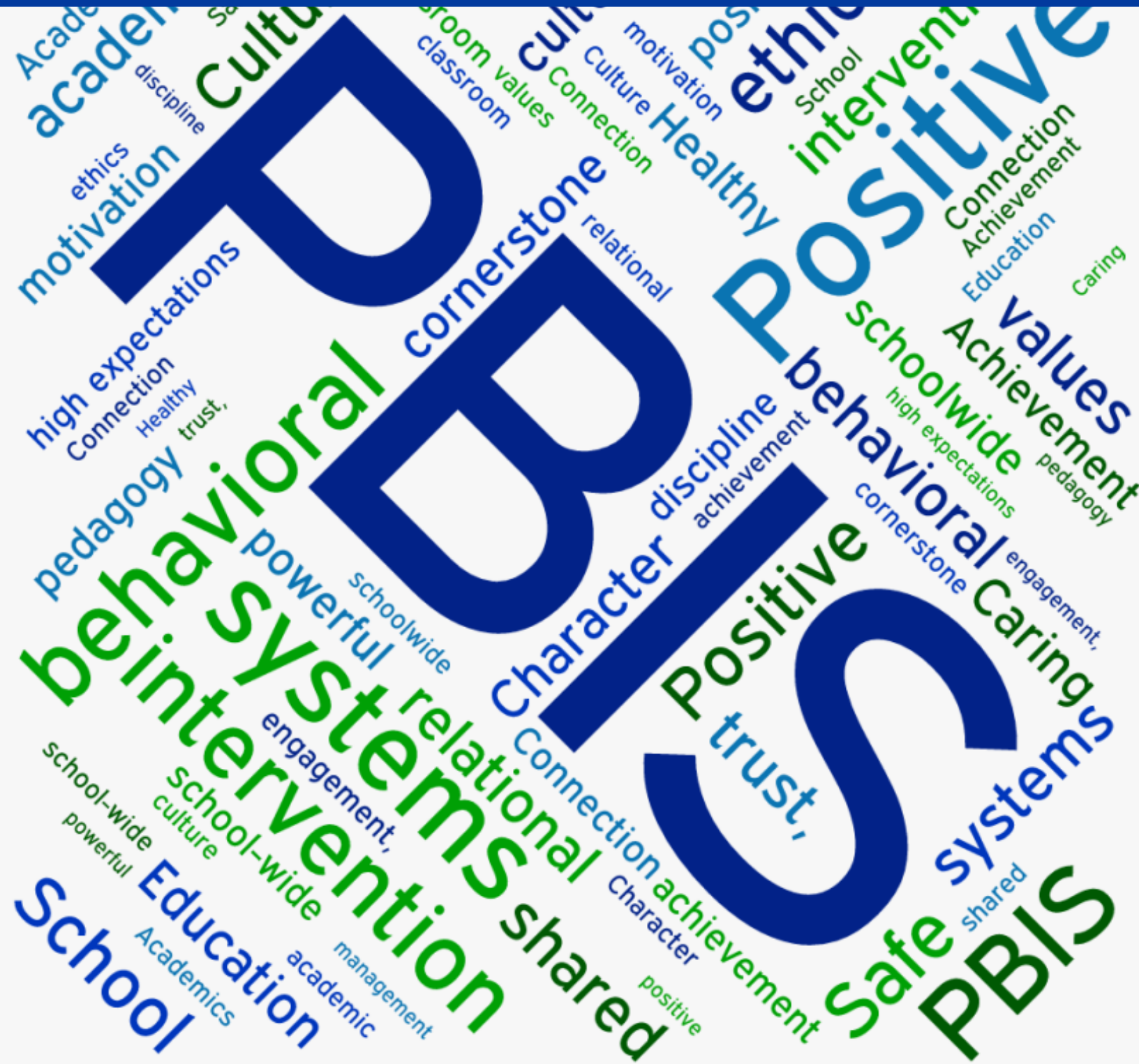
Mount Diablo Unified School District

Equity and Disproportionality Department
Positive Behavior Intervention and Supports (PBIS)
Process and Procedures

2021-2022



Equity Team

The Equity Team is dedicated to support all sites in achieving educational equity and dismantling institutionalized racism with the implementation of Positive Behavior Supports and Intervention Systems, Social Emotional Learning Strategies, and Restorative Practices, along with the facilitation of courageous conversations about race and discrimination to ensure all students within the district have a voice and achieve personal, academic, and emotional aspirations.

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Positive Behavior Interventions and Supports (PBIS)

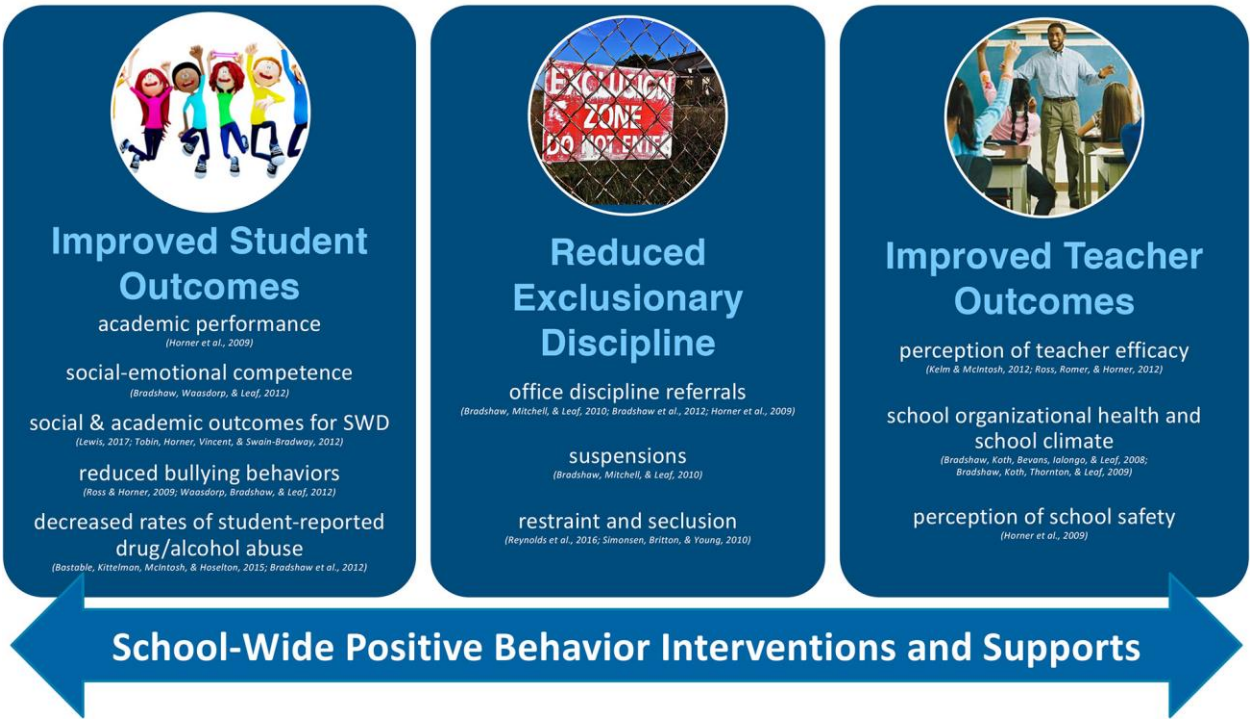
What is PBIS?

1. Positive Behavioral Interventions and Supports (**PBIS**) is an evidence-based three-tiered system of supports to improve and integrate all of the data, systems, and practices affecting student outcomes every day. (PBIS.org)
2. What is a Multi-Tiered System of Supports (MTSS)?
    a. A Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students.
3. PBIS Tiers
    a. Tier 1: Universal System (All)
        i. Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior.
        ii. Tier 1 foundational systems include:
            1. An established leadership team
            2. Regular meetings
            3. A commitment statement for establishing a positive school-wide social culture
            4. On-going use of data for decision making
            5. Professional development plans
            6. Personnel evaluation plan
        iii. Tier 1 practices include:
            1. School-wide positive expectations and behaviors are taught
            2. Established classroom expectations aligned with school-wide expectations
            3. A continuum of procedures for encouraging expected behavior
            4. A continuum of procedures for discouraging problem behavior
            5. Procedures for encouraging school-family partnership
    b. Tier 2: Targeted System (Some)
        i. Tier 2 systems, data, and practices provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before those behaviors start. Tier 2 supports often involve group interventions with 10 or more students participating. The support at this level is more focused than Tier 1 and less intensive than Tier 3
            1. Tier 2 foundational systems include:
                a. An intervention team with a coordinator
                b. Behavioral expertise
                c. Fidelity and outcome data are collected
                d. A screening process to identify students needing Tier 2 support
                e. Access to training and technical assistance
            2. Tier 2 practices include:
                a. Increased instruction and practice with self-regulation and social skills

b. Increased adult supervision
c. Increased opportunities for positive reinforcement
d. Increased pre-corrections
e. Increased focus on possible function of problem behaviors
f. Increased access to academic supports

c. Tier 3: Intensive Individualized System (Few)
   i. At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all
      1. Tier 3 foundational systems include:
         a. A multi-disciplinary team (SST or IEP teams)
         b. Behavior support expertise
         c. Formal fidelity and outcome data are collected
      2. Tier 3 practices include:
         a. Function-based assessments
         b. Wraparound supports
         c. Cultural and contextual fit

4. Desired Outcomes from the implementation of PBIS within a school site



5. Material Templates
   a. PBIS Meeting agenda Template
   b. CARE Team Meeting Agenda Template
   c. Team Charter Template
   d. SMART Goals/Action Plan Template
   e. TFI Action Plan Template

How to receive PBIS support from the Equity Department?

1. If you are a teacher, reach out to your site administrator to discuss your interest in either improving the current PBIS system within your site or making your site a PBIS School within the district.
2. If you are a principal, contact Assistant Director of the Equity and Disproportionality Department to set-up a meeting
    a. Current Assistant Director: Jorge Melogoza
        i. Contact information:
            1. email: melgozaj@mdusd.org
            2. phone number: (925) 682 - 8000 ext. 6212
    b. Meeting will be to discuss:
        i. Current Culture and Climate within your site
        ii. Stakeholder buy-in
        iii. If any PBIS systems have been implemented within your site
        iv. Amount of support you will need from the Equity Department

Memorandum of Understanding (MOU)

1. Each year every site that is interested in Equity PBIS support is required to sign a MOU.
2. The MOU states the expectations for each school depending on the designated PBIS Level for the year.
    a. The expectations are guidelines and will be used to assess progress and need for assistance
3. At the end of the year, the assigned Equity Team Member to the site will set-up an "End of the Year" (EOY) meeting to discuss progress and the upcoming year's MOU and Level.
4. Sample MOUs are within the Appendix (click here)

PBIS Level System

1. **Graduation:** (support needed with access to PBIS Apps Platform)
    a. The school is ready to be fully on its own and has graduated from the assistance of the Equity team in their implementation of PBIS.
    b. The school will still have access to all of the training provided on the website on PBIS and Equity.
    c. The school has met all criteria:
        i. TFI scores 80% or higher for the last 3 years
            1. Independently proctoring the TFI at least once per year
            2. Use the scores to form educated decisions on adjusting the PBIS system if needed
        ii. SAS scores at least 80% of the items with a score of "80% in place"
            1. Independently read the SAS and use it to form an action plan for the school
            2. Independently scheduling and setting up the SAS on the PBIS Apps website
        iii. Scored 90% on data walkthroughs
            1. Walkthroughs include data collection on:
                a. Expectations visible on campus
                b. Expectations visible in classroom
                c. Teachers using Behavior Specific praise
                d. Routines are being implemented within the classroom and other school environments
                e. All staff are using acknowledgement system

            f. Questions with students regarding PBIS system
        iv. Independently accessing training materials provided by the Equity team
        v. Independently writing BIPs for students with comprehensive function based strategies
        vi. Accurate and comprehensive data collection that shows areas of need, fidelity of implementation, and progress
        vii. Teachers, admin and staff are well trained with the Aeries program and are consistently inputting information into the platform.
        viii. Have active parent participation within the school and PBIS teams that represent their school diversity
    d. The Equity Department will still assist in the production of assessments through the PBIS Apps platform, so the site can continue to complete the SAS and TFI if desired.
    e. Although the school has graduated from assistance with PBIS implementation, the Equity Team will continue to provide assistance with work and professional development surrounding Equity and Racism.

2. **Promotion:**
    a. The school will receive 2 days of facilitated work with the Equity Team surrounding PBIS implementation and comprehension.
    b. The school will have access to all of the training provided on the website on PBIS and Equity.
    c. The school will be provided support in the production of BIPs, and will receive PDs to increase fluency and independence in writing BIPs.
    d. The school has met all criteria:
        i. TFI scores 80% or higher for the last 2 years
            1. Needs some assistance in proctoring the TFI (2 times per year)
            2. Use the scores to form educated decisions on adjusting the PBIS system if needed
        ii. SAS scores at least 80% of the items with a score of "80% in place"
            1. Independently read the SAS and use it to form an action plan for the school
            2. Might need help scheduling and setting up the SAS on the PBIS Apps website
        iii. Scored 80% on data walkthroughs
            1. Walkthroughs include data collection on:
                a. Expectations visible on campus
                b. Expectations visible in classroom
                c. Teachers using Behavior Specific praise
                d. Routines are being implemented within the classroom and other school environments
                e. All staff are using acknowledgement system
                f. Questions with students regarding PBIS system
        iv. Independently accessing training materials provided by the Equity team
        v. May need some assistance editing BIPs written by one of the School's CARE team members for students with comprehensive function based strategies
        vi. Accurate and comprehensive data collection that shows areas of need, fidelity of implementation, and progress
        vii. Teachers, admin and staff are well trained with the Aeries program and are consistently inputting information into the platform.

viii. Have active parent participation within the school and PBIS teams that represent their school diversity

e. Although the school has reached the promotion stage, the Equity Team will continue to provide assistance with work and professional development surrounding Equity and Racism.

3. **Full Support Needed**:
   a. A member of the Equity team will be assigned to assist the school throughout the year with implementation of PBIS, this will include:
      i. Attending PBIS team meetings
      ii. Attending CARE team meetings
      iii. Assisting with the creation of PBIS materials by advising and giving feedback along with training if necessary
   b. The Equity team will provide three days of training for the schools PBIS team throughout the year
      i. Training will be individualized based on the school's need and place within the implementation of their school's PBIS system
   c. The school will also have access to all of the training provided on the website regarding PBIS and equity
   d. The school will be required to do the following:
      i. Sign an MOU at the beginning of the school year
         1. Meet expectations listed in the MOU
            a. If expectations are not met then there is a possibility that the school will be moved to the initiation group in the following year
      ii. Conduct TFIs during the school year with the assistance of the Equity Team Member
         1. If interested in participating in the California PBIS Coalition recognition system, two TFIs will be required, including a walkthrough of the campus
         2. If site is not interested in participating in the CA PBIS Coalition recognition system, then only one TFI will be required, including a walkthrough of the campus
      iii. Complete one SAS with their teachers or a Climate/Culture Survey based on SMART goals
      iv. Update Google Drive folder with all of the required documents
      v. Make comprehensive action plans with the assistance of the Equity Team member, if necessary
      vi. Begin to implement data collection systems that are comprehensive and accurate
      vii. Meet with the Equity team member regularly if necessary to assist with building capacity to implement PBIS within the school
   e. The Equity Team member will also assist by writing BIPs for GenEd students, if all of the requirements are met listed in the PBIS handbook for Elementary sites.

4. Partial Support Needed:
   a. A site has been moved to this level due several possible reasons:
      i. Based on the need of the school, the school does not need full support but has not met the requirements to be in the Promotion Level

ii. A new administrator has been assigned to the site and the site needs some time to readjust prior to being required to meet all of the requirements for the Green Level of support
iii. A school needs to address some areas of growth, prior to moving back into the Full Support Level of support based on data of the previous year.

b. If a site has been moved based on not needing full support, the site will be required to:
   i. to meet with the Equity Team member 3 times per year, more meetings can be scheduled based on need of site
   ii. Will attend Cohort trainings based on current Cohort placement
   iii. Complete the requirements listed on the MOU

c. If a school site has been moved due to areas of growth that needs to be addressed or due to a new administrator assigned, the school site might be requested to meet individualized criteria to be considered to return to Green status.
   i. The criteria can include but not limited to:
      1. Establishing a concrete team for either PBIS or CARE
      2. Increasing the number of CARE team meetings per month due to need within the school
      3. Adding required documentation on the Google Drive for their school, so the Equity Team can assess progress
         a. Monthly team meeting notes with agenda
         b. Team composition
         c. PBIS handbook for all the Tiers currently being implemented
      4. Updating PBIS handbook based on feedback given from the Equity Team
      5. Removal of certain punishment procedures that is counter to philosophy of PBIS and Equity
   ii. The school will be provided access to all of the training provided on the website about PBIS and Equity.
   iii. A member of the Equity team will meet with the school 3 times per year:
      1. First: to establish goals needed to be reinstated
      2. Second: to check in on the status of the goals.
         a. If goals are met, then the school will move back into the active group (see above)
         b. If goals are not met, then the school will remain in the initiation group for the remainder of the year and will be reviewed at the end of the year.
      3. Third: to check the status of the goals, potentially moving them to the active group for the following year or remaining within the initiation group.
   iv. Based on the first meeting, a training schedule will be provided either the school will be invited to attend the established Cohort training or an individualized training schedule for the site or PBIS team will be established.

5. **Preparation:**
   a. The school has shown interest in joining the Equity team and beginning to implement PBIS within their school, however, the current staff within the school is not ready for beginning the process due these possible reasons:

i. Currently Flip/Clip charts are still being used readily within the majority of the classrooms
ii. The staff have voiced that they do not believe in PBIS and do not want to implement the strategies
    1. Buy-in from the staff needs to be done prior to beginning the process
iii. The school needs to be actively working on Equity and giving professional development around systemic racism and how it affects the students
    1. Adding an equity perspective to the mission statement
    2. Requiring staff to attend professional development on racism and equity

b. A member of the Equity Team will meeting with the administration two times per year, once at the beginning and once at the end
    i. This meeting will be used to discuss goals and needed changes prior to the Full Support Needed or Partial Support Needed group
    ii. The end of year meeting will be used to determine if the school is ready to begin working on implementation of PBIS

6. **No Support:**
    a. The site has decided to Opt-out of PBIS support from the Equity Department.
    b. The Equity Department will reach out each year to discuss returning

Equity Department Accountability Matrix

Why was the Equity Department Accountability Matrix Created?

The Equity Department has been reflecting on how to assist schools effectively in implementing PBIS and SEL strategies with fidelity and an Equity lens. One way to assist more effectively and give individualized feedback is to take data on each site, to ensure they are following through with their action plans for their SMART goals.

During the 2020-21 school year, MDUSD had a systemic instructional review (SIR) completed by the California Collaborative for Educational Excellence (CCEE). Throughout this report the lack of accountability within many initiatives and programs were highlighted. From previous brainstorming and the CCEE's SIR report, the Equity Department developed the Equity Department Accountability Matrix.

What is the Equity Department Accountability Matrix?

1. The matrix will be used to assess progress with the implementation of PBIS and SEL strategies within a site and analyze the effectiveness of the introduction of these strategies with other crucial data points within the site.
2. Data will be collected with the assistance of the site administrator, PBIS team, CARE team, Counselor, and the Equity Team member assigned to the site.
3. Data will be collected in the following areas:
    a. General Site information
    b. Demographics
    c. PD Attendance
    d. PBIS Expectations
    e. PBIS Assessments
    f. SMART Goals

g. Academics (quarterly)
h. Reward/Acknowledgement Systems
i. Discipline (at least quarterly)
j. Attendance (at least quarterly)

4. The data will not be used for disciplinary purposes or evaluative reasons, solely to assist the progress of each site and ensure accountability with the implementation of PBIS.
5. Data will not only be related to the site's progress but also the Equity Department's support of each of the sites, due to the data collected on Site visits and PD attendance.
6. This will help each site make data-based decisions and assist the Equity Department with their support of each site individually.

California PBIS Coalition Recognition System

1. California PBIS Coalition (CPC) (pbisca.org)
    a. A collaborative organization using evidence-based, culturally relevant practices to build capacity for all stakeholders in the implementation of PBIS as a multi-tiered system following the National PBIS Blueprints for professional development, implementation, and evaluation.
2. CPC Recognition System:
    a. Initiated their first statewide effort in 2015 to implement a recognition system to acknowledge schools for implementing PBIS with fidelity to the national framework.
    b. Schools may apply to be recognized as Bronze, Silver, Gold, or Platinum PBIS schools.
    c. Click here to see the Recognition Guidelines and links for application
3. Equity Team Support for CPC Recognition System application
    a. **Participation within the CPC Recognition System is not required by MDUSD's Equity Department** to receive PBIS support with PBIS implementation and improvement.
    b. Each school that is interested in applying for the CPC Recognition System needs to inform the Equity Team Member assigned to their site.
    c. A formal Self-Assessment Survey and two Tiered Fidelity Inventories are required to participate within the Recognition system, both are described below.
    d. Once the Equity Team is informed of their interest, the Equity Team Member will set-up the required assessments on the PBIS Apps platform.
        i. Depending on the current PBIS Level of the site, the Equity Team Member will either fully help with the implementation of the TFI and walkthrough or will solely set-up the assessments on the PBIS Apps platform for the site to complete independently.
    e. **The remainder of the application is the responsibility of the site**.
    f. If the site needs assistance with the application, the site can reach out to their assigned Equity Team Member.

Self-Assessment Survey (SAS)

1. Each site is required to do a Self-Assessment Survey (SAS) at least once per year
2. The SAS should be conducted in the month of September/October and completed.
3. The Equity Department offers two types of Self-Assessment Surveys
    a. Formal, created by PBIS Apps
    b. Individualized informal, created by Site Admin, PBIS team and Equity Team member in collaboration relating to the current SMART goals for the year
4. Formal SAS:
    a. A completed Formal SAS created by PBIS Apps is required to participate in the CA PBIS Coalition

Recognition System.

b. The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behavior support systems in their school.
    i. The survey examines the status and need for improvement of four behavior support systems:
        1. school-wide discipline systems
        2. non-classroom management systems (e.g., cafeteria, hallway, playground)
        3. classroom management systems
        4. systems for individual students engaging in chronic problem behaviors
c. The Equity Behaviorist will open the survey for the month of September
    i. The most effective way to conduct the survey is at the first staff meeting of the month, which should take about 20-30 minutes.
    ii. If the school is doing distance learning, the link should be sent out prior to the staff meeting, so teachers can easily access the survey during the meeting.
    iii. If you need the time extended, it will be the responsibility of the PBIS team to inform the Equity Behaviorist of the reason and the duration of the extension.
d. Once the SAS is completed, the results should be reviewed at the following PBIS team meeting, guiding the development of the action plan for the year.
    i. Members of the team that are users on the PBIS Assessment Apps can access the results and distribute to the whole PBIS team
    ii. If you need assistance in generating the report, please contact the site's Equity Team Member to train you on using the PBIS Assessment Apps website
    iii. If you need more users added to your account, please inform the site's Equity Team Member.
    iv. Please contact the site's Equity Team Member to set-up a meeting when completed, if you would like to discuss or need help with analyzing the results.

5. Informal Individualized SAS:
    a. Needs to be created in the month of August/September at the first PBIS Team meeting with Equity Team Member attending
        i. The focus will be on PBIS implementation song with the current SMART goal as the emphasis
    b. Once the survey is completed, it will be disseminated to all staff within the site in September
    c. The results of the SAS will be used to make data-based decisions on how to move forward with the SMART goal and further improve PBIS implementation within the site

Tiered Fidelity Inventory (TFI)

1. The TFI is a nationally used assessment tool utilized to help schools action plan and assess their progress with the implementation of the PBIS system on all levels.
    a. If participation in the CA PBIS Coalition Recognition System, scores are sent to the CA PBIS Coalition to nominate schools for achievement awards.
2. Each site within the district participating in PBIS is required to complete at least one TFI each year in the Spring.
    a. Best practices is to conduct two within a calendar year.
    b. The Equity Department conducts the TFI twice a year:
        i. Fall (November, optional with approval from you assigned Equity Team Member)
            1. Establish baseline
        ii. Spring (April, required)

1. Measure improvement

3. The TFI is scheduled depending on your school's progress within the PBIS tiers. Once your school is beginning to develop and implement a tier a TFI will be conducted on that Tier.
    a. The meetings are scheduled by the Equity and Disproportionality Senior Secretary or with an Equity Team Member with the School's Administrator.
        i. If you are currently implementing Tiers 1-3, more than one meeting may be needed to complete the TFI to accommodate the schedules of all of the members in each team, however it is easier for scheduling for the TFI to be conducted with all members of both teams.
    b. Tier 1: School Wide system (Universal)
        i. First part: Walk through
            1. Randomly select staff and students will be asked interview questions about the School Wide PBIS system and the responses will be recorded.
            2. This is scheduled by an Equity Team member with the School's administrator to be conducted during a time where teachers, staff, and students are available to be interviewed.
            3. It is recommended for the PBIS Coordinator and a Site Administrator to join the Equity Team member on the Walkthrough again, please keep this in mind when scheduling the TFI.
            4. If your school is in distance learning, times will need to be scheduled with teachers from each grade for a member of the Equity team to jump into the virtual classrooms to ask the questions or permission to contact students in their home will need to be given.
                a. If the Equity team is contacting families, a notice will need to be sent to the families prior to warning them of the possibility of a phone call.
        ii. Second part: Conducted by an external person (Equity Behaviorist, Behaviorist Assistant, Equity Counselors,or TISP Coach) with the Tier 1 PBIS team.
            1. Advised for the TFI to be disseminated prior and the team member complete it with their rating for each of the items 1.1 – 1.15
            2. The external person will conduct the survey with the PBIS Tier 1 Team and take votes
                a. If the ratings for the item are the same for all members, that rating will be inputted as the final score for the item
                b. If there is variability in the rating of a particular item, the external person will facilitate a discussion to assist the team in deciding a final rating with all member in agreement
    c. Tier 2: Team Initiated Problem Solving (Targeted)
        i. Conducted by an external person (Equity Behaviorist, Behaviorist Assistant, Equity Counselors,or TISP Coach) with the Tier 2 PBIS team (sometimes considered the CARE team)
            1. Advised for the TFI to be disseminated prior and the team member complete it with their rating for each of the items 2.1 – 2.13
            2. The external person will conduct the survey with the PBIS Tier 1 Team and take votes
                a. If the ratings for the item are the same for all members, that rating will be inputted as the final score for the item

b. If there is variability in the rating of a particular item, the external person will facilitate a discussion to assist the team in deciding a final rating with all member in agreement

d. Tier 3: Tertiary Systems and Functional Behavior Supports (Intensive)
    i. Conducted by an external person (Equity Behaviorist, Behaviorist Assistant, Equity Counselors,or TISP Coach) with the Tier 2 PBIS team (sometimes considered the CARE team)
        1. Advised for the TFI to be disseminated prior and the team member complete it with their rating for each of the items 3.1 – 3.17
        2. The external person will conduct the survey with the PBIS Tier 1 Team and take votes
            a. If the ratings for the item are the same for all members, that rating will be inputted as the final score for the item
            b. If there is variability in the rating of a particular item, the external person will facilitate a discussion to assist the team in deciding a final rating with all member in agreement
    ii. If your school is already at Tier 3 within your implementation, the Tier 2 and 3 surveys are conducted at the same meeting.

4. Once all of the components of the TFI are completed the Equity Team Members will input the data within the PBIS Assessment Apps and inform the school of completion.
    a. Once the scores are inputted, the school can access the results through the PBIS Assessment Apps website.

PBIS Showcase:

1. Each year in April/May, PBIS schools are invited to participate in a PBIS Showcase based on their SAS, TFI, improvement throughout the year, and overall participation in PBIS for the school year
    a. All PBIS schools are encouraged to present their system in a table format
        i. This allows the school to showcase their current system
        ii. Other schools to collaborate and get ideas from other schools
    b. Starting SY 2018-19, Equity Office introduced a PowerPoint Contest highlighting growth in school culture and school climate with the implementation of PBIS. Winners are selected by a Panel and awarded funding incentives for the following year.

Equity Team

Assistant Director of Equity

Current Assistant Director of Equity: Jorge Melgoza

1. The Assistant Director of Equity supervises, coaches, and gives general support to all members of the Equity Team, along with providing Equity Training to the Site and District Administrators, while actively holding discussions to dismantle systems and policies of oppression within the district.

Secondary Equity Team

Equity Counselors

Current Equity Counselors: Adriel (AD) Briscoe and Pedro Arroyo

1. The Equity Counselors give general support to all of the secondary schools enrolled in PBIS with the use of their extensive knowledge with Counseling practices and PBIS.
    a. Currently there are 9 Secondary Schools enrolled
    b. Support given will be determined based on where each school is within the PBIS level system decided by the Equity and Disproportionality team and agreed upon through the MOU with the school's administrator at the beginning of each year.
        i. PBIS Level system is described after the job description of the Equity Senior Secretary position.
2. Support in schools is in the form of the following:
    a. PBIS coaching
    b. CARE/Tier 2/Intervention Team support and coaching
    c. Supporting student success centers
    d. General support and training to the Principal and PBIS Coordinator and team
    e. Conducting any required surveys (please see above for requirements under SAS and TFI)
3. PBIS Coaching
    a. The Equity Counselor can come to the PBIS team meetings and assist in developing action plans, give advice on updates needed for the PBIS system, and produce treatment fidelity checklists to ensure the staff at the school are implementing the PBIS system.
        i. Please note that the meeting may need to be adjusted to accommodate the Equity Counselor's schedule due to the large number of sites being supported, please be flexible with dates and times, if possible
4. CARE/Tier 2/Intervention Team support and coaching
    a. The Equity Counselor can come to the scheduled meetings to assist with questions about creating individualized plans, adjusting current plans.
    b. Please note that the meeting may need to be adjusted to accommodate the Equity Counselor's schedule due to the large number of sites being supported, please be flexible with dates and times if possible
5. Supporting Student Success Centers:
    a. Student Success Centers are designed as a place for students to take a break, cool down, process their emotions and then return to class.
        i. Typically run by the school counselors
    b. Equity Counselor, if a student success center is present within your school and needs assistance, will organize quarterly meetings with the facilitators from the different centers to resource share and problem solve.
        i. Each meeting is at a different school site's center
        ii. Discussion topics may include:
            1. Sign-in sheets
            2. Group topics
            3. Data tracking
            4. Activity sharing
            5. Problem solving of current issues or concerns
6. General Support and training for the Principal and PBIS Coordinator

a. The Equity Counselor can meet with the Principal and/or PBIS Coordinator to conduct some training on PBIS, SEL and other subjects that pertain to the Equity and Disproportionality Department to increase their individual knowledge, so they can train other staff within their school.
    i. The Equity Counselorwill not conduct any individual training for all staff at a particular site.
        1. However, the Equity Counselor can attend the training led by either the Principal, PBIS Coordinator, or PBIS Team to assist with the training and answer any questions that the staff may have that the meeting facilitator might not be able to answer.

Elementary Equity Team

Equity Behaviorist

Current Equity Behaviorist: Adriel Wong

1. The Equity Behaviorist can give general support to all of the elementary schools enrolled in PBIS with the use of their extensive knowledge and experience with behavioral management, including behavior reduction and behavior acquisition strategies and PBIS.
    a. Currently there are 25 Elementary Schools enrolled
    b. Support given will be determined based on where each school is within the PBIS level system decided by the Equity and Disproportionality team and agreed upon through the MOU with the school's administrator at the beginning of each year.
        i. PBIS Level system is described after the job description of the Equity Senior Secretary position.
2. An Equity Behaviorist is a Board Certified Behavior Analyst which is a graduate-level certification in behavior analysis. Behavior Analysis is the science of behavior and guiding philosophy is behaviorism, which is based on the premise that attempts to improve the human condition through behavior change.
3. Support in schools is in the form of the following:
    a. PBIS coaching
    b. Behavior Plan Development
    c. CARE/Tier 2/Intervention Team support and coaching
    d. Supporting student success centers
    e. General support and training to the Principal and PBIS Coordinator and team
    f. Conducting any required surveys (please see above for requirements under SAS and TFI)
4. PBIS Coaching
    a. The Equity behaviorist can come to the PBIS team meetings and assist in developing action plans, give advice on updates needed for the PBIS system, and produce treatment fidelity checklists to ensure the staff at the school are implementing the PBIS system.
        i. Please note that the meeting may need to be adjusted to accommodate the Equity Behaviorists schedule due to the large number of sites being supported, please be flexible with dates and times, if possible
5. Behavior Plan Development
    a. A behavior intervention plan is developed to teach adults how to respond to a specific student's behavior and how to adjust the environment to prevent certain behaviors from occurring.

b. Schools must follow the outlined process below to request Equity Support in producing a BIP for a student. *Requests must come directly from the site administrator or CARE Team using the Behavioral Observation Referral Google Form. .*
    i. Teacher of the student of interest must be implementing the School Wide PBIS System with fidelity
    ii. Classroom support: Teacher creates a classroom level plan to address behaviors and communicates plan to principal and parents
        1. Plan should be implemented for 1 to 6 weeks and progress should be noted depending on the intensity of the behavior (refer to table below)
        2. Interventions used should be inputted within the Aeries system within the Pre-Referral Intervention page.
        3. Interventions need to be inputted into Aeries, along with documented by the CARE team
    iii. Site support- Principal creates a level one behavior plan to address behaviors.
        1. Plans can be created at an SST or CARE team meeting.
            a. Plan should address academic concerns as well
            b. Including academic strategies and accommodations
        2. Parent communication must be part of the plan.
        3. Depending on the severity and intensity of the behavior, the plan needs to be implemented for the following periods of time, with progress and data collected:
            a. High Intensity Behavior: 1-2 weeks
            b. Moderate Intensity Behavior: 2-4 weeks
            c. Low Intensity behavior: 4-6 weeks
        4. Below is a chart with the Behavior descriptions:

High	Includes, but not limited to: ● Aggression- hitting, punching, pulling hair, throwing objects, pushing, fighting, kicking, physical altercations, and any form of aggression with an object that poses direct and immediate danger to others. All behaviors listed are directed towards others. ● Self Injurious Behavior SIB- banging head, hitting oneself, throwing body towards objects, aggression toward self with an object that poses direct and immediate danger to self, potential of drawing blood. ● Large Property Destruction- Destruction of; electronics, desk, window, others belongings. ● Elopement- Running from the classroom and not returning, leaving campus. ● Tantrum-A combination of two or more challenging behaviors lasting longer than 10 seconds. ● Inappropriate touching- touching another peer or adult in sexually explicit nature

	Frequency of behavior - occurring at least twice per day or displaying multiple of the behaviors described above along with multiple within the Moderate section at least weekly per behavior. If behavior only occurs once per week or every other week, but puts the student or others in immediate danger, qualifies for a high intensity behavior.
Moderate	Includes, but not limited to: ● Verbal Aggression towards others- calling others inappropriate names, using non-appropriate school language, threatening statements, teasing others,using inappropriate language in a way of addressing others. ● Inappropriate language- racially charged aggressive language, sexually aggressive ● Social emotional- Crying for more than 10 minutes during class, refusal to speak, withdrawn. ● Non-compliance- refusal to participate in class activities, respond to peers or adults. ● Disruptive Behavior- Any instance of the student engaging in activities other than the assigned activity or lesson that causes other students to observe for longer than 10 seconds and it is difficult to redirect the other students within the class back to the assigned activity (e.g., making sounds, touching others, throwing small objects, singing, running around the classroom, dancing, making joking comments) ● Property Destruction- Breaking pencils, Ripping up more than 5 pages in one sitting, swiping items. Multiple occurrences must occur within the setting Frequency of behavior - occurring multiple times per day per behavior displayed.
Low	Includes, but not limited to: ● Inappropriate Language- at times uses non-appropriate school language. ● Non-compliance- at times refuses to engage in work, but is easily redirected and reengaged ● Chronic absenteeism- student has missed multiple days of school and parents relay that it is a result in behavior- may change in ranking due to the amount of time missed, mainly in relation to distance learning. ● Disruptive behavior - any instance of the student engaging in activities other than the assigned activity or lesson that causes other students to observe, but the other students can be easily redirected back to the assigned activity.

	Frequency of behavior - occurring less than 5 times per week per behavior displayed.

iv. District Support- Principal invites **Equity Behaviorist** to review and update or expand behavior plan.
    1. This will be a level two behavior plan and will involve student observations by the **Equity Behaviorist** and Behaviorist Assistants**.**
        a. The observations will be scheduled with the Site Administrator and during times that the challenging behavior is more likely to occur.
        b. During distance learning, the site administrator will need to check with the teacher to find the appropriate time to have an observation during a virtual class or a time to meet with the parents/legal guardians of the student, if behavior at home is inhibiting engagement with distance learning platforms.
    2. The Equity Behaviorist will determine **if** a BIP needs updating, based on data collected and observations. A meeting will be scheduled with the team to discuss findings.
    3. Once the BIP is written, a SST meeting will be conducted with the parents
        a. Consent from the parents for the plan is required
        b. Support to the teacher and student from a Behavior Assistant for the beginning of implementation will be determined
            i. Not all BIPs will need a Behavior Assistant to assist in implementation
    4. Plan should be implemented 3 to 6 week and progress should be noted
    5. Once the plan has been approved by the parents/legal guardians, the BIP needs to be uploaded onto Aeries based on the procedure.
        a. To find the procedure to upload BIP onto Aeries review below after the PBIS level system.

v. If after these steps the behaviors continue, the principal should complete PBT paperwork.

6. CARE/Tier 2/Intervention Team support and coaching
    a. The Equity Behaviorist can come to the scheduled meetings to assist with questions about creating individualized plans, adjusting current plans (this does not include beginning a new plan (please see above process for creating BIP)), and general coaching on Applied Behavior Analysis (ABA) techniques and strategies.
        i. Please note that the meeting may need to be adjusted to accommodate the Equity Behaviorists schedule due to the large number of sites being supported, please be flexible with dates and times if possible
7. Supporting Student Success Centers:
    a. Student Success Centers are designed as a place for students to take a break, cool down, process their emotions and then return to class.
        i. Typically run by the school counselors
    b. Equity Behaviorist, if a student success center is present within your school and needs assistance, will organize quarterly meetings with the facilitators from the different centers to resource share and problem solve.
        i. Each meeting is at a different school site's center

ii. Discussion topics may include:
    1. Sign-in sheets
    2. Group topics
    3. Data tracking
    4. Activity sharing
    5. Problem solving of current issues or concerns

8. General Support and training for the Principal and PBIS Coordinator
    a. The Equity Behaviorist can meet with the Principal and/or PBIS Coordinator to conduct some training on PBIS, ABA, and other subjects that pertain to the Equity and Disproportionality Department to increase their individual knowledge, so they can train other staff within their school.
        i. The Equity Behaviorist will not conduct any individual training for all staff at a particular site.
            1. However, the Equity Behaviorist can attend the training led by either the Principal, PBIS Coordinator, or PBIS Team to assist with the training and answer any questions that the staff may have that the meeting facilitator might not be able to answer.

Behavior Assistants

Current Behavior Assistants: Naghmeh (Nona) Dadashnejad and Melissa Milligan

1. The behavior Assistants will be giving general support to all of the schools enrolled in PBIS
    a. Currently there are 2 behavior assistants within the Equity and Disproportionality Department
2. Support in schools is in the form of the following:
    a. Classroom observations
    b. Student observations
    c. Assistance in Implementation in Behavior Intervention Plans written by the Equity Behaviorist
    d. Conducting TFIs (please see above for requirements under TFI)
3. Classroom Observations
    a. The purpose of classroom observations is to collect treatment fidelity data within the classroom of the current PBIS systems in place.
    b. This data will be used to inform the PBIS team, what strategies are being used effectively and consistently, along with which strategies are not being used school wide. This will guide conversations on improvements needed to be made on the implementation of the PBIS system as a whole.
        i. The reporting to the PBIS team of the data will be done by the site administrator or the Equity Behaviorist, not the Behavior Assistant.
            1. The Behavior Assistant cannot answer any questions regarding the results.
            2. However, the individual teacher can request to see the fidelity checklist done for their individual classroom or the school wide results, but not on any other classroom within the school.
        ii. No individual data will be discussed with the PBIS team, only the whole schools combined scores. All data will be anonymous, to ensure the sole use is for improvement of the PBIS system.
        iii. Data will also be used to guide interview questions of staff to assess the reasons why certain strategies are not being or inconsistently being implemented.
            1. This interview will assist the PBIS team to adjust and update the system to make it easier to implement.

4. Student observations
    a. After a student has been determined by the Equity Behaviorist to be a student of interest or to assist the Equity Behaviorist in that determination, the Equity Behaviorist will assign the Behavior Assistant to go observe a particular student within the classroom, recess, or other environments within the school.
    b. The student observation will take place during times that the challenging behaviors of interest occur most readily.
    c. The data collection will be confidential and only shared with the treatment team established by the site administrator.
    d. The Behavior Assistant can give objective summaries of the data to members of the team, but not give strategies to address the particular behaviors observed.
        i. Observations will be discussed with the Equity Behaviorist
        ii. The Equity Behaviorist will schedule a meeting with the treatment team to discuss next steps.
5. Assistance in Implementation of BIPs
    a. After a BIP is written by the Equity Behaviorist and the treatment team at the SST has decided that assistance will be needed to begin implementation, a Behavior Assistant will be assigned to assist with implementation.
    b. The Equity Behaviorist will schedule a meeting with the teacher and the Behavior Assistant, to determine which strategies will be implemented by the teacher versus the Behavior Assistant.
        i. Once the teacher implements the strategies chosen with ease and fidelity, the Behavior Assistant and the Equity Behaviorist will begin to fade the remaining strategies to teacher implementation.
        ii. This will continue until the teacher is implementing all strategies in the BIP with ease and fidelity.
    c. The Behavior Assistant will be assisting in the classroom from 1.5 -3 weeks, 5 days per week for 5 hours, with a 30 minute lunch.
        i. If more time is needed for the Behavior Assistant to be assisting in implementation of the BIP, a meeting will be scheduled to discuss the fade plan and the current strategies.
            1. This meeting will include the teacher, site administrator, the Equity Behaviorist, and the Behavior Assistant, if possible.

Equity Senior Secretary

Currently this position is not filled.

1. The Office Manager at Willow Creek Center (WCC) is currently fulfilling the job duties for this position.
    a. If you are not able to contact the Office Manager at WCC please reach out to the Equity Behaviorist.
2. The Equity Senior Secretary has the following responsibilities to help the site administrators:
    a. Supervises PBIS Equity Fund allocation.
        i. This includes review and processing of all purchase requests from PBIS school sites.
    b. Coordinates with Principals and PBIS Teams on PBIS Cohort Trainings.
    c. Coordinates with PBIS Coordinators on developing cultural competency of PBIS schools.
    d. Oversees Equity Google Drive to manage PBIS Handbook, documents and reports required from PBIS schools.
    e. Coordinates scheduling of Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS).
    f. Manages Equity staff calendar.

g. Updates Equity website.

3. If you have a question regarding the above topics please email the Equity Senior Secretary and cc' the Equity Behaviorist.

Social Emotional Learning

What is Social Emotional Learning (SEL)?

Social Emotional learning (SEL) is an integral part of education and human development.

- SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

- SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Mt. Diablo Unified has based its SEL Program on the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies, school wide indicators, and systemic approach to establishing equitable learning environments across key settings (classrooms, schools, families, and communities). CASEL is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students and leads multiple

initiatives and produces high-quality resources to advance and implement SEL practices and policies.

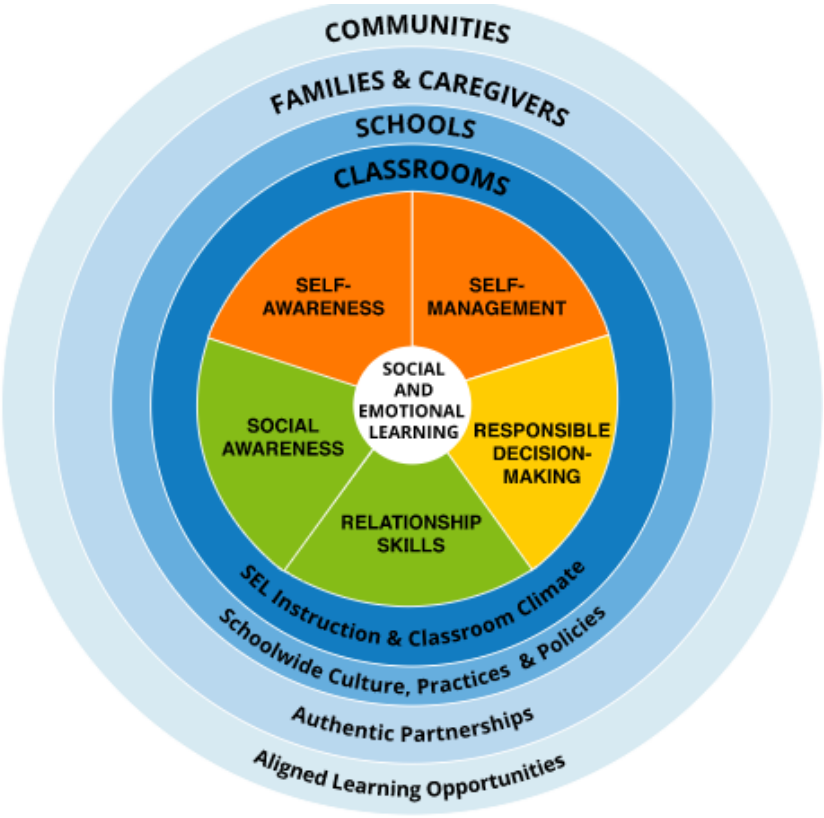
5 SEL Competencies

Link to CASEL core competencies https://casel.org/sel-framework/

Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose



Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Such as:

- Managing one's emotions
- Identifying and using stress management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

Such as:

- Taking others' perspectives

- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior

Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

Responsible Decision Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

CASEL's framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of ***classrooms*****, *schools*****, *families*****, and *communities*** to enhance all students' social, emotional, and academic learning.

Indicators of Schoolwide SEL

INDICATORS OF SCHOOLWIDE SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

CLASSROOM	Explicit SEL instruction	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
CLASSROOM	SEL integrated with academic instruction	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
SCHOOL	Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL	Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
SCHOOL	Focus on adult SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
SCHOOL	Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
SCHOOL	A continuum of integrated supports	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
FAMILY	Authentic family partnerships	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
COMMUNITY	Aligned community partnerships	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
COMMUNITY	Systems for continuous improvement	Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL-related systems, practices, and policies with a focus on equity.

Incorporating SEL instruction

To systemically ensure districtwide SEL implementation, MDUSD will focus on five key indicators for the 2021-22 school year

These include:

1. Explicit SEL instruction
2. Youth voice and engagement
3. Supportive school and classroom climates
4. Focus on Adult SEL and
5. Authentic Family partnerships

Each site principal and ILT will be responsible to lead and monitor implementation with support from the Equity and Counseling Departments.

To support SEL implementation, the following resources and guidance is provided. It is expected that all schools participate in the components below and that every TK-12 student has access to SEL instruction and development:

- School staff (certificated and classified) attend Professional Development surrounding the topic of SEL
- School staff will have the opportunity to engage in SEL activities to promote community and mental wellness among colleagues and school teams
- Classroom teacher will implement;
    - The “Beginning of the year SEL push” to start the year building community and relationships within our sites
    - Explicit weekly/monthly SEL lessons/activities to continue the SEL work throughout the whole school year
    - Share activities and lessons to send home to families, to promote authentic family partnerships
- Schools will:
    - Share the Monthly SEL newsletter distributed by the district to give additional information and activities that can be used at home and within the sites.
    - Participate in Reflection and Analysis of how the implementation of the SEL activities/lessons will be conducted

Within each school, the SEL implementation will be lead by the Site Administration, the Counselor will assist, coach, and support the Site Administration and teachers when needed, and the teachers will facilitate SEL lessons/activities and implement SEL strategies within their classrooms. Along with the Counselors and Site Administration providing help to the teachers to implement SEL strategies and facilitate SEL activities, the two SEL Support Counselors, School Psychologists, Resource Specialist, and Equity Team members will be available to provide assistance if necessary. Each site will work together as a community and team to provide a SEL environment for our students to help them thrive within our district.

The Counseling and Equity Department will continue to provide Professional Development and SEL resources to all staff members to continue to coordinate and implement SEL within and across the district.

Professional Development

At the beginning of the year Professional Development surrounding SEL, will be provided to Teachers, Counselors, and Site Administration. Throughout the year, SEL professional development will be offered and available at least two of the All-Day District PD days designated by the district (October 11, 2021 and March 7, 2022)

Along with the PD provided at the all-day district PD days, site administrators will facilitate training at staff meetings to increase awareness, understanding, and personal development of the SEL competencies as well as the capacity of their staff to teach SEL in their classroom.

Within this school year, other support staff within each site will also attend PD surrounding SEL, including:

- Special Education Assistants (SEAs)
- Noon/Campus Supervisors
- Office support staff
- CARES Afterschool Program Staff

In addition to the professional development provided to certificated and classified staff, additional resources have been created to support SEL implementation, strengthen home-school relationships/partnerships, and create an inclusive and positive school climate.

- **The SEL Manual** was created in 2020 by the SEL Task Force composed of 40 individuals including students, parents, teachers, principals, and other district staff. Excerpts from the manual are provided below, links to powerpoints that can be used in staff meetings and professional development to increase knowledge in a variety of topics related to SEL. Many of the modules in the SEL Manual were created with the PBIS School Structure in mind, however the content is still applicable to all of the schools within the district. The SEL modules build upon each other and the content and topics become progressively more complex. These are meant to be done in a group setting, so learning from peers can occur through conversations and discussion surrounding the topics.

Internal Staff Modules: These modules are geared more toward educational staff and administrators and **NOT MEANT** to simply forward to staff but use as an opportunity to cultivate an ongoing conversation with staff to develop their **Equity Lens.** They have been adjusted to be appropriate for parents and community members if desired. If you do decide to share with parents and community members, it would be best to set a time for reflection and "Q and A" just in case people need clarification on any of the concepts or terms.	
Title: 2A: Introduction to Social Emotional Learning and why it's important **Facilitator: Principal** **Audience: Teachers / Counselors / Support Staff**	**Powerpoint - 2A** **Video English - 2A** **Presentación - 2A Español**

Learning Objective: ● **Teachers / Counselors will be able to understand and implement key competencies of SEL.** ● **Teachers / Counselors will be able to provide input on SEL site policies.** **Length of presentation: 20-25 minutes** Summary: This module provides an introduction to Social Emotional Learning (SEL) and key competencies. The module also discusses ideas for SEL implemented in classrooms and schools. At the end there are questions to consider and assist discussion within the site, to form policies surrounding SEL.	**Vídeo Español - 2A**
Title: 2B: Introduction to PBIS Tier I practices **Facilitator: Principal** **Audience: Teachers / Counselors / Support Staff** **Learning Objective:** ● **Teachers / Counselors will be able to understand and implement the basic components of the Positive Behavioral Interventions and Supports (PBIS) Framework.** **Length of presentation: 25 Minutes** Summary: This module provides an introduction to Positive Behavioral Interventions and support systems within the school environment, focusing on Tier 1 practices. Tier 1 is the universal system used throughout the school, which every student has access to and engages in. The module focuses on school wide expectations.	**Powerpoint - 2B** **Video English - 2B** **Presentación - 2B Español** **Vídeo Español - 2B**
Title: 2C: How does Social Emotional Learning and PBIS work together? **Facilitator: Principal** **Audience: Teachers / Counselors / Support Staff** **Learning Objective:** ● **Teachers / Counselors will be able to understand the intersection between SEL and PBIS.** ● **Teachers / Counselors will be able to implement key features of PBIS using practical strategies in their homes.** **Length of presentation: 20-25 minutes** Summary: This module provides examples of ways that SEL and PBIS work together within the school and classroom setting. The module defines SEL and PBIS and demonstrates various ways in which integration takes place . The module provides specific examples and applications for the teachers and administrators.	**Powerpoint - 2C** **Video English - 2C** **Presentación - 2C Español** **Vídeo Español - 1F**
Title: 3A: SEL in practice: Tier 1 PBIS: Universal System - First few weeks at the site **Facilitator: Principal** **Audience: Teachers / Counselors / Support Staff** **Learning Objective:** ● **Teachers / Counselors will be able to implement PBIS best practices the first 2-4 weeks of school.** ● **Teachers / Counselors will be able to customize PBIS best practices.**	**Powerpoint - 3A** **Video English - 3A** **First Few weeks at school document** **Secondary Helpful tips** **Presentación - 3A Español**

Length of presentation: 20-25 minutes Summary: This module provides suggestions for best practices for the first 2-4 weeks of school re-entry. There are examples of lesson plans and possible activities to do with your students. Within the powerpoint, there are ways to adjust the strategies to all three possible scenarios for the school year. However, all of these plans must be individualized for your site and students.	Vídeo Español - 3A
Title: 3B: Best practices for the classroom **Facilitator: Principal** **Audience: Teachers / Counselors / Support Staff** **Learning Objective:** ● **Teachers / Counselors will be able to craft PBIS best practices in their classroom.** **Length of presentation: 15 minutes** Summary: This module provides best practices for teachers and staff to use within the classroom, passing periods, or recess within the school site. Suggestions for what to do at the beginning and end of a class is included. There are suggestions on how to adjust these for distance learning as well.	Powerpoint - 3B Video English - 3B Daily Best Practices SEL in the Classroom document Presentación - 3B Español Vídeo Español - 1F
Title: 3C: The power of a Positive Attitude **Facilitator: Principal** **Audience: Teachers / Counselors / Support Staff** **Learning Objective:** ● **Teachers / Counselors will be able to understand and foster a positive learning environment in their classroom.** **Length of presentation: 25 minutes** Summary: This module provides information on why a positive attitude is essential for building relationships and connections with students and their families. The main focus is increasing the amount of praise compared to negative interactions with students. Alternative reward and acknowledgement examples are included at the end of the presentation.	Powerpoint - 3C Video English - 3C Presentación - 3C Español Vídeo Español - 3C
Title: 4A: Targeted Intervention: Tier 2 PBIS: 4A: Indicators of need **Facilitator: Principal** **Audience: Teachers / Counselors / Support Staff** **Learning Objective:** ● **Teachers / Counselors will be able to identify students who need additional support.** **Length of presentation: 20-25 minutes** Summary: This module provides possible ways to identify students who need extra support within the classroom and school. Along with providing information regarding the strategy of breaks within a classroom, break area, and a break room.	Powerpoint - 4A Video English - 4A Presentación - 4A Español Vídeo Español - 4A
Title: 4B: Classroom management	Powerpoint - 4B Video English - 4B

Facilitator: Principal **Audience: Teachers / Counselors / Support Staff** **Learning Objective:** ● **Teachers / Counselors will be able to identify and implement specific interventions to address challenging behaviors.** **Length of presentation: 25-30 minutes** Summary: This module provides specific interventions that teachers can use when encountering challenging behaviors by individual students or the whole class. It gives worksheets that can be used to process and determine what types of interventions should be used.	**Presentación - 4B Español** **Vídeo Español - 4B**
Title: 4C: Check in/Check out **Facilitator: Principal** **Audience: Teachers / Counselors / Support Staff** **Learning Objective:** ● **Teachers / Counselors will be able to adjust the CICO system to focus on attendance and engagement rather than behavior.** **Length of presentation: 20 minutes** Summary: This module provides instructions for adjusting a Check in/Check out system to focus on attendance and engagement rather than other behavioral goals. This strategy can easily be implemented with students within the classroom if attendance and engagement are low during the first few weeks of school.	**Powerpoint - 4C** **Video English - 4C** **Presentación - 4C Español** **Vídeo Español - 4C**
Title: 4D: Small group intervention **Facilitator: Principal** **Audience: Teachers / Counselors / Support Staff** **Learning Objective:** ● **Teachers / Counselors will be able to understand and implement small group interventions.** ● **Teachers / Counselors will be able to implement and assess indicators of success.** **Length of presentation: ??** Summary: This module provides information on small group interventions, including: small group instruction, social skills groups, group counseling sessions and augmented recess or lunch. It also provides information on indicators for each of the interventions.	**Powerpoint - 4D** **Video - 4D**
Title: 5A Individualized Intensive Program: Tier 2 PBIS: CARE team Nuts and bolts **Facilitator: Principal** **Audience: Teachers / Counselors / Support Staff** **Learning Objective:** ● **Teachers / Counselors will be able to screen, refer and monitor student progress after they are referred to the CARE Team.** ● **Teachers / Counselors will be able to understand and implement best practices to operate and monitor a CARE Team.** **Length of presentation: 20-25 minutes**	**Powerpoint - 5A** **Video English - 5A** **Presentación - 5A Español** **Vídeo Español - 5A**

Summary: This module provides information processes and strategies for screening, referrals, and monitoring progress for students within the CARE Team. There will also be information regarding best practices for how your CARE team should operate and monitor.	
Title: 6A: Alternatives to Punishment strategies **Facilitator: Principal** **Audience: Teachers / Counselors / Support Staff** **Learning Objective:** ● **Teachers / Counselors will be able to understand and implement trauma informed best practices.** **Length of presentation: 25 minutes** Summary: This module provides information on how to use the four functions of behavior to change perspective on the reason for challenging behaviors within the classroom. It puts trauma at the forefront of how we reteach the behaviors we want to see. This powerpoint gives examples of alternative strategies to punishment.	**Powerpoint - 6A** **Video English - 6A** **Presentación - 6A Español** **Vídeo Español - 1F**
Title: 6B: Community Building Circles and Restorative Practices **Facilitator: Principal** **Audience: Teachers / Counselors / Support Staff** **Learning Objective:** ● **Teachers / Counselors will be able to understand and implement Community Building Circles.** **Length of presentation: 30 minutes** Summary: This module provides information on how to conduct Community Building Circles within the classroom and suggestions for topics to use.	**Powerpoint - 6B** **Video English - 6B** **Presentación - 1F Español** **Vídeo Español - 1F**
Title: 6C: Restorative Justice Practices in School **Facilitator: Principal** **Audience: Teachers / Counselors / Support Staff** **Learning Objective:** ● **Teachers / Counselors will be able to understand and implement Restorative Justice practices to repair and restore relationships in the classroom or whole school setting.** **Length of presentation: 30 Minutes** Summary: This module focuses on using restorative justice practices to repair and restore relationships after a harm has occurred in and outside of the classroom. There will be samples of strategies already implemented within some of our schools currently.	**Powerpoint - 6C** **Video English - 6C** **Presentación - 1F Español** **Vídeo Español - 1F**

Along with professional development for our staff, it is important that we assist our families within this journey as well. The SEL task Force also created modules geared specifically for families regarding SEL within the home,

specifically for Distance Learning, but can also be applied to homework and other activities within the home. Below are the powerpoints created:

Parent Module These first seven modules are meant to honor and respect parents as pivotal partners that recognizes and builds upon their expertise as first teachers to support student engagement and maximize student learning. By offering parents an opportunity to develop their capacity as educators, we create an opportunity to engage parents to understand and implement structures and routines educators consistently incorporate into their daily practice. These modules are **not meant** to simply forward to parents but to serve as an opportunity to engage and cultivate a relationship and partnership with parents as they continue to develop their **Equity Lens.** We understand this will be ongoing and adjustments will need to occur throughout the year to accommodate for the unknown.	**Teacher / Counselor Resources** These modules will include a slide deck, recorded slide decks and links to videos.
Title: 1A: Setting up the home environment: Setting Expectations **Facilitator: Teachers / Counselors** **Audience: Parents** **Learning Objective:** ● **Parents will be able to write up expectations for the home learning environment.** ● **Parents will be able to incorporate stress relieving activities into the daily schedule** **Length of presentation: 8-10 minutes** Summary: This module provides instructions on how to write up expectations for the home and rules for activities in different locations in the living environment. Expectations are a set of guidelines for the whole home, while rules are for activities and different locations. At the end of the presentation, there are some suggestions for stress relief and a mindfulness activity.	**Powerpoint - 1A** **Video English - 1A** **Presentación - 1A Español** **Vídeo Español - 1A** **Recursos en Español** **Hola, respiración** **Meditación para Niños**
Title: 1B: Setting up the home environment: making a schedule **Facilitator: Teachers / Counselors** **Audience: Parents** **Learning Objective:** ● **Parents will be able to develop a student schedule** ● **Parents will be able to incorporate stress relieving activities into the daily schedule** **Length of presentation: 8- 10 minutes** Summary: This module provides instructions on how to set-up a schedule. This module can be used by parents to write a schedule with their child/children, or for a child to write up their own schedule if necessary. At the end of the presentation, there are some suggestions for stress relief and a mindfulness activity.	**Powerpoint - 1B** **Video English - 1B** **Presentación - 1B Español** **Vídeo Español - 1B**
Title: 1C: Alternative home strategies: Social Stories	**Powerpoint - 1C**

Facilitator: Teachers / Counselors **Audience: Parents** **Learning Objective:** ● **Parents will be able to write a social story** ● **Parents will be able to incorporate stress relieving activities into the daily schedule** **Length of presentation: 8-10 minutes** Summary: This module provides information on what a social story is and how it may help, along with instructions on how to write a social story. There are links to lists of books that are already written and may be found online or at your local library. At the end of the presentation, there are some suggestions for stress relief and a mindfulness activity.	**Video English - 1C** **Presentación - 1C Español** **Vídeo Español - 1C**
Title: 1D: Alternative Home strategies: Task Analysis (step-by-step guide) **Facilitator: Teachers / Counselors** **Audience: Parents** **Learning Objective:** ● **Parents will be able to write a task analysis** ● **Parents will be able to incorporate stress relieving activities into the daily schedule** **Length of presentation: 8-10 minutes** Summary: This module provides information about what a task analysis is and how to write a task analysis. A Task Analysis is a step-by-step guide on how to complete a complex skill or task. At the end of the presentation, there are some suggestions for stress relief and a mindfulness activity.	**Powerpoint - 1D** **Video English - 1D** **Presentación - 1D Español** **Vídeo Español - 1D**
Title: 1E: Alternative Home Strategies: Token Economy (reward system) **Facilitator: Teachers / Counselors** **Audience: Parents** **Learning Objective:** ● **Parents will be able to use a token economy** ● **Parents will be able to incorporate stress relieving activities into the daily schedule** **Length of presentation: 8-10 Minutes** Summary: This module provides information about what a token economy is and how to use it with children of all ages. At the end of the presentation, there are some suggestions for stress relief and a mindfulness activity.	**Powerpoint - 1E** **Video English - 1E** **Presentación - 1E Español** **Vídeo Español - 1E**
Title: 1F: Community Building Circles and Restorative Practices in the home **Facilitator: Teachers / Counselors** **Audience: Parents** **Learning Objective:** ● **Parents will be able to use community circles to strengthen family relationships**	**Powerpoint - 1F** **Video English - 1F** **Presentación - 1F Español** **Vídeo Español - 1F**

• **Parents will be able to incorporate stress relieving activities into the daily schedule** **Length of presentation: 8-10 Minutes** Summary: This module provides a step-by-step guide for how to build and strengthen family relationships using community building circle strategies. These can be used each day or to help resolve family challenges. At the end of the presentation, there are some suggestions for stress relief and a mindfulness activity.	
Title: 1G: How to communicate and contact the school **Facilitator:Teachers / Counselors** **Audience: Parents** **Learning Objective:** • **Parents will be able to contact and communicate their concerns or affirmations with their school** **Length of presentation: 8-10 Minutes** Summary: There are two powerpoints available. "Powerpoint - 1G" contains general information about contacting a school, it is not individualized for any school. "Powerpoint - 1G Skeleton" is a skeleton powerpoint for you and your staff to fill out together with instructions for parents to contact and communicate concerns with the school regarding their child or policies within the school.	**Powerpoint - 1G** **Powerpoint - 1G Skeleton** **Video English - 1G** **Presentación - 1G Español** **Vídeo Español - 1G**

To receive more training or professional development surrounding SEL, please reach out to Stephanie Roberts or Jorge Melgoza.

Explicit SEL Instruction

MDUSD will implement SEL districtwide focusing on 4 keys areas:

1. Explicit SEL instruction
    a. 5/25 day Beginning of the Year Push
    b. Daily/weekly SEL activities
    c. Community Circles/Check Ins
2. Adult SEL support and development
3. Monthly SEL Newsletters
4. Reflection and data analysis (cycle of improvement)

For more information about the implementation of SEL, please reach out to Stephanie Roberts or Jorge Melgoza.

Restorative Practices

What are Restorative Practices?

Inspired by indigenous values, restorative justice is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible. Restorative justice is a philosophy that is being applied in multiple contexts, including schools, families, workplaces, the justice system, global conflict, and as a tool to transform structural and historic harms.

Source: Oakland Unified School District, Restorative Justice Implementation Guide: A Whole School Approach

Glossary

Accelerated Learning is prioritizing grade level instruction and student work while providing students with Just-In-Time Scaffolds and support which results in mastery of Grade Level Standards.

Accommodations help a student overcome or work around deficits affecting their ability to master the curriculum. Accommodations do not reduce learning expectations; they provide access. Accommodations change the way a student accesses learning without changing the actual standards a student is working toward.

Antecedent-Behavior-Consequence (ABC) data is collected in an effort to identify the function of a behavior. Antecedent reference to the events, action, or circumstances that occur before a behavior. Behavior is the behavior that a student exhibits, and Consequences is the action or response that follows the behavior.

Baseline data is the data that is collected before an intervention or program change begins.

Behavior Intervention Plan (BIP)is developed and implemented by a collaborative team, which includes the student and the parent. The plan includes Positive Behavioral Interventions and Supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction. Best practice is for a team to use a functional behavioral assessment (FBA) to create the plan.

Culturally Responsive refers to the importance of including students' cultural references in all aspects of learning.

Data-Based Problem Solving and Decision Making A process used by stakeholder teams from multiple settings to analyze and evaluate information related to planning and implementing effective instructional and/or intervention strategies matched to student need.

Educational equity is raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

Evidence-Based refers to scientific, research-based methods that exhibit substantial evidence of effectiveness through multiple outcome evaluations. In other words, programs, strategies, and assessments shown to have had positive outcomes with a given population.

Fidelity of Implementation refers to the application of an intervention, program, or curriculum according to research findings and/or to a developer's specifications.

Functional Behavioral Assessment (FBA) is the process used to identify problem behavior, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives for the behavior.

Gap Analysis is a method for measuring the difference between the student's current level of performance and benchmark expectations.

Individualized Education Program (IEP) is a written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Implicit Bias: Despite the strong sense we have of ourselves as autonomous individuals, evidence consistently shows that contingencies tied to our social identities do make a difference in shaping our lives, from the way we perform in certain situations to the careers and friends we choose. (C. Steele, 2010)

Institutional Racism is the manifestation of racism in social systems and institutions. It is the social, economic, educational, and political forces or policies that operate to foster discriminatory outcomes. It is the combination of policies, practices, or procedures embedded in bureaucratic structure that systematically lead to unequal outcomes for groups of people. (Barker, 2003; Brandt, 1991). In this environment disparities are often tolerated as normal rather than investigated and challenged. "These power-assigning social structures in the form of institutional racism affect the life opportunities, life-styles, and quality of life for both Whites and people-of-color. In so doing they compound, exaggerate, and distort biological and behavioral differences and reinforce misconceptions, myths, and distortions on the part of both groups about one another" (Pinderhughes, 1989, p.71)

Intensive Interventions are academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with the narrowest tier in a PBIS model; also referred to as Tier III interventions.

Intervention is the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by general education teachers, reading interventionists, trained paraprofessionals or the special education teachers. This instruction is designed to improve performance relative to specific, measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring data.

Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a "way of doing business" which utilizes high quality evidence-based

instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

Memorandum of understanding (MOU) is a formal agreement between two or more parties. MDUSD can use MOUs to establish expectations. MOUs are not legally binding but they carry a degree of seriousness and mutual respect, stronger than a gentlemen's agreement.

Positive Behavioral Interventions and Support (PBIS) is an implementation framework that is designed to enhance academic and social behavior outcomes for all students by emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices.

Restorative Practices is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible.

Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Universal Screening (behavior, academic, and social emotional) refers to the informal inventories of behaviors (internalizing and externalizing), academic skills, and social emotional indicators to assess if students need additional support in specific behavior, academic, and social emotional skills.

Appendix

PBIS Team Meeting Template

PBIS Team Meeting

Date:	Location:	Starting Time:	Ending Time:
Our Mission:			
Leader / Facilitator:		Reporter / Recorder:	
Timekeeper:		Data Profiler:	
Participants:			
Team Meeting Norms:			

Continuing Business:

Time:	Item:
	Review norms, realign if needed
	Review today's agenda, agree on proposed changes
	Summary of the progress toward assigned tasks from last meeting

Meeting Notes:

Time:	Agenda Item / Lead Person:	Materials:	Activity Notes:	Next Steps / Person Responsibl

Next Meeting Information and Agenda:

	Date:	Time:	Location:
Time:	Agenda Item / Lead Person:		Materials:

Team Meeting Evaluation:

Time:	Comments / Follow-up:

CARE Team Meeting Template

CARE Team Agenda

Meeting Date:	
Meeting Time:	
Participants:	Facilitator: Data Director: Notetaker: Process Checker: Timekeeper:

Preparation	**Next CARE Meeting**

Meeting Tasks

Norm/agreements	**Professional Dispositions**
Meetings begin and end on time	Professional Demeanor & Responsibility.
Team members will respond to all communications within 24 work hours of 2-work days.	Communication.
Members will participate in discussion and contribute to the learning process.	Collaboration.
Respectful listening with differing opinions and no interruptions.	Self-reflection.
Team members will be aware of the impact you may be having on the group and the individual.	Self-reflection and Ethics.
Team members will presume positive presupposition by having meaningful dialogue.	Ethics.
Team member responsibility: Clarify, Commit, Communicate - Being certain of our responsibilities, clarify any questions, commit to the task and communicate any changes in a timely manner.	Responsibility and Communication

Agenda Item	**Time**	**Description**	**Discussion Notes/Minutes**	**Due Date**	**Responsible Party**	**Next Steps**

Check In		-Go over agenda -Mindset Check-In				
Updates		Student/ Family Updates -Review action plan/student progress -brainstorm additional interventions/strategies				
New Referrals		Review student history, strengths, areas of concern, brainstorm interventions/develop action plan, set date for follow-up				
SST/504/IEP Scheduling as Needed/ Requests		Outcomes/ Updates/or To be scheduled				
Next Meeting Date, Roles Questions **Adjourn**		Facilitator: Robert Notetaker: Elaine Process Checker: Timekeeper: Data Director: Sissy				

PBIS Team Charter

School _____

Name of Team: _____ Date: _____

Team's Mission

Team Member Roles and Back-Ups:

Team Member	Role	Back-Up Team Member
1.		
2.		
3.		
4.		
5.		
6.		

Team Norms:

-

Decision-making method:

(i.e. voting, everyone must agree, majority rules)

Monthly Team Meeting Dates:

-

Signed By:

_____ _____

_____ _____

SMART Goal/Action Plan Template

What is your SMART goal?	What Specific actions will be taken to address the goal?	What will be Measured to help evaluate progress on the action(s) listed above? How will your team know that your plan is working?	Who will be communicated with to help in Achieving your goal? Which stakeholder groups will have the opportunity to provide feedback or will need additional instruction or support?	What Realistic strengths will support your tea in reaching your goal? What Realistic barrier can be anticipat

Do you have any questions or need any support to achieve this goal?

TFI Action Plan Template

Tier I					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition				
	1.2 Team Operating Procedures				
Implementation	1.3 Behavioral Expectations				
	1.4 Teaching Expectations				
	1.5 Problem Behavior Definitions				
	1.6 Discipline Policies				
	1.7 Professional Development				
	1.8 Classroom Procedures				
	1.9 Feedback and Acknowledgment				
	1.10 Faculty Involvement				
	1.11 Student/Family/Community Involvement				

Click link above to see the full TFI Action Plan.

Sample MOUs

Graduation MOU

Promotion MOU

Full Support MOU

Partial Support MOU

Preparation MOU

CCEE's SIR Report

Signature Page

I have read and agree to all terms described and written within the **MDUSD Equity and Disproportionality Process and Procedures.**

_____ _____

Print Name Site Name

_____

Signature

_____

Date