

Student has difficulty forming letters; has problems spacing words; has difficulty copying from the board; reverses letters more than is typical for age; has trouble with mazes, hidden pictures, etc.

Have You Tried . . . ?

- Checking with parents and nurse to see if there is a visual acuity problem
- Providing a clean board with sharp contrast, making sure light is strong enough and free from flickering and shadows
- Providing the student with a copy of material put on a white board
- Reducing competing visual stimuli like objects dangling from the ceiling
- Providing activities to strengthen eye muscles and tracking as well as head and neck stability (wheelbarrow walking, balloon, and beanbag games)

- Putting small amounts of material on the board at a time
- Alternating board activities with close activities which are less visually demanding
- Having the student practice making letter shapes with finger paint, shaving cream, or with a paint brush, and water on sidewalk or side of a building
- Having the student trace with stencils or sandpaper letters
- Taping the alphabet on the desktop for easy reference
- Use a finger space or other marker between words
- Pre-marking paper to provide visual clues
- Providing eye-hand coordination practice through activities using bean bags, large balls, bubbles, or balloons
- Use appropriate size chair and desk
- Having an extra chair and desk close to the chalkboard for copying
- Providing graph paper (all sizes) for math or spacing during writing
- “Sky Writing” (form letters/numbers in air)
- Use tape to outline area of paper placement
- Use of yellow overlays for reading
- Use plastic windows for reading, bookmarker, or forefinger and middle finger to follow line when reading
- Allow student to read aloud quietly
- Place work to be copied next to student or on a slant board
- Use grid sheets to copy original designs
- Use stencils/templates for writing letters and shapes
- Practice letter formations or spelling words on mini-individual chalkboards or magic slates
- Printing weekly spelling words on door; as a constant visual reminder
- Use raised line paper to help students keep on line
- Apply a thin strip of glue to lines to help student write between the lines

AUDITORY CONCERNS

Student has difficulties understanding or following directions; demonstrates problems in planning, organizing, and executing tasks.

Have You Tried. . .?

- Giving short, simple directions
- Giving only one direction at a time
- Having the student repeat the direction
- Pairing verbal direction with a physical demonstration of physical assistance
- Waiting to give the student extra time to process and act on the information
- Reducing auditory distractions by giving directions when there are not competing sounds in the environment

- Providing visual cues such as a schedule
- Helping the student identify the steps in the tasks
- Shortening the assignment
- Use a timer to pace work
- Providing a visual demonstrating sequence of tasks
- Limiting visual stimuli (clutter) i.e. by providing a study carrel
- Providing a system for checking off progress as work steps are completed
- Providing an environmental organization with “to do” tasks on the left, work in progress in front of the student, and “finished” to the right (use small boxes or baskets)
- Playing “Simon Says” and similar games to develop processing and imitation skills
- Use a desk carrel or temporary divider
- Alerting student with your directions by providing a visual cue, e.g. holding up a book or pointing to a page
- Provide concrete, precise directions
- Student may need refocusing after interruptions of intercom and visitors
- Use earplugs to cut down auditory distractions
- Conducting circle activities in various positions e.g. on elbows and stomach, leaning back on elbows with knees bent, squatting, etc.

SOCIAL EMOTIONAL CONCERNS

Student is easily frustrated; has difficulty making change and getting along with others, does better in one to one or small group situations; has difficulty transitioning from place to place.

Have You Tried . . . ?

- Letting the students know what is coming by providing a schedule for the day and also alerting him/her ahead of time of pending transitions
- Use a visual (pictorial) schedule depicting just the next activity for very young children
- Giving one direction at a time and being sure it is understood
- Provide clear classroom rules and review them regularly
- Use only positive reinforcement
- Making sure the student has a way of making his needs known
- Limiting involvement in unstructured large group activities and being sure that large group activities are well-structured
- Helping the student to identify when he/she is frustrated and needs a “break” and identify a safe space where he/she can retreat to calm him or herself
- Provide firm boundaries and clear understanding of consequences
- Reduce the task demand by shortening assignment or providing alternative assignments
- Provide a positive job for the student to complete during unstructured time. i.e. line monitor, assistant custodian, etc.

- When student is displaying appropriate behavior discuss appropriate skills and praise student when they demonstrate those skills taught
- Consistent parent/teacher communication with parent involvement in positive reinforcement of appropriate behavior
- Social Skills training when available at the site
- Provide positive role models and opportunities for students to interact with each other in the classroom settings

Social-Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

Effective SEL programming begins in preschool and continues through high school.

Social & Emotional Learning

Five interrelated sets of cognitive, affective and behavioral competencies. The definitions of the five competency clusters for students are:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths, limitations, and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.



Student Behavior and Supports

- Special Education Screening Packet



Student Behavior and Supports
Multi-Tiered Systems of Support (MTSS)
Instruction Division

OUR COLLECTIVE COMMITMENT



Kern High School District Special Education Screening Packet

Table of Contents

1. Screening Procedure
2. Forms
 - A. Referral Form and Checklist
 - B. Parent Questionnaire
 - C. Teacher Questionnaire
 - D. SST/PBIS Previous Interventions
 - E. Special Education Screening Recommendations Form
 - F. Screening Log



Kern High School District Special Education Screening Packet

Screening Procedure

The following packet is to be completed for a student who is not progressing in their current educational placement and ALL general education supports and/or aids have been exhausted, including specific site interventions related to SST's and PBIS. The recommendation for screening a student to determine whether they qualify for Special Education services can initiate from counselors, teachers, parents and even the students but must first be addressed by the SST/PBIS teams. The person who will compile all of the necessary information for the student is his/her counselor.

1. Counselors receive the name of the student from the SST/PBIS Team who is experiencing difficulty.
2. Counselors contact parents and complete the **Parent Questionnaire**.
3. Counselors send out **Teacher Questionnaire** to every teacher on the student's schedule and makes sure they are returned in a timely manner.
4. Counselors submit these questionnaires, along with all of the other items on the **Referral Form and Checklist**, in a folder with the student's name on the tab. These are submitted to the Program Specialist along with information from the Student Study Team/PBIS.
5. The Program Specialist (or designated department member) will document the receipt of the screening packet on the **Screening Log**, and will create a file.
6. The Program Specialist (or designated department member) will review this screening packet with the school psychologist.
7. If it is determined that the screening should continue, academic testing will be done by a Special Education teacher. If not, the **Screening Recommendations Form** will be completed and returned to the referring party. The screening file will remain in the special education office.



**Kern High School District
Special Education
Screening Packet**

**REFERRAL FORM & CHECKLIST
CONFIDENTIAL**

Date: _____

Student being referred for screening: _____

Grade: _____ UID: _____

Person who is making the referral: _____

**Checklist of what is needed before sending referral to Special Education
(TO BE COMPLETED BY COUNSELOR)**

- Review of the cum file
- Copy of the discipline screen
- Copy of the attendance screen
- Previous academic scores (CST, CAHSEE, etc...)
- Copy of schedule
- Transcript
- All** Teacher Information Questionnaires
- Completed Student Study Team Previous Interventions Form
- Completed Parent Questionnaire
- Completed Referral/Counselor Portion
- Other: _____

Signature of person referring: _____ **Date:** _____



**Kern High School District
Special Education
Screening Packet**

PARENT QUESTIONNAIRE

Childs Name: _____ Age: _____ Date: _____

Date of Birth: _____ Grade: _____ School: _____

Parent or Guardian's Name: _____

Primary Language: _____

Phone Number: Hm _____ Cell _____ Wk _____

Person Completing the Questionnaire: _____

I. What are the concerns or difficulties your student is experiencing and/or the reason you would like to have him/her screened?

II. Background Information:

A. Social/Medical History

1. Please describe any known medical problems or physical limitations.

2. Please describe your child/adolescent's peer relationships:

3. Please describe your child/adolescent's adult and family relationships:

4. Please describe your child/adolescent's hobbies, interests and/or extracurricular activities:

5. How do you think your child/adolescent feels about school?

Educational History

1. Please list the schools your child has attended

Schools	Grade enrolled	Years attended
---------	----------------	----------------

2. Please describe your child/adolescent’s academic performance throughout his/her schooling.

3. Please list your child/adolescent’s strengths and weaknesses pertaining to the school environment:
 Strengths:

 Weaknesses:

4. What is your meaning of success for your child/adolescent at school?

5. Please check any support services your child/adolescent has received previously:

<u>Dates of Service</u>	<u>Services Offered</u>
<input type="checkbox"/> _____	Special Education
<input type="checkbox"/> _____	Gifted/Talented
<input type="checkbox"/> _____	ESL
<input type="checkbox"/> _____	School Counseling
<input type="checkbox"/> _____	Private Counseling
<input type="checkbox"/> _____	Private Tutoring
<input type="checkbox"/> _____	Community Agencies (if yes, please specify)



**Kern High School District
Special Education
Screening Packet**

TEACHER QUESTIONNAIRE

CONFIDENTIAL

Date Completed: _____

There has been a referral for Special Education Screening for _____.

Subject: _____ Teacher: _____ Period: _____

Current grade in class: _____ Teacher Signature: _____

- Check if you see no problems/concerns with this student in your class. If you have problems, concerns please fill out entire questionnaire.

Please help us develop a student profile by checking the items that most accurately describe this student, as you know him/her.

Please return this form to _____ by _____.

Person Completing this form: _____ Position: _____

ACADEMIC/LEARNING CHARACTERISTICS (CHECK):

LANGUAGE	PERFORMANCE SKILLS	THINKING SKILLS
<input type="checkbox"/> Poor written skills <input type="checkbox"/> Average/above average written skills <input type="checkbox"/> Poor expressive skills <input type="checkbox"/> Average/above average expressive skills <input type="checkbox"/> Stutters <input type="checkbox"/> Speaks very fast/unclear <input type="checkbox"/> Articulation problems <p align="center">READING</p> <input type="checkbox"/> Poor reading skills <input type="checkbox"/> Average/above average reading skills <input type="checkbox"/> Poor grammar and spelling skills <p align="center">MATH</p> <input type="checkbox"/> Poor math skills <input type="checkbox"/> Average/above average math skills <input type="checkbox"/> Poor computation skills <input type="checkbox"/> Good Computation skills	<input type="checkbox"/> Cannot follow instructions when shown <input type="checkbox"/> Cannot follow instructions when told <input type="checkbox"/> Easily distracted <input type="checkbox"/> Resourceful <input type="checkbox"/> Inattentive <input type="checkbox"/> Works/Studies slowly <input type="checkbox"/> Frequently finishes work early <input type="checkbox"/> Does not turn in/finish work <input type="checkbox"/> Unorganized <input type="checkbox"/> Doesn't ask for help when needed <input type="checkbox"/> Not active class participant <input type="checkbox"/> Works Carelessly <input type="checkbox"/> Constantly unprepared for class <input type="checkbox"/> Poor note taking/study skills <input type="checkbox"/> Poor test/quiz scores	<input type="checkbox"/> Understands new concepts <input type="checkbox"/> Creative <input type="checkbox"/> Difficulty with abstract concepts <input type="checkbox"/> Poor retention/recall <input type="checkbox"/> Difficulty with new concepts <input type="checkbox"/> Shows higher level thinking

WHAT CLASSROOM INTERVENTIONS HAVE YOU TRIED (check):

<p>Intervention involving classroom environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbally explained expectations <input type="checkbox"/> Post classroom rules <input type="checkbox"/> Modify seating arrangements <input type="checkbox"/> Use noise reducing headphones <input type="checkbox"/> Reduce classroom distractions <input type="checkbox"/> Use study carrels or screens <input type="checkbox"/> Use of time out or supervised isolation <input type="checkbox"/> Provide free time <input type="checkbox"/> Provide physical activity <input type="checkbox"/> Structured classroom routine <input type="checkbox"/> Post daily assignments on board <input type="checkbox"/> Give students a copy of notes ahead of time so they can give full attention to lecture <input type="checkbox"/> Use different visual aids and modalities to deliver curriculum. 	<p>Interventions involving teacher-student relationship</p> <ul style="list-style-type: none"> <input type="checkbox"/> Homework contract <input type="checkbox"/> Individual conference with student: dates: _____ <input type="checkbox"/> Provide opportunities for more responsibility <input type="checkbox"/> Special recognition for achievement/behavior <input type="checkbox"/> Give positive verbal reinforcements <input type="checkbox"/> Ignore unacceptable behaviors <input type="checkbox"/> Involve student in planning goals for improvement <input type="checkbox"/> Active listening to students concerns <input type="checkbox"/> Giving extra one to one help <input type="checkbox"/> Contracting <input type="checkbox"/> Prepare students for changes in routine <input type="checkbox"/> Use humor to reduce tension <input type="checkbox"/> Identify sources of stress or anxiety 	
<p>Administrative Interventions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Homework contract <input type="checkbox"/> Detention/SWP/ISS <input type="checkbox"/> Assign to another classroom <input type="checkbox"/> Schedule change <input type="checkbox"/> Verbal discipline by principal or administrator <input type="checkbox"/> Suspension <input type="checkbox"/> Expulsion <input type="checkbox"/> Hearing, vision, and /or health screening <p style="text-align: center;">Administrative Interventions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guidance Counseling: Dates: _____ <input type="checkbox"/> Parent Conference: Dates: _____ <input type="checkbox"/> Progress reports sent home: _____ <input type="checkbox"/> Suggest outside agency or community resources <input type="checkbox"/> Review student's records <input type="checkbox"/> Assignment Notebook <input type="checkbox"/> Team conference(s) with student/parent: Dates: _____ 	<p>Intervention Involving Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use peer tutors with students <input type="checkbox"/> Use student as tutor <input type="checkbox"/> Classroom discussion and group problem solving <p style="text-align: center;">Interventions involving curriculum and instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modify teaching methods <input type="checkbox"/> Modify curriculum materials <input type="checkbox"/> Alternative reading or math series <input type="checkbox"/> Allow extended time for assignments <input type="checkbox"/> Give tests orally <input type="checkbox"/> Reduce assignment length <input type="checkbox"/> Shorten or simplify directions <input type="checkbox"/> Daily writing goals <input type="checkbox"/> Student orally repeats directions <input type="checkbox"/> Small group instruction 	<p>Interventions (misc.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sought mentor <input type="checkbox"/> Paired with community volunteer/specialist <input type="checkbox"/> Keep a daily journal <input type="checkbox"/> Consult school psychologist, social worker, ESL specialist <input type="checkbox"/> Change student schedule <input type="checkbox"/> Student interest inventory

Other Interventions: _____

ACTION PLAN AND JOURNEY

Student Behavior and Supports (PBIS-MTSS)



Dates	KHSD Notes/Action(s)
April/May 2015	CEIS plan to hire more MHCs and more Psychs and this will create a 75/25% split (TBD) for campus supports with mental health on each campus, goal is to hire one pair for each campus and have them there as we build out PBIS-MTSS support structures, 75% focus on SPED and 25% focus on general education needs has been talked about (Jim Bennett and Brian Mendiburu), per CEIS and intent
May 4, 2015	Kern High School District Board of Trustees hires CLS as outside consultant for 5 year work towards PBIS implementation (Collaborative Learning Solutions) and the KHSD liaison will likely be the Supervising Administrator for Student Behavior and Supports/LCAP. CLS fees will be paid with CEIS money the first year, future years TBD
June 2015	Principal's overview session for the 15 sites with CLS and Brian Mendiburu/Jon Eyler in the Starrh Classroom. Our work is focused on Tier 1 supports on campus, working to align and coordinate existing structures and campus supports. Take the time necessary for important mindset work and staff issues that can impact morale and climate. We will possibly try some small-scale pilot projects with the second year site (BHS) and those that are ready and prepared after a fall launch, recognizing that some sites did much work in the Spring 2015 with faculty and are hoping for more Tier 1 and Tier II supports.
July 1, 2015	<p>KHSD will create a new department (Instruction Division) called Student Behavior and Supports/LCAP and Brian Mendiburu will serve in this new Supervising Administrator role.</p> <p>In addition, this new department will work with our consultant, Dr. Jon Eyler and CLS for the implementation of 15 PBIS sites this year, and 23 sites in 2016-2017. Jim Bennett is named the new SPED Administrator, working for Sandy Niday as the SELPA Director and Supervising Administrator of SPED. Jim is also the supervisor for mental health clinicians and school psychs and so Brian and Jim (and Otis) will work closely on projects moving forward, as it relates to mental health and aligning SPED screening and assessment processes after Tiers 1-3 and SST protocol. Brian has invited the lead school psych to serve on the interview panel for new PBIS-MTSS regional intervention specialists (summer interviews)</p>

<p>July-August 2015</p>	<ul style="list-style-type: none"> ● Slow and steady approach and remind sites about time needed to focus on belief structures and mindset issues, do not rush into anything for PBIS/MTSS check list ● Principal overview and site awareness for PBIS ● CLS contract overview ● PBIS site leadership teams created ● PBIS site coordinators named ● 2 day before school awareness training with CLS for PBIS implementation ● Student Behavior and Supports will continue to mold and identify department mission and vision and focus on support services (coordinated and aligned efforts) for campus supports
<p>July-October 2015</p>	<p>Sites working with Tier 1 teams to focus on 4 major tenets of PBIS work this year:</p> <ol style="list-style-type: none"> 1. Define campus wide behavior expectations, working with all stakeholders 2. Teach those expectations explicitly (all areas on campus) 3. Acknowledge and recognize those positive behaviors (students and staff) 4. Create the support structures on campus that are needed for administrative support, assessment and progress monitoring <ol style="list-style-type: none"> i. POSITIVE ii. PREDICTABLE iii. SAFE iv. CONSISTENT

<p>August 2015</p> <p>August 2015 (continued)</p>	<p>Hire 4 Regional Intervention Specialists for MTSS-PBIS</p> <p><u>ROLE OF THE INTERVENTION SPECIALIST FOR MTSS-PBIS</u></p> <p>To act a liaison between school sites, student study teams at the site, and district leadership for MTSS-PBIS and Student Behavior and Supports. Employees in this classification receive limited supervision from a district site administrator within a framework of policies and procedures. This job classification is responsible for providing information and communication links with school sites, community partners, and district staff.</p> <ul style="list-style-type: none"> ● Expand and sustain implementation of Multi-Tiered Systems of Student Support (MTSS) and Positive Behavioral Intervention and Supports (PBIS) throughout Kern High School District and/or sites ● Work with data teams and PBIS support/leadership teams at all KHSD sites that have MTSS and PBIS and/or support program structures ● Assess training needs and connect with district and school sites ● Synthesize and report out on student support, restorative practices, MTSS and PBIS research and provide technical assistance* (TA) and intervention to PBIS site teams <p><u>ESSENTIAL FUNCTIONS/DUTIES</u></p> <ul style="list-style-type: none"> ● Provide Tier II and Tier III services and interventions for students ● Coordinate Tier II Tier III services and interventions for identified students ● Participate in district and building level team meetings, and work with site leadership teams to case manage and coordinate MTSS as needed ● Work with identified schools, get administrative support, help schools identify team members for initial training ● Become familiar with district and school policies/procedures (handbooks,
---	---

	<p>budgets, staff development)</p> <ul style="list-style-type: none"> ● Support building level team meetings by providing technical assistance* (meetings dates, calendar tasks, agenda, communication with staff and others-community, parents, news, etc., assist with action plan development at all three levels) ● Provide ongoing support and TA* to building leaders through district level meetings ● Oversee progress of district teams (faculty, team, district and principals) ● Insure school-wide data collection systems are established ● Assist in monitoring data and fidelity protocols for MTSS and student support structures on campus ● Provide TA*on school-wide data analysis ● Monitor progress and provide TA* on use of targeted intervention data analysis, with focus on Tier II student supports (and higher) ● Assist schools in sustainability of PBIS and MTSS ● Participates in regional, statewide and national trainings for PBIS and MTSS ● Provides school-based training in collaboration with regional and/or sub-regional coordinator ● Other duties as deemed appropriate <p>*TA=supporting teams through questioning, identification of key components, accessing resources</p>
--	---

August-January 2016	<p>Professional Development, workshops/sessions include:</p> <ul style="list-style-type: none"> ● Trauma Informed Care ● Adolescent Brain/Cognitive Research Theory ● Social Emotional Learning ● Tier II intervention & supports with CLS ● Aggression Replacement Therapy ● TBD: Brief Intervention ● TBD: 8 Hour Mental Health ● TBD: Small Groups/Facilitation (coping skills, grief, anxiety, substance abuse, etc...) ● West Ed Equity Exchange for MTSS ● Parent & Family Engagement ● Forward Thinking/Interactive Journaling ● YLS-CMI at-risk student youth inventory
July 1, 2016	<ul style="list-style-type: none"> ● Created Administrator of Intervention and Support position under the Supervising Administrator of Student Behavior and Supports to increase effectiveness of PBIS Implementation
September 2016	<ul style="list-style-type: none"> ● Site coaching dates begin and sites begin to work on “working smarter matrix” to identify internal structures and supports already in place within a Tier 1, Tier II and Tier 3 support structure/pyramid on campus ● Tier II intervention specialists are hired and begin to work on SST format and protocol (also working on intervention logs and other aspects to Tier II supports) ● Multiple launch projects for new PBIS sites ● Brian starts with the California PBIS Coalition, to represent KHSD ● We will choose two TOT candidates for Restorative Practices with IIRP
September 14, 2016	<p>MTSS-PBIS Site Coordinator Meeting and Tier II training to follow for Intervention Specialists</p>
September 23-29, 2016	<p>PBIS site coaching visits with CLS</p>

October 2016	<ul style="list-style-type: none"> ● CEIS workshop in Palm Springs ● National PBIS Leadership Conference ● LCAP engagement calendar begins ● Modest Equity Exchange with Fresno State/West Ed ● Social-Emotional Training begins for PBIS sites (EOC) and TOT model discussed as possible next step for sites that want to accelerate exposure ● Share the Tiered Fidelity Index with Site Coordinator(s)
October 5, 2016	MTSS-PBIS Site Coordinator Meeting, to share school climate surveys (Principal request) and data reports with SHAPE
October 28-30, 2016	PBIS site coaching visits with CLS
November 2, 2016	<ul style="list-style-type: none"> ● MTSS-PBIS Site Coordinator Meeting and Tier II training to follow for Intervention Specialists ● District Leadership Meeting <p>Sample Message from KHSD for ALL sites would be suggested:</p> <ol style="list-style-type: none"> 1. Expectation that all sites implement PBIS, and move towards MTSS 2. District is committed to providing support to sites over 1-4 years 3. KHSD will use TFI as a district to evaluate fidelity
December 7, 2016	District leadership Meeting for PBIS-MTSS
December 10, 2016	Equity Consultation meeting with Dr. Edward Fergus, NYU
December 9-11, 2016	PBIS site coaching visits with CLS
January 11, 2016	MTSS-PBIS Site Coordinator Meeting
February, 2016	Administered the California Healthy Kids Survey to all 18 comprehensive and 5 continuation School Sites.
February 1, 2016	MTSS-PBIS Site Coordinator Meeting and Tier II training to follow same day
February 1-2, 2016	RJ Practices overview/training in Temecula
February 18, 2016	District Leadership Meeting
February 17-19, 2016	PBIS site coaching visits with CLS
March 7, 2016	MTSS-PBIS Site Coordinator Meeting
April 4, 2016	MTSS-PBIS Site Coordinator Meeting (TFI review and training) and Tier II training to follow same day
April 7, 2016	District Leadership Meeting
April 7-9, 2016	SET/TFI Fidelity Checks with PBIS sites/with CLS
May 17-24, 2016	PBIS site coaching visits with CLS
May 25, 2016	MTSS-PBIS Site Coordinator Meeting

June 15, 2017	Created four Teacher on Special Assignment PBIS-MTSS positions
August – June 2016	<ul style="list-style-type: none"> • Added additional cohort of sites to Equity work with Dr. Edward Fergus, Temple University • Trained 1/3 of all KHSD personnel in Implicit Bias, Restorative Practices, and Socio-Emotional Learning. • Added two more SEL 2.0 and Breath-taking series • Implemented Draft Version of Behavior Support Matrix with Deans • Trained 4 more Restoratives Practices TOT
July 1 st , 2017	<ul style="list-style-type: none"> • Merged Pupil Personnel Department (discipline) and Student Behavior and Supports Department (intervention/PBIS) and removed law enforcement and LCAAP/Family Engagement from aforementioned departments respectively to create the Department of Student Behavior and Supports coupling discipline with intervention. • Removed Supervising Administrator of LCAAP/PBIS and created Supervising Administrator of Student Behavior and Supports.
July 13, 2017	Trained all Dean's in Restorative Practices/Circles
August 8 th , 2017	MTSS-PBIS Site Coordinator Meeting
September, 2017	PBIS site coaching visits with CLS
September 18 th , 2017	MTSS-PBIS Site Coordinator Meeting
October, 2017	<ul style="list-style-type: none"> • Equity Coaching with Dr. Edward Fergus, Temple University • PBIS site coaching visits with CLS
October 9 th , 2017	MTSS-PBIS Site Coordinator Meeting with Deans included
October 30 th , 2017	District leadership Meeting for PBIS-MTSS
November 6 th , 2017	MTSS-PBIS Site Coordinator Meeting
December 2017	<ul style="list-style-type: none"> • Equity Coaching with Dr. Edward Fergus, Temple University • PBIS site coaching visits with CLS (Tier 1 Cohort B & Tier 2 Cohort A)
December 4 th , 2017	MTSS-PBIS Site Coordinator Meeting
December 11 th , 2017	District leadership Meeting for PBIS-MTSS
January, 2018	<ul style="list-style-type: none"> • Created Lead Interventionist Position and Lead School Social Worker Position • Added 4 Additional OCI Sites • One-to-One Interventionist at five school sites based on Readiness.

LCAP METRICS TO MEASURE PROGRESS (outcomes) 2015-2018

Goal: KHSD students will learn in positive, welcoming, safe and supportive environments, and parents, students, and community voices will be valued in enhancing student success.

- Increase course completion rate with a C or better as compared to previous year's completion rate (see page 140).
- Decrease grade 9 repeaters, as measured by last year's percentage of 8.355% (see page 140).
- Increase grad rate by 2% from previous year's rate (see page 139).
- Increase attendance rate by .5% from previous year's rate (see page 138).
- Decrease chronic absenteeism rate by .5% from previous year's rate (see page 138).
- Decrease truancy rate by 1% from previous year's rate (see page 138).
- Decrease dropout rate (by cohort) by 1% from previous year's rate (see page 138).
- Decrease suspension rate by 2%, districtwide and for all significant subgroups, from previous year's rate (see page 139).
- Decrease expulsion rate by 2%, districtwide, and for all significant subgroups, from previous year's rate (see page 139).
- Increase in survey responses related to school safety and school connectedness of agree or strongly agree by 5% compared to last year's responses (see page 140).
- A Multi-Tiered System of Supports (MTSS) is established to foster positive student relations, student connectedness, and culturally responsive school environments. Program effectiveness is measured by student, staff, and parent surveys.
- A system to collect, analyze, and report school and student data is established to monitor and measure program effectiveness and student progress.
- Parents feel welcomed and connected to their student's school, as measured by parent survey.
- Parents feel supported and engaged in their student's academic progress, as measured by parent survey.
- Maintain current level of LCAP stakeholder meetings and provide other meetings or resources to support parents – including parents of pupils of the unduplicated count and exceptional needs.
- Continue to build and support existing Parent Centers.



SUPPORT

1. **Family Support** | Family life provides high levels of love and support
2. **Positive Family Communication** | Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other Adult Relationships** | Young person receives support from three or more nonparent adults.
4. **Caring Neighborhood** | Young person experiences caring neighbors.
5. **Caring School Climate** | School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling** | Parent(s) are actively involved in helping the child succeed in school.



EMPOWERMENT

1. **Community Values Youth** | Young person perceives that adults in the community value youth.
2. **Youth as Resources** | Young people are given useful roles in the community.
3. **Service to Others** | Young person serves in the community one hour or more per week.
4. **Safety** | Young person feels safe at home, school, and in the neighborhood.



BOUNDARIES AND EXPECTATIONS

1. **Family Boundaries** | Family has clear rules and consequences and monitors the young person's whereabouts.
2. **School Boundaries** | School provides clear rules and consequences.
3. **Neighborhood Boundaries** | Neighbors take responsibility for monitoring young people's behavior.
4. **Adult Role Models** | Parent(s) and other adults model positive, responsible behavior.
5. **Positive Peer Influence** | Young person's best friends model responsible behavior.
6. **High Expectations** | Both parent(s) and teachers encourage the young person to do well.



CONSTRUCTIVE USE OF TIME

1. **Creative Activities** | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
2. **Youth Programs** | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
3. **Religious Community** | Young person spends one hour or more per week in activities in a religious institution.
4. **Time at Home** | Young person is out with friends "with nothing special to do" two or fewer nights per week.

INTERNAL ASSETS



COMMITMENT TO LEARNING

1. **Achievement Motivation** | Young person is motivated to do well in school.
2. **School Engagement** | Young person is actively engaged in learning.
3. **Homework** | Young person reports doing at least one hour of homework every school day.
4. **Bonding to School** | Young person cares about her or his school.
5. **Reading for Pleasure** | Young person reads for pleasure three or more hours per week.



POSITIVE VALUES

1. **Caring** | Young Person places high value on helping other people.
2. **Equality and Social Justice** | Young person places high value on promoting equality and reducing hunger and poverty.
3. **Integrity** | Young person acts on convictions and stands up for her or his beliefs.
4. **Honesty** | Young person "tells the truth even when it is not easy."
5. **Responsibility** | Young person accepts and takes personal responsibility.
6. **Restraint** | Young person believes it is important not to be sexually active or to use alcohol or other drugs.



SOCIAL COMPETENCIES

1. **Planning and Decision Making** | Young person knows how to plan and make choices.
2. **Interpersonal Competence** | Young person has empathy, sensitivity, and friendship skills.
3. **Cultural Competence** | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
4. **Resistance Skills** | Young person can resist negative peer pressure and dangerous situations.
5. **Peaceful Conflict Resolution** | Young person seeks to resolve conflict nonviolently.



POSITIVE IDENTITY

1. **Personal Power** | Young person feels he or she has control over "things that happen to me."
2. **Self-Esteem** | Young person reports having a high self-esteem.
3. **Sense of Purpose** | Young person reports that "my life has a purpose."
4. **Positive View of Personal Future** | Young person is optimistic about her or his personal future.