Vanden High School

Positive Behavior Interventions and Supports (PBIS)

Intervention Team Handbook

2025 - 2026

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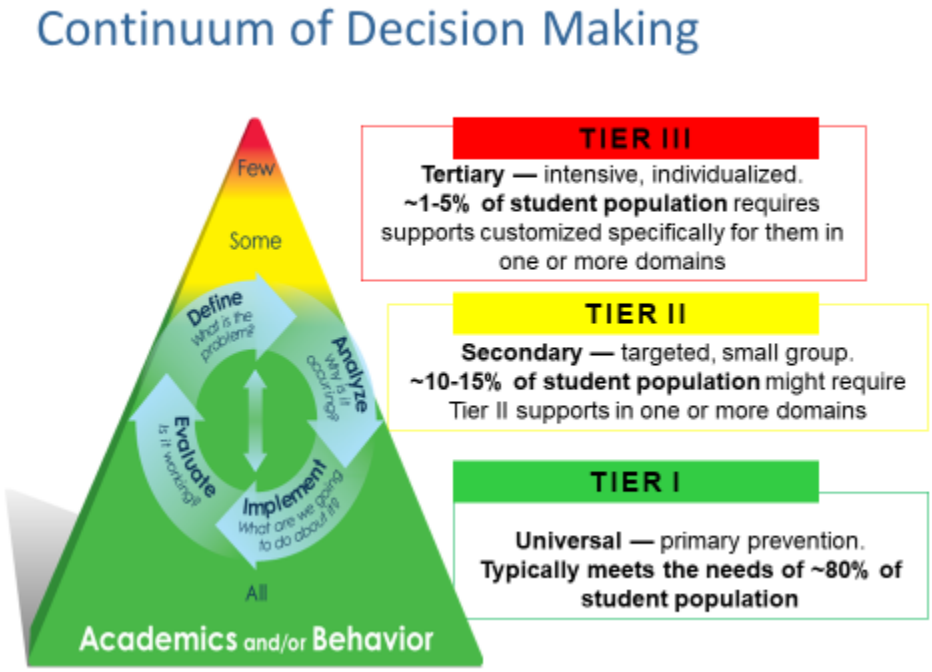
Overview of Tier 2 Interventions in PBIS

Positive Behavioral Interventions and Supports (PBIS) is a framework for organizing systems and practices that focus on creating a positive and supportive school culture for all. This three-tiered model focuses heavily on school-wide core features (Tier 1), which are in place at our school and are always available to all students. When these core features are in place with a high level of fidelity, many students will respond positively to those systems and practices. However, a smaller group of students will require additional interventions and support to address either externalizing or internalizing behaviors. Tier 2 interventions are an opportunity to provide additional structure, opportunities to learn and practice skills, and receive more frequent feedback related to a specific social-emotional-behavioral area of need.



Intervention Team

Vanden has an intervention team(s). that meets bi-weekly (CARE). The intervention team is responsible for the oversight and monitoring of all of our site's tier II interventions, as well as all students who are receiving Tier 2 or 3 support. Similar to the School-Wide /Tier 1 team, the Care/Tier II team uses a structured meeting agenda and format to monitor interventions, troubleshoot, and discuss new referrals in an effective, data-based, and efficient manner. The intervention team is composed of student support specialists, a SPED representative, Gen Ed, and counselors. Parents are not included on this team, due to issues of confidentiality when discussing students.

For students who are receiving

> *Tier 3 (individualized, function-based, intensive) interventions, a separate Tier 3 student-specific team may be formed for a short period of time, which would consist of staff and family members who are directly involved with that student. However, these individual meetings take place separately from the ongoing Intervention Team meetings.*

The following is a description of roles and responsibilities of the intervention team at our site:

PBIS Intervention Team Meeting Responsibilities

	Before meeting	During Meeting	After Meeting
Intervention Team Lead	● Collect and review Requests for Assistance. ● Prompt Intervention Coordinators to compile current success data for their intervention(s) to bring to the meeting (or enter numbers in a cloud-shared document ahead of time). ● Ensure that the agenda is prepared for the next meeting. Completed action items from the previous meeting may be removed from the notes before the next meeting. ● Ensure that staff have completed any necessary global screening tools prior to the	● Review agenda, time frames, & solicit feedback. ● Review team meeting foundations as needed. ● Facilitate meetings and ensure that team members are operating as efficiently as possible, staying on track, and keeping to time frames. ● Ensure that for any student who was reported as not making progress in a specific intervention, the team conducts a quick problem-solving session for that student (Item 3: Intervention Problem Solving). ● Prompt the team to table any discussions about a specific student if it is going on for too long and schedule a separate meeting if necessary. ● Review new requests for assistance and ensure that sufficient interventions have already been tried at the classroom level. ● Review global screening tools and site-wide data with the team to determine whether additional students may be in need.	● Ensure that intervention meeting notes are distributed. ● Keep administrators and PBIS coaches informed about progress and needs. ● Support intervention leads if needed.

	intervention meeting.		
Intervention Coordinators	• Monitor the implementation of their assigned intervention and provide support to staff as necessary. • Collect information prior to the meeting to be able to report on % successful, as well as who is ready to fade or graduate. • For students who are not successful in their intervention, prepare some possible action plans/ troubleshooting to discuss at the meeting.	• Report out on % of students successful in each intervention, students ready to fade, students graduating, and fidelity of intervention. • Be responsible for keeping a running tally of the total number of students enrolled and successful in that intervention for the year (see Intervention Minutes form). • Assess whether their assigned intervention is effective for the site as a whole and make suggestions for modifications if needed. • Present ideas for modifications or changes for specific students if they are not experiencing success in the intervention.	• Schedule student-specific meetings if needed. • Enroll newly-identified students in interventions. • Update data tracking systems with enrollment changes as needed. • Provide support to staff if fidelity was identified as weak.
Minute Taker	• Support Team Lead in creating a new agenda if asked.	• Take minutes on the Intervention Team Meeting Agenda. • May also be assigned to be Timekeeper. • Be an active participant in action planning and providing feedback.	• Distribute intervention meetings notes if assigned to do so.

Team Purpose and Team Agreements

Our intervention team has highlighted the main purpose and function of the group, as well as agreements about how the team will communicate and function together. The team purpose and agreements are intended to guide the meetings and maintain a positive, collaborative, and efficient culture to this team.

Team Purpose	Team Agreements
At Tier II, our purpose is to provide targeted and personalized interventions to support and empower students. Through a proactive and data-driven approach, we identify and address the needs of these students, with the goal of fostering a positive and inclusive environment that promotes social-emotional growth, academic success, and responsible behavior at Vanden.	● Be respectful in tone and language, including when disagreeing ● Be present and engage in active listening ● Feel free to ask questions ● Assume the best intentions ● Focus of work: ○ When presenting a problem, propose at least one solution ○ Stay solution-focused ○ Focus on students ● Use of time: ○ Arrive on time, stay on topic, and follow the agenda ○ Be mindful of how long you are speaking

CARE Team / Intervention Team Meeting Schedule

The intervention/CARE team meets bi-weekly in Student Support. This is the schedule for the 2025-2026 school year:

Date	Time	Date	Time
08/28/25	2pm - 3pm	1/08/26	1:15 - 2:15
9/11/25	1:15 - 2:15	1/22/26	1:15 - 2:15
9/25/25	1:15 - 2:15	2/5/26	1:15 - 2:15
10/09/25	1:15 - 2:15	2/19/26	1:15 - 2:15
10/23/25	1:15 - 2:15	3/5/26	1:15 - 2:15
11/13/25	1:15 - 2:15	3/19/26	1:15 - 2:15
12/4/25	1:15 - 2:15	4/2/26	1:15 - 2:15
12/18/25	1:15 - 2:15	4/16/26	1:15 - 2:15
		4/30/26	1:15 - 2:15

			5/14/26	1:15 - 2:15
			5/28/26	1:15 - 2:15

Intervention Tier II Team Members

The following is our list of intervention team members for the 20xx-20xx school year, as well as their roles specific to the intervention team:

Role	Name	Intervention Coordinator role (if applicable)
Intervention Team Lead	Sheila Mccumber	Leads the team in identifying and managing interventions for students in need of additional support.
Intervention Lead- Back Up	Zach Nules / Ashly Henry	Food Interventions / Supports the Intervention Team Lead and steps in when needed.
Minute taker	Emily Wilson	Records meeting notes and provides documentation on intervention discussions and actions.
Team member	Sabrina Menart (only for Assessment recommendations)	Contribute to team discussions, assist in implementing interventions, and support students in the MTSS process.
Team member	Jennie Escobedo / Ashly Henry / Caitlyn Joske	
Team member	Tonya Dismuke	
Team member	New Student Support Specialists (TBD)	
PBIS Coach	Brent Manuel /Zach Nules / Valerie Napiewocki	Guides PBIS strategies within MTSS and supports Tiered interventions to promote positive behavior.
Administrator	Sheila McCumber	Provides administrative oversight and ensures adherence to MTSS protocols.
Communication liaison with Tier I/School-Wide PBIS team	Sheila McCumber / Zach Nules /Valerie Napiewocki	Coordinates communication between the CARE Team and the Tier I/School-Wide PBIS team for streamlined support.

Student Identification Process

There are two main ways that a student may be identified as needing Tier 2: nomination or data screening. For student nomination by staff or families, our site uses a formal request for assistance document, which is completed and submitted to the intervention team lead prior to the intervention team meeting. The intervention lead may follow up with the staff submitting the request, to ensure that Tier I interventions have been in place with fidelity within the classroom, and that at least two additional strategies have been implemented. Below is a copy of the request for assistance form used at our site.

Request for Assistance Form

Care Team Referral Form (Can be also found in Vanden Launch Pad)

In addition, just as our site uses academic data to identify students with similar types of academic strengths and needs, we also use a range of other data to identify students with similar types of social-emotional-behavioral needs. One primary function of data screening is early identification of student need; by quickly connecting students with existing Tier II interventions, the goal is that those supports will prevent additional, more intensive issues from developing.

The following is a list of data that is reviewed on a regular basis to determine whether students should be referred to or discussed at the intervention meeting:

Data Sources and Screening/ Data Decision Rules

Data Source	Who Reviews the Data	Frequency of Review	Criteria for Intervention Team Referral/Review
SWIS behavior referral data – *Majors*	Sheila Mccumber	Every two weeks (week of Tier 2 Meetings)	Students receiving ___ or more majors
SWIS behavior referral data – *Minors*	Sheila McCumber	Every two weeks (week of Tier 2 Meetings)	Students who are in the top 20% of minor behavior referrals
Attendance	Sheila McCumber	Quarterly	Students missing more than 15% of school (**Rule of 85**)
MAP Data	Counselors, Admin	3 times (Fall, Winter,Spring)	Students rated high risk in at least one subcategory, or moderate to high in both
Grades	Counselors, Admin	Monthly	Students with two or more failing grades

Nurse Visits	Nurse Ravon, Admin	Quarterly	Students visiting the nurse more than 5 times within a quarter
WC Visits	Student Support Specialist, Admin, School-Site Social Worker & Interners	Quarterly	Students with 5 or more visits within a quarter or visits for crisis-level support
SSC / Admin Visits	Student Support Specialist, Admin, School-Site Social Worker & Interners	Quarterly	Students with frequent visits within a quarter for recurring support needs
Tutor Sign-ins	Admin, Counselors	Quarterly	Students utilizing tutoring month without progress

Intervention Inventory

Our site maintains an Intervention Inventory, which outlines a description of who might benefit from each intervention support, a fading/graduation plan, and data used to indicate need and/or progress. The intervention team is responsible for reviewing all interventions on at least an annual basis, and determining whether interventions need to be modified, or if additional intervention should be added based on the changing needs of the student body.

Vanden Intervention Inventory

Tier 2 Intervention Support	**Capacity / # of students at one time**	**Intervention Coordinator**	**Describe students who would be good fit for each intervention**	**Data that is used to screen and evaluate student progress**	**Fading/ Graduation criteria**
Check-in Check-Out (CICO)	1 -2	Zachary Nules, Caitlin Joske, Ashly Henry, Jennie Escobedo	Students who: Are responsive to structure Need Consistency Respond to a prompt to take on accountability	Attendance Discipline Grades Student Feedback LCAP Survey	Stable improvements in behavior, consistent attendance, and/or academic progress over time

			Respond to positive reinforcement Benefit from supportive relationships Have a willingness to improve Struggle with Behavioral Changes		
Anchored 4 for Life Program	N/A	Student Support Specialists Guidance Program Tutoring Center Admin	The club provides opportunities for peers to enhance social skills, learn leadership skills, build character, improve self-esteem, and integrate into their community.	Attendance for 9th grade orientation First quarter D & F data for 9th graders	Consistent attendance and participation, positive peer interactions, improvement in social goals
Guidance Program for At-Risk students	36 per class	Admin Teachers Counselors	9th grade students who need help with navigating the challenges they may face as they transition into high school	A-G data Data Analysis of student academic progress Student participation and attendance of school activities. Positive LCAP Survey Feedback data	Academic and social adaptation progress, improved attendance, and increased engagement in school activities
MFLC	N/A		Students experiencing stress due to a	Disciplinary referrals	Reduced behavioral referrals,

		MFLC Counselor	family member's military experiences.	Attendance Academic Success LCAP survey results Reduction in Ds and Fs	improved academic performance, and feedback on stress management
CARE Team	N/A	PBIS team representative Admin Counselors Social Worker Clerical staff Teachers Student Support Specialist	Students in crisis, Students facing attendance issues, students experiencing trauma, at-risk students	Disciplinary referrals Attendance Academic Success LCAP survey results	Stability in attendance and behavior, improved academic outcomes, successful coping strategies
Solano County Office of Ed (SCOE) Mobile Crisis Unit	N/A	Admin team Counselors Social Worker School Psychologist Mental Health Coordinators	Students in crisis	Continual monitoring of LCAP survey Continual monitoring of Crisis data (Aeries)	Stability in mental health, reduced crisis occurrences
Link Crew: Social Support	N/A	Link Crew Advisory & Teacher	Freshmen or new students needing peer social support, mentorship, and help	Attendance at Link Crew events, Participation data, Feedback from mentors and mentee	Consistent engagement with peers, improvement in social skills, positive feedback from

			navigating school culture		Link Crew leaders

Targeted Interventions

Area of Need	Specific Problems	Tier II Targeted Interventions
Academic	Low performance, difficulty understanding content	Tutoring, differentiated Instruction, Clubs
Social Emotional / Emotional Regulation	Difficulty Managing Emotions, Frequent emotional outburst, difficulty coping	CICO system, individual sessions with Social Worker, Wellness Center support, targeted small group sessions with Social Worker, MFLC counseling
Attendance	Habitual Tardiness or Absences	Tier II Attendance contracts, regular CICO check-ins focused on attendance goals, SART/SARB intervention, home visits, transportation support
Organizational/Planning	Lack of organizational Skills	Opportunities through Guidance and Advisory Periods, Counseling support, CICO, Wellness Center to learn more about executive functioning skills
Peer Relationships / Social Skills	Trouble forming healthy relationships, isolation, conflict with peers	CICO system, Work with Social Worker, Use of Wellness Center, Groups with Social Worker, MFLC
Self Esteem / Emotional Wellbeing	Low Self Esteem, signs of anxiety or depression	Goal-setting sessions, student-centered programs, positive affirmation exercises
Motivation	Lack of engagement in learning	Involvement in academic and social clubs, Green Ticket reward system, individualized Learning Plans, peer mentoring, targeted interest-based clubs
Self Advocacy	Difficulty seeking help	CICO with self-advocacy focus, Social Worker sessions on communication skills, Wellness Center self-advocacy workshops, MFLC support

External Resources

*(**Tier 3** - TFI item 3.6 asks schools to document a contact person within your district and available community resources for accessing additional support for students. Use the table below to document your community resources. Delete examples & fill in with your specific community resources)*

Resource	Name	Email	Phone
Mobile Crisis Unit	Solano County		707-806-0866
Care Solace	https://www.caresolace.com/site/travisusd		888-515-0595
A Better Way	DiAndria Donaldson, LCSW #117732	ddonaldson@abetterwayinc.net	(510) 684-5728

Check-in Check-Out (CICO) Summary

What is "Check-in, Check-Out"?

Check-in, Check-out (CICO) is a positive intervention for students who are struggling with consistently following the schoolwide expectations of being **on time, having self-control, owning actions, and building strong relationships.** CICO involves frequent positive interactions between students and teachers, as well as increased monitoring of student behavior by adults at school and at home.

Check-in, Check-out (CICO) is a program that…

- Provides frequent feedback
- Connects to school-wide rules and expectations
- Increases positive adult contact
- Embeds social skills training
- Positively reinforces meeting goals
- Targets specific behaviors
- Provides data for decision making

Each student participating in CICO will check in with a student support specialist to receive support and feedback on their progress**.** Students are eligible to earn incentives (Green Tickets) for meeting their goals.

Date:_____**Student**:_____**Grade**:_____

Parent/Guardian: _____

To the Parent or Guardian of _____,

We are excited to invite your student to participate in the PBIS (Positive Behavior Interventions & Supports) daily Check-in/Check-out (CICO) Program. The PBIS CICO program is designed to provide positive, daily support for students in meeting our school-wide expectations and core values.

Through the CICO program, your student will be paired with a coordinator who will offer guidance and support. Each day, they will check in with their coordinator in the morning and check out at the end of the school day. Teachers will complete a daily progress report, which the coordinator will review with your student during these check-ins.

The program is designed to last approximately 6-8 weeks for each student, focusing on building habits of success and self-regulation.

Your involvement is an essential part of the program's success. We ask that you check in with your student each evening to review and sign their progress report.Points are earned for returning the previous day's card with parent signature. This helps reinforce the positive behaviors and keeps you informed about your student's growth.

Please indicate your consent below:

___ I give consent for my student to participate.and agree to check in daily with my student

___ I do not give consent for my student to participate.

Parent/Guardian Signature: _____

If you have any questions, please feel free to reach out to Sheila McCumber, Assistant Principal (smccumber@travisusd.org), or Mr. Nules (znules@travisusd.org), School Social Worker.

Respectfully,

Sheila McCumber

Name_____
Date: ____/____/____

Points Possible 72
Points Received _____
% of Points _____
Goal Met Y/N

3- Great Job! 2- So, so 1- Doesn't meet goal.

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Self-Control	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Owning Actions	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
On-Time	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Building Strong Relationships	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Teacher Signature						

WOW COMMENTS!

Period 1: _____

Period 2: _____

Period 3: _____

Period 4: _____

Period 5: _____

Period 6: _____

Parent Signature: _____

Below is a description of the logistics of Check-in Check-Out at our school **(you may choose to delete the table below, and simply describe the program in narrative fashion, as well).**

Check in Check Out (CICO) Program Planning & Description

(Example)CICO Program Description: Check-in, Check-out (CICO) is a positive intervention for students who are having trouble following the school-wide expectations of being _____, _____, and _____. CICO involves frequent positive interactions between students and teachers as well as increased monitoring of student behavior by adults at school and at home. It works best for students who seek adult attention or find adult attention reinforcing.

A. Roles & Logistics	
CICO Coordinator ● Attend Tier 2 Intervention meeting to plan for Check In Check Out program participation ● Contact Parent/ Guardian to explain program and get permission for participation ● Train family, student and staff involved in CICO about the processes ● Provide strategies to assist parents in helping student succeed at school ● Participate in data collection and bring data to Tier 2 meetings, support progress monitoring and plan changes ● Provide instruction and guidance for plan changes to students, family and staff.	
CICO Facilitator ● Check in with student every morning at a designated location ● Provide a daily point sheet to student ● Collect prior days point sheet and make sure that data is entered into SWIS ● Discuss daily goals ● Check out with student every afternoon at a designated location	

• Regularly provide positive reinforcements for student success • Provide positive feedback daily regarding Check In Check Out point sheet • Review SWIS-CICO data reports with student as needed	
CICO Facilitator substitute	
Location of CICO	
How will students get their Point Card if they are late?	
Number of students on CICO to start	
B. Identifying Students	
How will students be referred to CICO?	
What criterion is used for student selection? What is the response time once a referral is received?	
C. CICO Point Card	
Example Point Cards: Document 202	
What are your school-wide behavior expectations? (These will be used on your point card)	

How many time periods will your card have? (No more than 10)	
What will the definitions for each point be? (e.g., 2 =Met all expectations [Awesome Job!])	0 = 1= 2=
Will the card be the same for all grade levels?	
Name of the CICO/Point Card	
Will you include a spot for positive comments from teachers?	
Will the point card go home for signature? If so how will points be tracked if it is lost? Have you included a place for parents to sign?	
Create a CICO point card for your school.	
D. Reinforcement System	
Example Reinforcement Systems: Document 203	
What will the standard daily percentage goal be? (Recommend 70-80%)	
What reinforcers will students receive for meeting their daily goal?	
Will the students have weekly rewards, or rewards based on number of days meeting the goal? If so, describe the reward system.	

Will your site provide initial rewards for students for picking up and returning their point cards?	
Is there a cost for the rewards that you will be using? If so, how will you fund these?	
E. Agreements	
Example Agreements: Parent Document 204 Student Document 205	
How will parent permission be obtained?	
How will parent training occur?	
How will the CICO data be shared with parents and how often? (Goal: share progress daily)	
F. Training CICO	
CICO Lesson Plan Example Document 207 CICO Program Brochure Document 208	
Who will train the students?	
How will the students be trained? Will you have a contract? Student Document 205	
How will the staff be trained?	

G. Data Systems	
What computer program will you use to summarize the data? Excel Tracking Form: Document 210 CICO-SWIS Readiness: Document 211	
Who will be entering the data into the program? How often?	
How frequently will the data be shared with the Intervention team?	
Who will be responsible for bringing the data to the Intervention team? (Usually this will be the CICO Coordinator)	
If you are using CICO-SWIS, when will your team complete readiness? (CICO-SWIS training occurs after Day 3 of training)	
H. Fading and Modifying CICO	
When will a quick fix be implemented? (Ex: 1 week of student not meeting goal) See bottom of Intervention Meeting Minute form for quick fix items (Document 213)	
What modifications will we implement at our site? CICO Modified Point Cards: Document 215 Breaks are Better Manual: Document 237 Breaks are Better Lesson Plan: Document 238 Breaks are Better Point Card: Document 239	

(Breaks are Better was not discussed in T2 Training, this should only be done when standard CICO is implemented with fidelity)	
What is the decision rule for when a modification will be made for a student? (Ex: quick fix was implemented and student still not making progress after 2 weeks)	
When will a student be ready to fade to self-monitoring? (Ex: 80% or more 4 days a week for at least 4 weeks) 209 Self-Management, Fading, and Graduation Example 229 Self-Monitoring Point Card Example	
When will a student be ready for less frequent check-ins?	
What does graduation from CICO look like? Will there be any recognition after graduation (alumni lunch)?	
I. Fidelity	
CICO Fidelity: Document 214	

Tier 2 End of the Year Summary

PBIS Annual Summary

Annual School Summary – Tier 2

How do students access Tier 2 Interventions?

Families and staff members can complete a request for assistance indicating the student's need for additional support. Students are generally identified through major office discipline referrals, attendance issues, difficulty in school and/or student referral. The Tier 2 team reviews the referrals biweekly and makes decisions about which Tier 2 intervention would best fit the student. Parent permission is given prior to any student beginning a Tier 2 or Tier 3 intervention for permission.

What is the status of PBIS implementation?

The TFI indicates that we are implementing both Tier 1 and Tier 2 with Fidelity. Within the core features, we are strong in all areas, Tier 2 interventions are growing.

Action Plan for the next school year:

1. Increase our number of students in CICO by adding another CICO Mentor

2. Change the format of the Anger Management group to assess the student needs and focus on specific social/emotional skills

3. Consider adding a recess intervention: Recess Academy for students needing the intervention.

4. Use of Wayfinder Lessons