PASADENA
Unified School District



MTSS FRAMEWORK 4.0

Multi-Tiered System of Support
Academics, Attendance, Behavior Response to Intervention, and Social-Emotional

Public Version

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A special acknowledgment to the United Teachers of Pasadena and CSEA for contributing and supporting this effort.

2023-24 MTSS Action Team members have been identified to implement, celebrate, monitor and adjust.

UNDERSTANDING MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

OUR VISION & MISSION

PUSD VALUES

PUSD STRATEGIC PLAN

WHY MTSS

OUR MTSS CONCEPT

DEFINING MTSS

MTSS FLOW

MTSS CRITICAL ELEMENTS CHECKLIST

UNIVERSAL DESIGN FOR LEARNING

VISION
& MISSION

VISION

We will transform education to empower students to succeed.

MISSION

Pasadena Unified prepares students for success in an ever-evolving world. We are committed to cultural responsiveness and academic excellence.

PUSD
VALUES

Pasadena USD Values

VALUES

Our students come first. Our decisions are driven by what is best for them. Our policies, programs, and behaviors are based on:

1. **Cultural Competency** – Our behaviors, policies, and programs affirm the worth and personal dignity of all students, employees, and community members. We foster a climate of civility, collegiality, tolerance, and reasoned debate, embracing our diversity as a strength that adds vibrancy and creativity to our perspectives, deliberations, and decisions.

2. **Equity** – We believe that every child is equally entitled to high-quality education and that different needs require different levels of resources to enable all children to achieve their full potential.

3. **Accountability** – We take responsibility for our actions, decisions and outcomes. We are committed to continuous improvement and use evidence-based approaches to identify improvements that support student success. We make information accessible and our decisions openly.

4. **Collaboration** – We value the participation of parents, students, and the community in all aspects of PUSD. We actively seek mutually-beneficial partnerships with people and organizations. We encourage diverse input and differing opinions.

5. **Fiscal Responsibility** – We maintain the public trust by providing high-quality services and by using our resources prudently, efficiently, and equitably. Preserving the longer-term financial viability of the district is always a key factor in our decisions.

PUSD
STRATEGIC PLAN



Strategic Plan 2023-28 Pillars

Our Strategic Pillars

Learner-Focused Instruction	Outstanding and Respected Employees	Quality Learning Environment	Effective, Responsive and Accountable Organization	Purposeful Collaboration with Families and Communities to Increase Trust
Instruction that meets the needs of our diverse learners and prepares them to be ready for college, career, and life as contributing members of their community.	Employees are supported to be culturally competent, inclusive, and thrive within a culture of excellence.	Physical and cognitive environments that support and promote students' ability to thrive.	Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of the school sites.	The District values and works with our partners on behalf of our students.

PUSD
WHY MTSS?

EXPECTATIONS

A **Multi-Tiered System of Support (MTSS)** is a framework to provide strategic, differentiated, and tiered interventions to students challenged to meet academic, attendance, social-emotional, and behavioral standards. MTSS uses various screeners, practices, programs, and progress monitoring tools to analyze if students are meeting the standards, and provides a tiered structure to the levels of support, determined by student needs.

In Pasadena USD, the MTSS model includes several components, described throughout this MTSS Booklet. Each component contributes to the overall support to help students achieve excellence in all aspects of their learning and provided access to staff to structure the learning environment most effectively.

The expectation is that all staff and families will have access to evidence-based practices and resources. **For staff,** the MTSS Booklet provides immediate programs, practices, and targeted assistance to embed into our classrooms and department. **For families**, we expect you to observe the available programs, practices, and resources PUSD is committed to using to support our students.

PUSD
WHY MTSS?



AIM:

1. Improve student learning and outcomes for ALL students.
2. Meet the (academic, attendance, behavioral, and social-emotiona) needs of ALL individual students.
3. Reduce disparities in achievement among subgroups of students.
4. We are committed to cultural responsiveness and academic excellence.

PURPOSE:

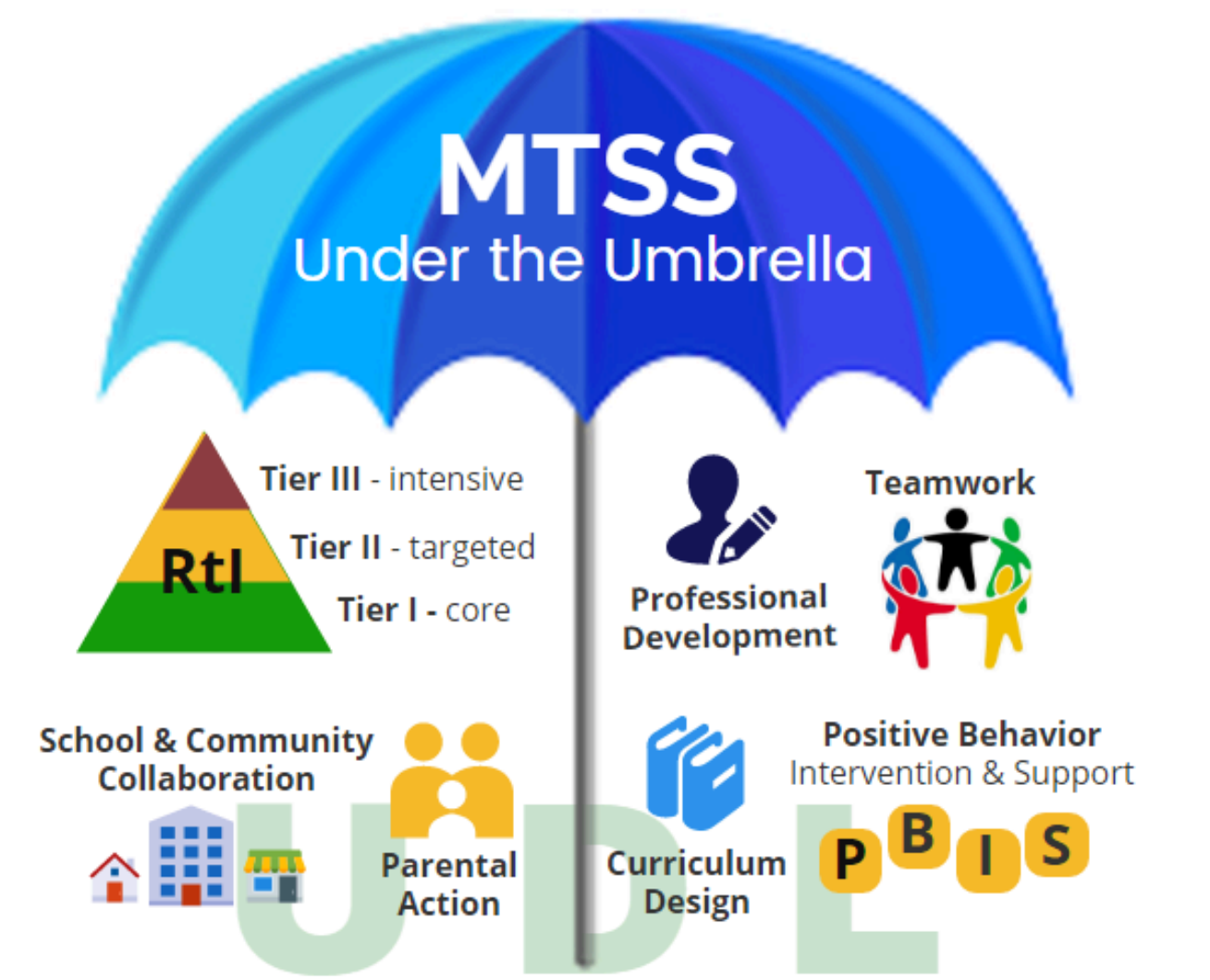
- MTSS shall become a framework that assists educators to identify/address the student's academic, behavioral, attendance, and social-emotional assets and barriers, further providing differentiated support for ALL students derived from identifying their needs via ongoing assessments and evidence.
- Provide equitable tiered support for students and support staff with effective, efficient strategies and structures on a continuum.
- All staff will use the components to ensure students' needs are being met.

DESIRED OUTCOME:

A mindset of continuous improvement efforts that are designed to be flexible with the most relevant data, student needs, practices, and programs to meet students' needs and transform education to empower ALL students to succeed.

Utilizing an MTSS approach will strengthen and contribute to the achievability of the Strategic Plan, School Plans, Department Plans, LCAP and budgeting with priority.

OUR
MTSS CONCEPT



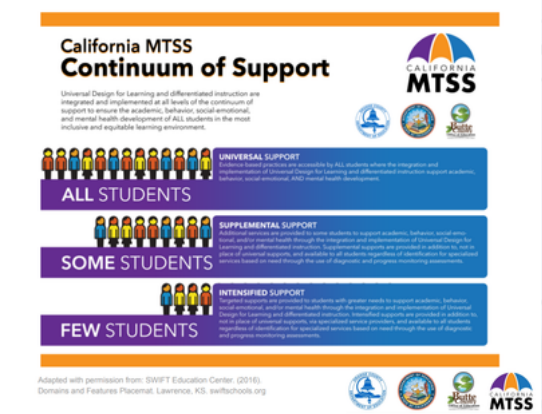
OUR MTSS CONCEPT

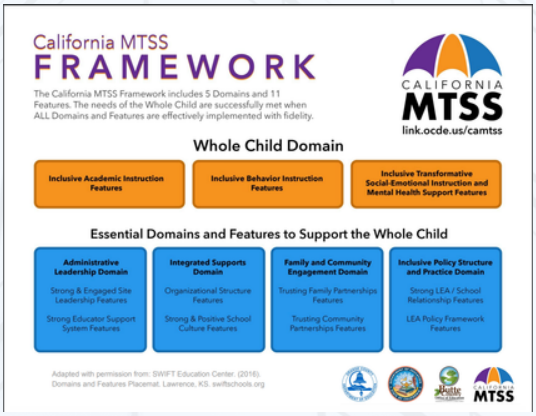
California MTSS Framework Description

California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.

California's vast and complex Pre-kindergarten through grade twelve educational system requires a multifaceted approach that is scalable and sustainable. The California Department of Education's (CDE) vision of "one coherent system of education" offers an opportunity to build the foundation for educational excellence. Through the use of Implementation Science, Universal Design for Learning, and the Whole Child approach, among other evidence-based interventions, MTSS affords a full range of academic, behavioral, and social support for all students to achieve. California MTSS Framework, (https://ocde.us/MTSS/Documents/Revised-California-MTSS-Framework-July-2021.pdf)

California Continuum Of Support Description Description Copied directly from Framework California's Multi-Tiered System of Support (CA MTSS) is a comprehensive framework that aligns academic, behavioral, social, and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students. The evidence-based domains and features of the California MTSS framework provide opportunities for LEAs to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment thus closing the equity gaps for all students. **California Continuum of Support**





OUR DEFINING MTSS

Employing the MTSS Framework

Employing the MTSS Framework-Accountability and Expectations
Schools using MTSS seek successful educational and behavioral outcomes for all students, regardless of challenges. This may involve significant interventions for a segment of the student population, with the goal of moving these individuals into reduced interventions as they progress. The flexibility of this framework allows students to move from tier to tier as needed, without prescribed timelines. The elements of MTSS include:

Multiple tiers of instruction, intervention, and support
- Includes learning PUSD standards and behavioral expectations
- Committing to utilizing all Tier I efforts and then accessing interventions that meet the needs in Tier II & III
- Increasing levels of intensity depending on the student's need

Problem-solving process
- Collaborative and team-based decision-making to determine which students need interventions

Data evaluation
- Interpretation of data to determine student progress and action steps
- Utilizing all available PUS platforms and assessments to make informed plans of support

Communication and Collaboration
- Teamwork focused on building relationships and using data to improve those relationships

Capacity building infrastructure
- Enlist all PUSD to implement, monitor, reflect, adjust, and sustain
- Professional development and coaching along with written plans
- All departments and sites facilitate the expectation of continuity of improvements

Leadership
- Active involvement of all PUSD departments /schools and administration of practices
- Quality at all times!

OUR DEFINING MTSS

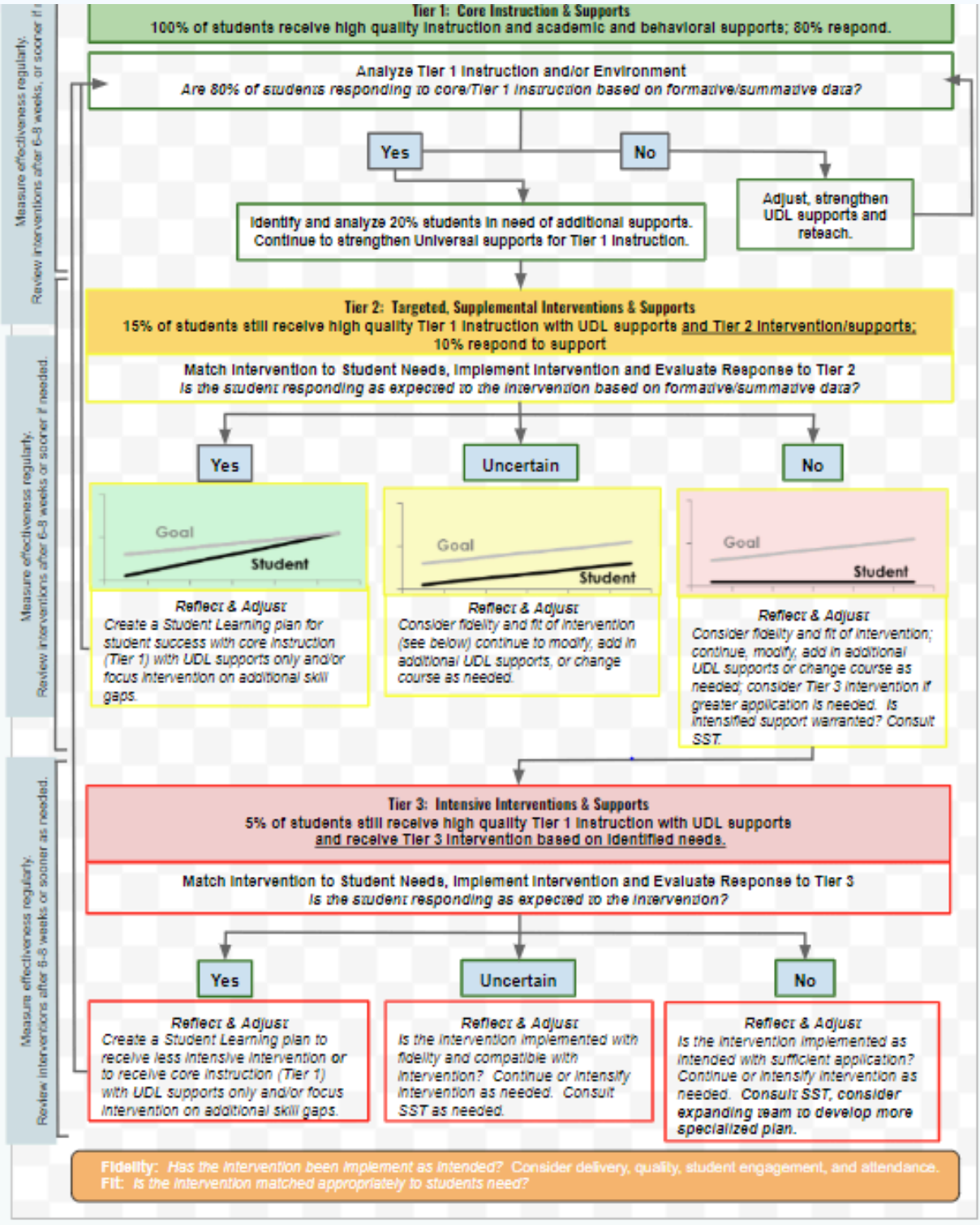
Multi-Tiered Systems of Support are marked by scaling the efforts to ensure success for students.

MTSS tiers help schools to organize levels of support based on intensity so that students receive necessary instruction, support, and interventions based on need. As such, student identities are not based on tier levels. Instead, individuals are identified as students in need of support. This helps educators to respond appropriately and provide students with the assistance they need to prosper in the classroom.

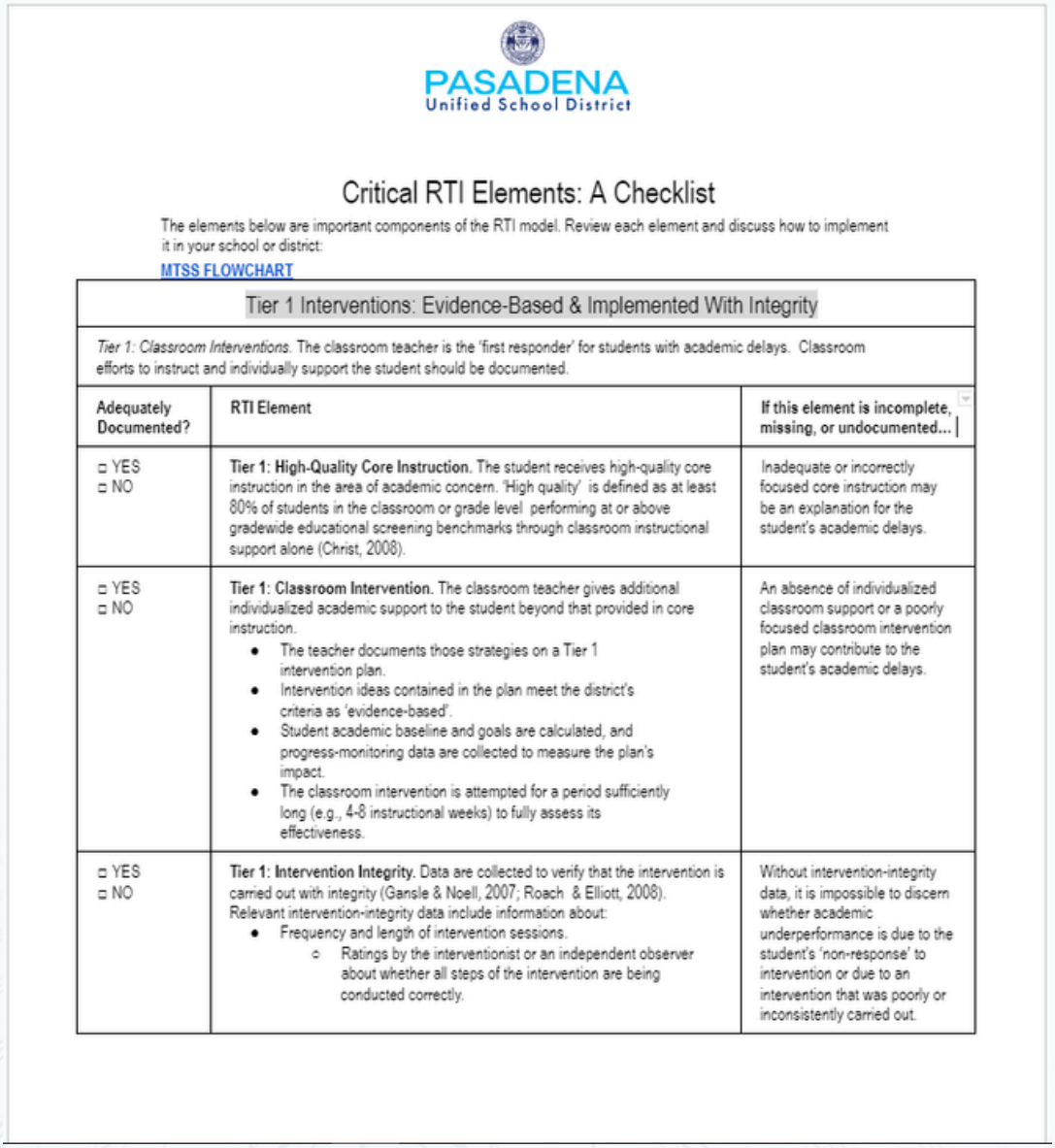
Tier I	**Universal or Primary – All Students (For ALL)** As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may require Tier 2 supports to be successful.
Tier II	**Strategic– Supplemental Supports (For SOME)** Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups. For example, **Check-In/Check-Out** (CICO) interventions are often a part of Tier 2, as well. This targeted support allows students to work toward catching up with their peers.
Tier III	**Intensive/Differentiated– Individual students (For FEW)** A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 interventions give these students individualized support and can include assistance from outside agencies such as behavioral counselors or family therapists.

OUR
MTSS FLOW

It is imperative that for the MTSS framework with all of its components to work, we must serve and support the efforts.



OUR MTSS CRITICAL ELEMENTS CHECKLIST



PASADENA
Unified School District

Critical RTI Elements: A Checklist

The elements below are important components of the RTI model. Review each element and discuss how to implement it in your school or district:

MTSS FLOWCHART

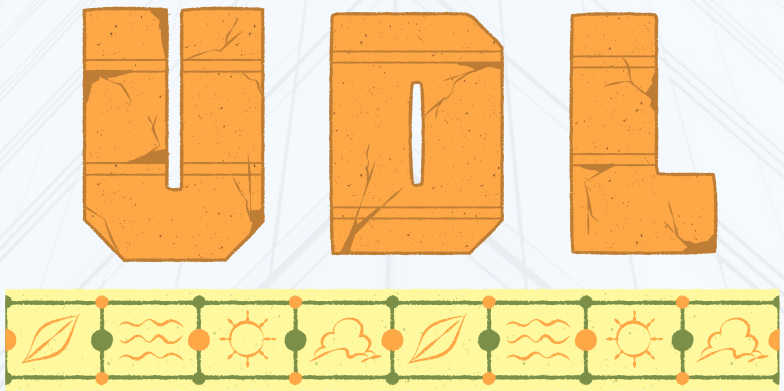
Tier 1 Interventions: Evidence-Based & Implemented With Integrity		
Tier 1: Classroom Interventions. The classroom teacher is the 'first responder' for students with academic delays. Classroom efforts to instruct and individually support the student should be documented.		
Adequately Documented?	**RTI Element**	**If this element is incomplete, missing, or undocumented...**
☐ YES ☐ NO	**Tier 1: High-Quality Core Instruction.** The student receives high-quality core instruction in the area of academic concern. 'High quality' is defined as at least 80% of students in the classroom or grade level performing at or above gradewide educational screening benchmarks through classroom instructional support alone (Christ, 2008).	Inadequate or incorrectly focused core instruction may be an explanation for the student's academic delays.
☐ YES ☐ NO	**Tier 1: Classroom Intervention.** The classroom teacher gives additional individualized academic support to the student beyond that provided in core instruction. • The teacher documents those strategies on a Tier 1 intervention plan. • Intervention ideas contained in the plan meet the district's criteria as 'evidence-based'. • Student academic baseline and goals are calculated, and progress-monitoring data are collected to measure the plan's impact. • The classroom intervention is attempted for a period sufficiently long (e.g., 4-8 instructional weeks) to fully assess its effectiveness.	An absence of individualized classroom support or a poorly focused classroom intervention plan may contribute to the student's academic delays.
☐ YES ☐ NO	**Tier 1: Intervention Integrity.** Data are collected to verify that the intervention is carried out with integrity (Gansle & Noell, 2007; Roach & Elliott, 2008). Relevant intervention-integrity data include information about: • Frequency and length of intervention sessions. ○ Ratings by the interventionist or an independent observer about whether all steps of the intervention are being conducted correctly.	Without intervention-integrity data, it is impossible to discern whether academic underperformance is due to the student's 'non-response' to intervention or due to an intervention that was poorly or inconsistently carried out.

OUR
UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is an approach to planning and implementing lessons that are designed to eliminate barriers to learning.

Barriers to Learning are areas where students might "get stuck" and shut down during a lesson activity. Barriers are tricky. They are hidden and dynamic. Barriers can change from minute to minute, student to student, lesson to lesson, and subject to subject.

The overall goal of UDL is to anticipate possible barriers in the lesson and incorporate flexibility into your planning allowing students multiple ways to access the learning.



OUR UNIVERSAL DESIGN FOR LEARNING

CAST is a non-profit organization that developed the UDL framework and guidelines. The UDL guidelines can be applied to all lessons. In UDL we are planning lessons to address student engagement, representation (presentation), and expression. In UDL we plan lessons with a clear destination that takes into consideration student engagement, representation, and expression.

Student Engagement can involve sparking interest in a topic but it goes deeper than that as well. Student engagement supports SEL and Behavior RtI because it addresses the student's connection to the lesson. Some ways to address student engagement in a UDL lesson is to:

- Incorporate voice and choice
- Make it relevant
- Keep the lesson "doable" - reduce threats inherent in the learning (let the students use their strengths when learning the lesson).
- Use collaboration and community building
- Praise effort and progress, and highlight strengths when providing corrective feedback
- Model coping skills

Representation (presentation) helps keep the lessons "doable" by offering students different ways to perceive the information (lesson). Multiple means of representation support SEL and Behavior RtI by reducing the threat many students may feel when confronted with tasks they perceive as difficult. Some ways to provide multiple means of representation are:

- Using learning videos (receptive)
- Text information presented with audio support
- Teaching vocabulary
- Provide background information or knowledge
- Highlight (directly point out and teach) the patterns, critical features, big ideas
- Provide information in manageable chunks

Expression deals with providing different ways for students to demonstrate or express what they have learned. Varying the demand by adjusting the ways students can express what they know can support Behavior RtI by reducing the threat students may feel when confronted with a task they think is insurmountable. Some multiple means of expression are:

- Voice-to-text (voice typing in Google)
- Have students create a video
- Provide multiple check-in opportunities (chunks of smaller tasks instead of expecting one large task)
- And many more...

OUR UNIVERSAL DESIGN FOR LEARNING

The Lesson Plan

Planning a UDL lesson begins with the destination in mind. Clarity about the destination is really important. For example, let's look at a 5th grade science standard:

5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Where are we going with this lesson?
Is the destination for THIS lesson going to be building a model or describing the movement of matter among plants, animals, decomposers, and the environment?

This lesson is going to focus on describing the movement of matter among plants, animals, decomposers, and the environment.

Thinking about engagement, representation, and expression for this lesson.

Standard: Students can describe the movement of matter among plants, animals, decomposers, and the environment.

Key ideas (taken from the science standards):

- Almost all food starts as plants
- Food webs show relationships between animals and plants (some animals eat plants, some animals eat animals, some organisms are decomposers, decomposition resorts nutrients to the soil where new plants grow)
- Organisms can only survive when the environment supports their needs.
- A new animal introduced into an environment changes the ecosystem.

OUR UNIVERSAL DESIGN FOR LEARNING

Engagement	Representation	Expression
Collaborative Discussion. Vocabulary picture hunt (picture preview) Video	Video: about ecosystems and balance Book: _____. Website _____. Collaborative discussion	Small group - draw / act it out Small group -- graphic organizer Comic strip Video

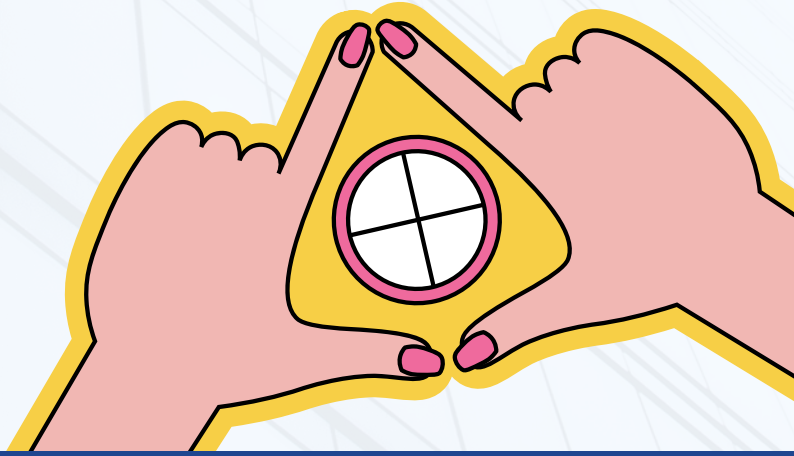
Lesson Outcome: Students will describe the movement of matter

Assessment: The student described the movement of matter between plants and animals. (The students can choose to make a video, draw a picture, and answer questions in writing or verbally.)

(For example, the student explained that the energy from the sun is transferred to grass and when the cow ate the grass, the energy from the grass was transferred to the cow by drawing a picture and verbally explaining the process.)

Possible barriers:

- Vocabulary (decomposers, ecosystems, environment, matter, photosynthesis)
- Background (basic needs of animals / plants for survival, types of plants, types of environments, photosynthesis)
- Possible Triggers (food insecurity?)
- Difficulty with reading / writing





"MTSS aligns resources and support for students receiving instruction AND for teachers and other support staff who are delivering the instruction. MTSS framework is an educational system change paradigm continuously focused on overall school improvement that is sustainable." ~Anonymous

OUR ACADEMIC FRAMEWORK

OUR ACADEMIC APPROACH

OUR ACADEMIC MTSS FLOW

FOCUS ON LITERACY

I. SPECIFIC MTSS GUIDANCE FOR READING

II. READING INSTRUCTION

III. ASSESSMENT & SCREENING

IV. DYSLEXIA AND SPECIALIZED SUPPORT SERVICES

V. EMERGENT MULTILINGUAL LEARNER

VI. DIFFERENTIATION ROADMAPS

FOCUS ON MATHEMATICS

I. TIERED INTERVENTIONS

II. MATHEMATICS INTERVENTION FLOWCHART

OUR ACADEMIC APPROACH

Equity Statement

Pasadena Unified School District's overall goal is to promote excellence through educational equity and eliminate barriers that keep students, especially those from marginalized communities, from receiving a high-quality education. This will be accomplished by the elimination of discrimination and harassment based on sex, sexual orientation, gender identification, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability, AND the cultivation of an inclusive and anti-racist environment for the entire PUSD community. **Therefore, PUSD's MTSS framework supports and reinforces the District's efforts toward excellence and educational equity**.

Academic MTSS

California defines Multi-Tiered Support System (MTSS) as an integrated framework intended to support continuous student outcome improvement. PUSD's MTSS includes universal screening, diagnostic assessments, and progress monitoring to support instructional decision-making. Within our tiered intervention system, instruction and interventions are organized into layers or tiers of intensified, evidence-based instruction or intervention.

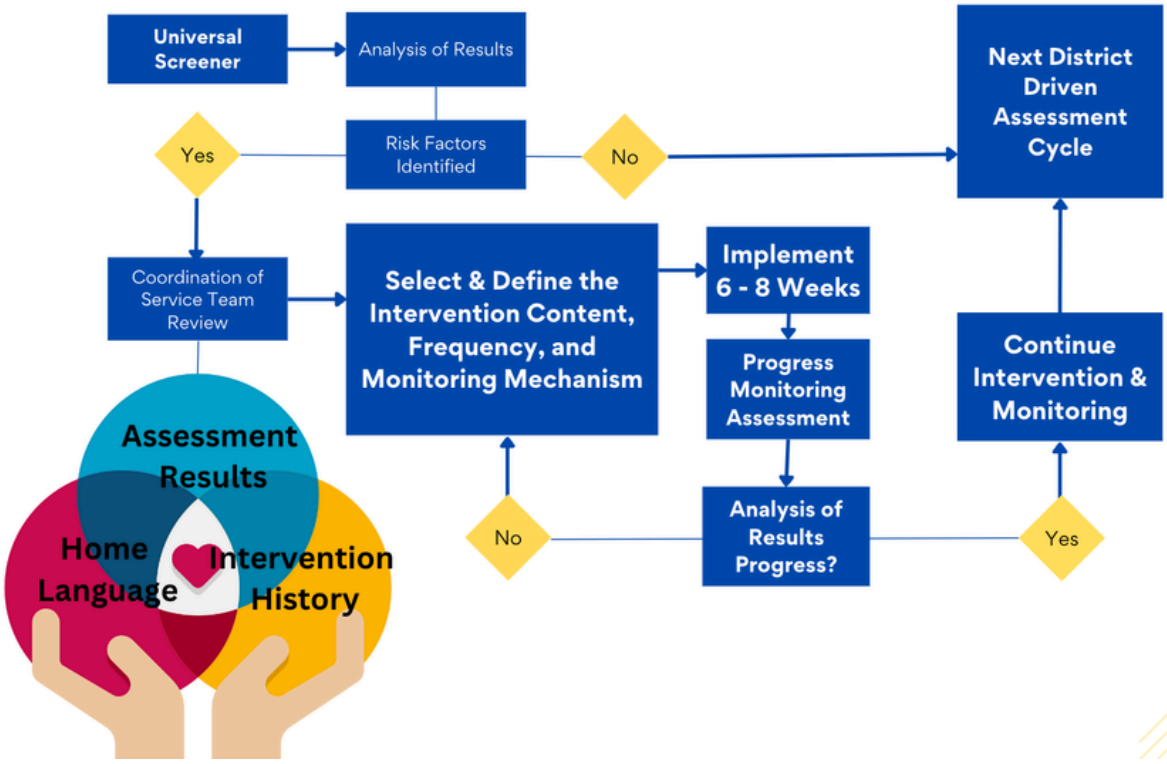
- Classroom teachers support students by selecting interventions based on the student's identified needs. Classroom teachers monitor the reading progress of students using assessments such as those identified in the MTSS framework.
- Decisions to change or modify the interventions provided are based on the student's progress monitoring assessment data. As interventions are grouped into tiers, there is no formal criteria or qualification that must be met in order to use a practice or tool within any of the tiers. This means that classroom teachers can select interventions from any of the tiers and monitor the student's progress.

School site teams should collaborate when reviewing student assessment data and to reflect on the types of instruction or intervention needed to facilitate growth. When providing intervention, the fidelity of implementation is critical and documented. All students within PUSD, including students who receive special education services, have access to the tiered interventions provided in general education classrooms.

OUR
ACADEMIC MTSS FLOW

Instruction must take into account the varying needs of students in the classroom, which includes knowing students well through built relationships and the use of multiple forms of data. The following **Tiered Intervention Decision Tree** indicates the general flow of action for the COST team (Coordination of Service Team) to follow.

Tiered Intervention Decision Tree
ACADEMIC



FOCUS ON LITERACY

SPECIFIC MTSS GUIDANCE FOR READING

The purpose of this subsection is to describe PUSD's interventions and strategies for ensuring all students are capable readers who develop the love of reading. Included in this subsection are:

- PUSD Vision for Literacy
- Reading Components
- Reading Instruction
- Assessment & Screening
- Considerations
  - Dyslexia
  - Learners receiving Integrated Specialized Support Services
  - Emergent Multilingual Learners
- Grade-Specific Differentiation Roadmaps for Literacy

Vision

Our vision is for every one of our students to experience the richness of reading and writing. We devote ourselves to the goal that each child grows into a passionate, habitual and critical reader and writer who actively contributes to our democratic society and changing world.

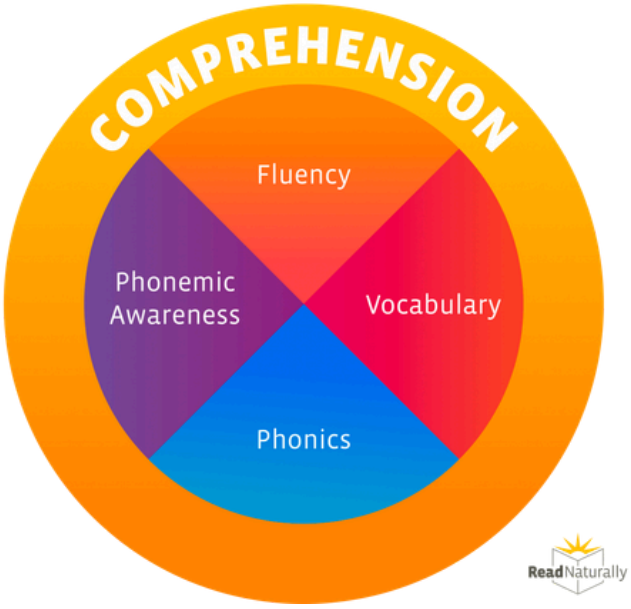
In the Pasadena Unified School District, we believe...

- In the most current evidence-based best practices of teaching reading foundations
- In evidence-based best practices of teaching language development and content knowledge, as we know that building students' general knowledge leads to dramatic, long-term improvement in reading comprehension.
- That all educators are responsible for inspiring a love of reading through culturally relevant, complex texts that are part of a coherent sequence that builds students' knowledge and understanding of the world in which they live.
- In providing all students with opportunities to take ownership of their learning by doing the majority of the thinking and the work in a lesson.
- In the implementation and consistent usage of high-quality instructional materials aligned to grade-level expectations and the literacy shifts.



FOCUS ON LITERACY

SPECIFIC MTSS GUIDANCE FOR READING



Reading Components

The Big 5, as referenced by the National Reading Panel

1. **Phonemic Awareness** - the ability to hear and manipulate individual speech sounds in words; a subset of Phonological Awareness.
2. **Phonics** - the understanding that there is a relationship between speech sounds (phonemes) and the symbols that represent them (graphemes).
3. **Fluency** - the ability to accurately read a text, while incorporating the 6 dimensions of fluency; pausing, phrasing, stress, intonation, rate and integration. The reader recognizes words and exhibits automaticity in reading.
4. **Vocabulary** - the words needed to listen, speak, read and write.
5. **Comprehension** - the ability to understand what is being read by making sense of the text. This is developed through a variety of techniques and strategies.

FOCUS ON LITERACY

READING INSTRUCTION

Reading Instruction

Pasadena Unified School District is aligned to current research and follows a Structured Literacy model. This means that students receive explicit and systematic instruction in Reading Foundations (K-2nd), Fluency (3rd-4th), Morphology (3rd- 8th) and Building Background Knowledge through reading a variety of complex texts throughout their PUSD experience. This is supported through the use of Board adopted, High Quality Instructional Materials (HQIM).

Students who experience struggle with reading receive additional supports in the classroom. These may include small groups or strategic groupings to provide explicit instruction and support in areas of struggle. In addition, there may be increased frequency of one-to-one conferencing with the teacher to monitor progress and provide immediate supports while reading.

FOCUS ON LITERACY

ASSESSMENT & SCREENING

Assessment and Screening

PUSD will utilize a variety of screening and assessment tools at different checkpoints during the school year in order to track growth and make instructional decisions that best address individual gaps in reading ability. At the district level, we have identified core assessments and tools to be used throughout the year but we encourage teachers to complete district-provided supplemental assessments when reading concerns are evident and to monitor reading progress. The decision criteria for the use of the supplement assessments will be documented in the MTSS framework for reading.

- **PreK-TK**: Desired Results Developmental Profile (DRDP) is a screener for teachers to observe, document and reflect on the learning, development, and progress of their students in language, literacy, and English language development, along with additional non-academic domains.
- **K-2**: Amira, Reading Difficulties Risk Screener, which follows California's SB114 mandate. This screener assesses for signals that a student may show signs of a reading difficulty. Amira's personalized tutoring is also used throughout the school year as a progress monitoring tool.
- **3-12:** The i-Ready Reading Diagnostic is administered 3 times a year and measures the following domains:
    - Phonics
    - High frequency words
    - Comprehension of literature
    - Comprehension of informational text
  - Student performance in each of the above domains will help determine which of the following additional assessment tools/screeners to use to further examine a student's area of growth:
    - BPST (Basic Phonics Skills Test) by Shefelbine
    - MASI-R (Multi-Level Academic Skills Inventory- Revised) Oral Reading Fluency by Howell, et al.
    - Informal Reading Inventory for readers who have transitioned out of decodable texts (levels E and above)

FOCUS ON LITERACY

CONSIDERATIONS FOR READING DIFFICULTIES

Considerations for Reading Difficulties

California Department of Education (CDE) convened a work group and developed Guidelines. These Guidelines were published October 2017 and revised in December 2018. The California Dyslexia Guidelines can be found here.

According to the International Dyslexia Association (Oct. 2025): "Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective."

FOCUS ON LITERACY

CONSIDERATIONS FOR LEARNERS

Considerations for Learners Receiving Specialized Support Services

In PUSD, a student's progress in the area of reading is evaluated after they have engaged in interventions for reading. The progress data is evaluated to determine if the intervention has been successful or if additional support is required. When the data analysis suggests that a student is not responding to the instruction or intervention, a site Coordination of Service Team (COST) may wish to consider inviting the parent or guardian to attend a student study team (SST) meeting. The site COST, in collaboration with the parent, determines the most appropriate action which can include providing additional, intensified interventions and/or a recommendation for special education evaluation.

Considerations for Emergent Multilingual Learners

The MTSS framework is particularly powerful for emergent multilingual learners, who must have access to the general curriculum via supports for language acquisition. This cohesive approach accounts for literacy development alongside language development, and explicitly calls for the collaboration of data sources, and instructional priorities for both designated and integrated language development.

FOCUS ON LITERACY

PUSD Language Aquisition Program Options for English Learners

STRUCTURED ENGLISH IMMERSION (SEI)

For whom?

- English Learners (ELPAC levels 1 or 2)

Program design?

- Specially Designed Academic Instruction in English (SDAIE) and a structured daily period of integrated/designated period of English Language Development (ELD).

Goals?

- English language/ Academic proficiency.
- Reclassification.



Language and Literacy in English with primary language support

ENGLISH LANGUAGE MAINSTREAM (ELM)

For whom?

- English learners who are reasonably fluent in English (ELPAC levels 3 and 4)

Program design?

- SDAIE and daily ELD

Goals?

- English language/ academic proficiency to meet grade level and core content standard.
- Reclassification.



Mainstream English program for students reasonably fluent in English

INTERNATIONAL ACADEMY/ NEWCOMER PROGRAM

For whom?

- Students with less than 12 months in U.S. schools.

Program design?

- Instruction in the primary language at the beginning and transition to more instruction in English as skills develop.

Goals?

- English proficiency and academic instruction.
- Reclassification.



Newcomer program with primary language instruction

DUAL IMMERSION CLASSROOM

For whom?

- For English learners who speak the target language and English speakers.

Program design?

- In Kindergarten, 90% of instruction is in the target language and 10% in English. This percentage decreases by 10% each subsequent year.
- Programs: Armenian, French, Mandarin, Spanish.

Goals?

- Biliterate/bicultural academic proficiency.
- Reclassification.



Literacy and content in two languages

LONG TERM ENGLISH LEARNER PROGRAM

For whom?

- 6-12th grade students with more than 5 years in a US school and who have not met reclassification criteria.

Program design?

- Accelerated ELD program and core content subjects that stress success towards graduation.

Goals?

- Graduation and completion of A-G requirements.
- Reclassification.



Accelerated program for long-term English learners

For additional information, please speak with the English Learner Programs Coordinator at your child's school or contact the LADD Department at (626) 396-3600 ext. 88285. https://www.pusd.us/LADD

Opciones de Programas de Adquisición del Lenguaje de PUSD para Estudiantes de Inglés

INMERSION ESTRUCTURADA AL INGLES (SEI)

¿Para quién está diseñado?

- Aprendices del inglés (niveles ELPAC 1 o 2)

¿Cómo está diseñado?

- Enseñanza Académica en Inglés Especialmente Diseñada (SDAIE) y un periodo estructurado diario de Desarrollo del Idioma Inglés (ELD) Integrado/ designado.

¿Cuáles son las metas?

- Competencia académica y en Inglés.
- Reclasificación.



Lenguaje y alfabetismo en inglés con apoyo en el lenguaje materno.

CLASES CONVENCIONALES EN INGLES (ELM)

¿Para quién está diseñado?

- Aprendices del inglés con fluidez razonable en inglés (niveles ELPAC 3 y 4)

¿Cómo está diseñado?

- SDAIE y enseñanza diaria de ELD.

¿Cuáles son las metas?

- Competencia académica y en inglés para alcanzar nivel de grado y estándares de contenido básico.
- Reclasificación.



Clases convencionales en inglés para estudiantes con fluidez razonable en inglés.

ACADEMIA INTERNACIONAL PROGRAMA PARA RECIEN LLEGADOS

¿Para quién está diseñado?

- Estudiantes con menos de 12 meses en escuelas de Estados Unidos.

¿Cómo está diseñado?

- Instrucción en la lengua materna al inicio y transiciona a instrucción en inglés conforme se desarrollan las habilidades.

¿Cuáles son las metas?

- Dominio del inglés y de la materia académica.
- Reclasificación.



Programa de instrucción para aprendices de inglés recién llegados.

SALON DE INMERSION DUAL

¿Para quién está diseñado?

- Aprendices del inglés que hablan la lengua objetiva.
- Hablantes nativos de inglés.

¿Cómo está diseñado?

- En Kindergarden reciben 90% de la instrucción en el lenguaje objetivo y 10% en inglés. Este porcentaje disminuye 10% cada subsecuente año.
- Programas: Armenio, Español, Francés y Mandarín.

¿Cuáles son las metas?

- Competencia académica bilingüe.
- Reclasificación.



Alfabetismo y competencia académica en dos idiomas.

PROGRAMA PARA ESTUDIANTES DE INGLES A LARGO PLAZO

¿Para quién está diseñado?

- Estudiantes del 6º-12º grado con más de 5 años en escuelas de Estados Unidos pero que aún no hayan alcanzados los criterios de reclasificación.

¿Cómo está diseñado?

- Programa ELD acelerado y contenido académico que enfatizan el éxito hacia la graduación.

¿Cuáles son las metas?

- Graduación y cumplimiento de los requisitos A-G.
- Reclasificación.

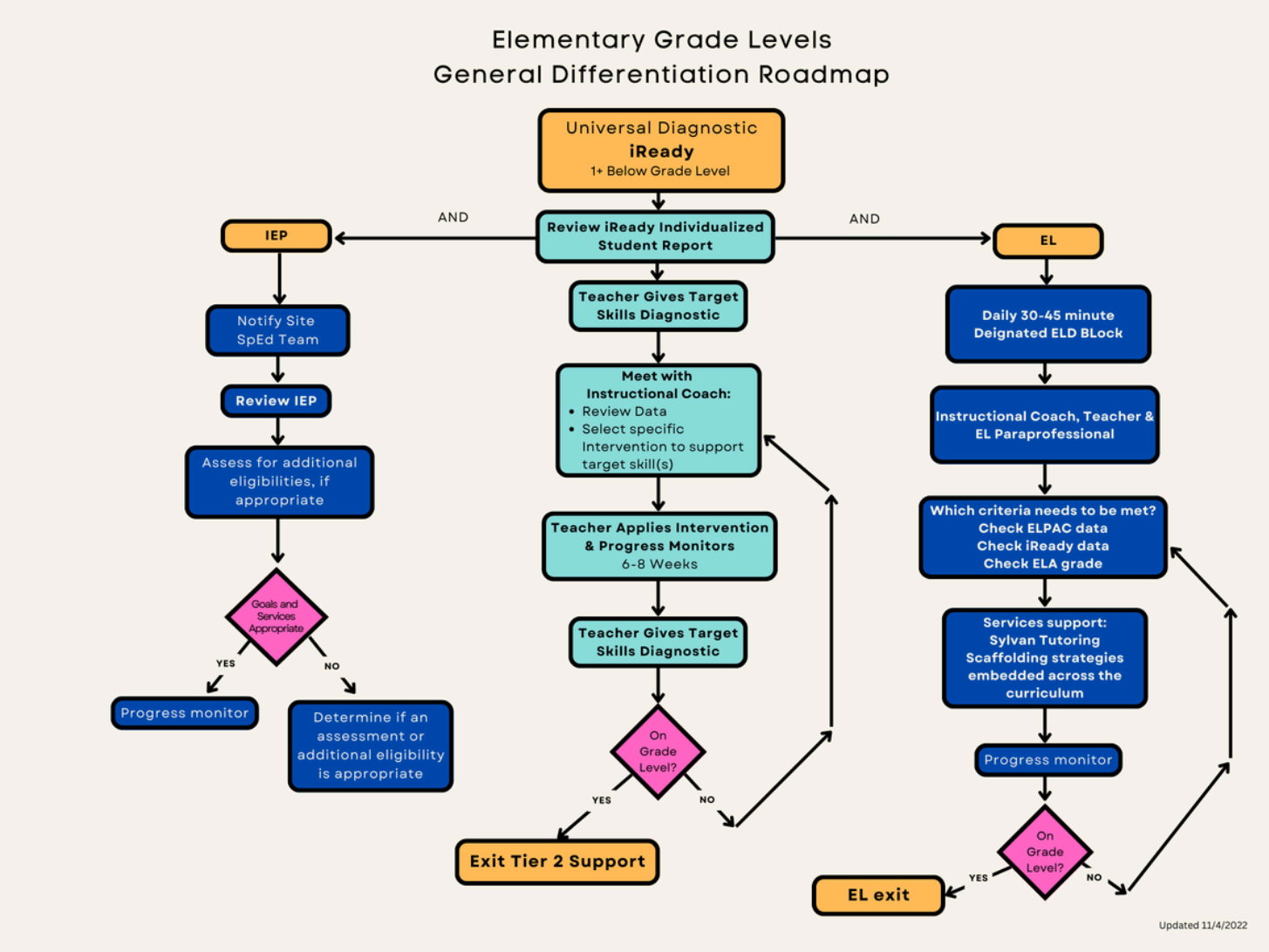


Programa acelerado de dominio del lenguaje y contenido academico.

Para obtener mayor información, por favor comuníquese con el coordinador del Lenguaje de la escuela de su hijo o con el Departamento de Evaluación y Desarrollo del Lenguaje (LADD) al (626) 396-3600 ext. 88285. https://www.pusd.us/LADD

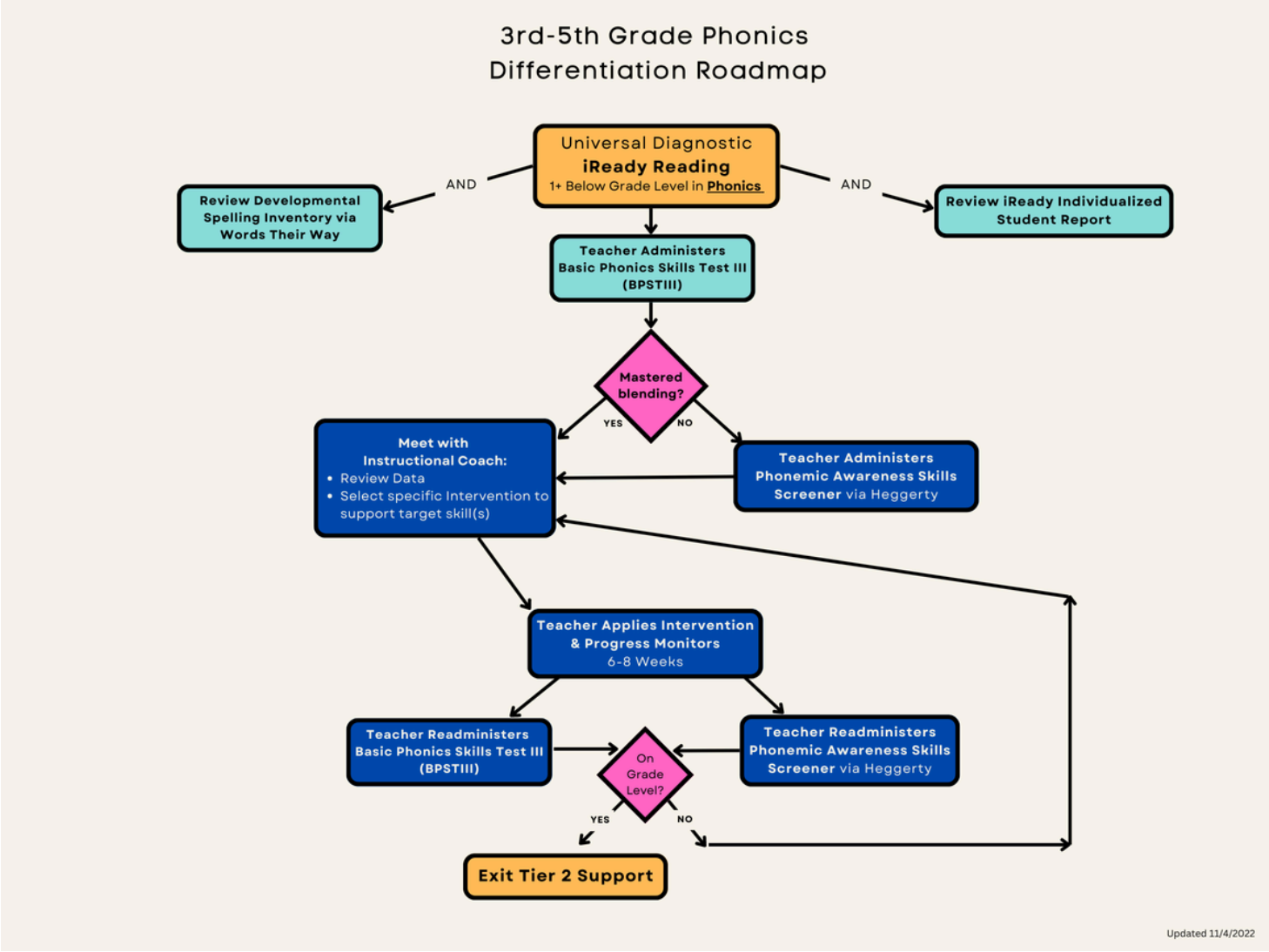
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DIFFERENTIATION ROADMAP: ELEMENTARY (GENERAL)



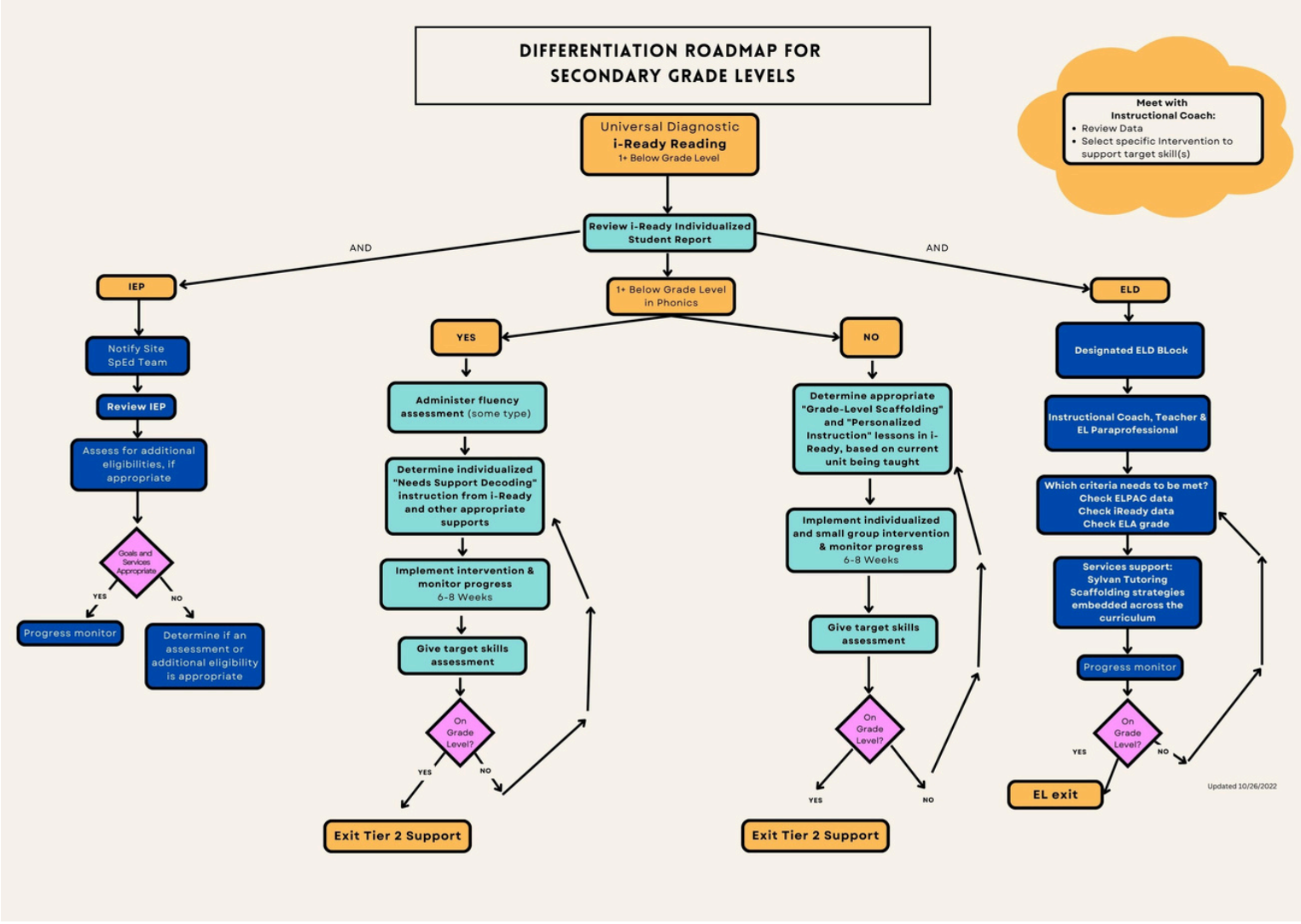
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DIFFERENTIATION ROADMAP: 3RD-5TH GRADES



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DIFFERENTIATION ROADMAP: SECONDARY (GENERAL)



FOCUS ON LITERACY

TIERED INSTRUCTION

Tiered Instruction for Literacy Development

Tiered instruction to support literacy development is essential to achieving PUSD's Vision for Literacy. Below is a snapshot of how we define Tier I, Tier II, and Tier III support for students. In order to fully actualize these supports and structures, collaboration amongst various educational partners needs to occur regularly. These partners include the classroom teacher, instructional coach, school administrator team, instructional aides, central office specialists and administrators, families, etc.

	Tier I	Tier II	Tier III
Focus of Support:	All Students	Small Group	Individual
Population Supported:	All Students	Some students (approx. 15%)	Few students (approx. 5%)
Assessments that are Used:	CAASPP Amira i-Ready Reading Diagnostic ELPAC (for English Learners) ELA and ELD Curriculum unit and chapter assessments, as well as common writing tasks.	More frequent screening, such as using Amira or i-Ready Reading Diagnostic monthly, in addition to district assessment windows, to track reading progress. Early Reading Foundations assessments such as Pre A and Basic Phonics Skills Test, Heggerty assessment depending on grade level Weekly use of assessment guides within our ELA and ELD programs.	Intensive, individualized screening, based on specifically targeted skills

FOCUS ON LITERACY

TIERED INSTRUCTION

	Tier I	Tier II	Tier III
Program & Intervention Supports:	District-adopted core materials, such as: • Heggerty: Bridge to Reading & Phonemic Awareness TK, 4, 5 • HMH: Amira • Curriculum Associates: i-Ready Reading • McGraw-Hill's StudySync ELA • HMH: Into Reading • HMH: Arriba La Lectura • TCM: Language Power! (Designated ELD) • HMH: English 3D (Designated ELD)	Supplemental materials to support targeted interventions, such as: • Heggerty Phonemic Awareness- Bridge the Gap • Amira - Personalized Tutoring • Tools for Instruction within i-Ready Reading • Reading Fluency Practice within i-Ready Reading • Multimodal Activities for Practicing Advanced Phonics & Vocabulary in the Secondary Classroom • Reading Intervention Kits within our ELD curriculum • Newsela • Scholastic Magazines • UFLI Foundations	Supplemental materials to support intensive interventions, such as: • ESP Solution: Spire • UFLI Foundations
Amount of Time:	Full class period	Smaller, incremental sessions, regularly lasting 10-20 minutes, in addition to Tier I instruction	Larger sessions lasting 25-30 minutes on a daily basis, in addition to Tier I instruction
Group Size:	Whole class and small group	Small groups (2-4)	Individual
Location:	General education setting	General education setting	Specialized setting, outside of the general education setting
Personnel:	Classroom teacher	Classroom teacher, alongside an instructional aide or intervention teacher	Specialized staff, such as an intervention teacher, tutor, or reading specialist
Implementation:	Ongoing	Cycles of approx. 6-8 weeks	Cycles of approx. 6-8 weeks

FOCUS ON LITERACY

TIER I: ACCESSING THE CORE (100% OF STUDENTS)

First instruction within a Tier I setting is paramount to ensure that all students receive grade-level, standards-aligned instruction to support literacy development. Within a whole-group setting, the teacher engages students in explicitly teaching a transferable skill or strategy that serves as an access point to subject-specific content.

This whole-group instruction component needs to be succinct, intentional, and consistent as a matter of practice. Based on whole-group diagnostic and ongoing formative data, the teacher designs minilessons in which they embed opportunities for student discourse and employ a variety of teaching moves, such as revoicing, restating, demonstrating/modeling, prompting for participation, and wait time.

Using Formative and Summative Assessments in a Tier I Setting

Teachers need to use a variety of assessments to monitor student progress and determine targeted interventions in an individual or small group setting. Examples of assessment to use include the following:

- i-Ready Reading 6-8: Personalized Instruction and Tools for Instruction components
- Standards-aligned rubrics and checklists to set reading and writing goals
- Check for understanding strategies listed on the previous page

Classroom-Based Interventions in Tier I

- Data chats to set and track individual goals
- Timely and actionable feedback
- Use of scaffolds to ensure that students access grade-appropriate instruction
    - For multilingual learners, scaffolds and supports for language acquisition and development in an integrated and designated ELD setting
- Use of multiple modalities of learning experiences
- Implementation of flexible partnerships and groupings so students can learn from each other

FOCUS ON LITERACY

TIER I: ACCESSING THE CORE (100% OF STUDENTS)

Check for Understanding Strategies in Tier I

Below is a sample list of strategies to employ in a Tier I setting:

- Four Corners
- Individual Response Boards
- Mood Meters
- Fist to Five
- Idea Spinner
- Inside-Outside Circle

Instructional Strategies to Support Academic Language Development in Tier I

Below is a sample list of strategies to employ in a Tier I setting:

- Frayer Model
- Reciprocal Reading
- Notice and Wonder
- Think, Write, Pair, Share
- Close Reading
- Integrated ELD
- Word Art
- Term, Information, Picture (TIP Chart)
    - A more complete list of strategies can be found here to practice advanced phonics and vocabulary in a secondary setting, provided by the Los Angeles County Office of Education, through their Getting Reading Right training series.

FOCUS ON LITERACY

TIER I: ACCESSING THE CORE (100% OF STUDENTS)

Tier I PD for All Staff

- Implementation of systematic and explicit foundational skills instruction (informed by science of reading research)
  - Phonological awareness
  - Phonemic awareness
  - Word recognition
  - Print concepts
  - Fluency practices
- Particularly in upper elementary and secondary, implementation of enhanced foundational skills, such as:
  - Purposeful vocabulary development
  - Morphology
  - Other strategically differentiated supports
- Designing lessons through the lens of the college and career-ready shifts in literacy instruction
  - Complexity: Practice regularly with complex text and its academic language.
  - Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational.
  - Knowledge: Build knowledge through content-rich nonfiction.
- Provision of training in the use of resources to frequently monitor student progress so students get what they need
  - i-Ready Reading Diagnostic
  - Pre & post on-demand writing assessments
  - Data analysis protocols to study student work
- Support in creating a classroom community that is culturally responsive and uses culturally relevant and complex texts in which students can see themselves in and learn about the world around them
  - Disciplinary literacy (across content areas)
  - Embedding voice and choice in how students engage with complex texts and the tasks associated with them

FOCUS ON LITERACY

TIER II: DIFFERENTIATION (APPROX. 15% OF STUDENTS)

As a result of ongoing data analysis, the teacher needs to create structures to implement targeted interventions for some students (approximately 15%) who require additional supports than what is provided during first instruction in a whole group, Tier I setting. Teachers need to engage students who need interventions in a 6-8 week cycle and constantly monitor growth through the use of appropriate assessments of particular skills, such as the Basic Phonics Skills Test, the i-Ready Reading Diagnostic, or any other fluency assessment, for example.

Literacy instruction for students in a Tier II setting needs to take place individually or in small groups, and teachers need to teach skills in a systematic and explicit way. Additionally, it should take place within a general education setting, and it could include support from an instructional aide or intervention teacher. Based on progress monitoring during and at the end of a 6-8 week cycle, the teacher determines appropriate next steps to continue supporting students' literacy development.

Note: The ideas, strategies, and structures below are to be used in conjunction with or as a next step from Tier I ideas, strategies, and structures listed previously.

Strategies to Implement Effective Interventions in Tier II

- Delivery of instruction in short chunks, with frequent breaks
- Use of written instructions and illustrations; clearly explain tasks
- Use checklists that are broken down into smaller chunks, targeting a specific strategy or skill
- Use of flexible groupings (by learning styles, interests, performance levels, etc.)
- Use technology to provide students access to content in multiple formats
- Keep record of goals and progress through regular use of anecdotal notes
- Consider the physical setting; keep the area for Tier II instruction clean and neat to promote comfort and engagement

FOCUS ON LITERACY

TIER II: DIFFERENTIATION (APPROX. 15% OF STUDENTS)

Tier II PD for All Staff

- Implementation of small group, targeted instruction based on analysis of literacy assessment data
- i-Ready Reading Diagnostic
- ELLevation (Designated ELD Teachers)
- Implementation of instruction of targeted literacy skills, using some of the resources below:
- Individualized “Needs Support Decoding” instruction from i-Ready Reading to support phonics
- Bridge the Gap; Phonemic Awareness Intervention support
- For secondary, Intentional use of LACOE’s Multimodal Activities for Practicing Advanced Phonics & Vocabulary in the Secondary Classroom
- Language acquisition and language development, particularly for multilingual learners

FOCUS ON LITERACY

TIER III: INTENSIVE SUPPORT (APPROX. 5% OF STUDENTS)

Students whose learning needs are not met in a Tier I and Tier II setting require intensive support through individualized instruction that is focused on specific foundational skills. This intervention is provided by specialized staff, such as a Resource Specialist Program (RSP) teacher, an intervention teacher, or other specialists that can best provide targeted instruction outside a general education setting.

Importantly, the intensive support provided needs to be done in collaboration with the general education teacher, parent/guardian, etc., through a formalized structure, such as an SST or IEP. This collaborative approach is critical to equipping the student with the tools to succeed; therefore, in a 6-8 week cycle, the support team should meet at least twice within that cycle to document goals, review progress towards them, and adjust support as needed, using research-based interventions and strategies.

In practice, the support a student receives in a Tier III setting should increase in intensity and in frequency with the use of specific tools, some of which are embedded in resources listed under Tier I & Tier II. Other resources may need to be used for more specific interventions. Examples of such resources include Spire, Rosetta Stone (for newcomers), or other Tier III resources identified by specialists. Frequent progress monitoring needs to occur through more regular use of the i-Ready Reading Diagnostic or other literacy assessments that measure growth in foundational skills.

FOCUS ON MATHEMATICS

MATH INTERVENTION

Identification for math intervention in PUSD follows a similar MTSS model that has been established for literacy. It begins with the administration of the iReady diagnostic. Once completed, teachers are able access various reports that provide data about students' math levels across four different domains: Number and Operations, Algebra and Algebraic Thinking, Measurement and Date, and Geometry. Teachers are provided system generated student groupings based on their misconceptions. Teachers then inspect student data at the individual level and determine how and what interventions they will implement through a tiered model of support. Below is a table of Tiered Instruction that provides a general overview of instruction and assessment that occurs in each environment.



FOCUS ON MATHEMATICS

TIERED INSTRUCTION

	TIER I	TIER II	TIER III
Focus of Support	All Students	Small group (3-5 students)	Pairs or Individual
Population Supported	All students	Some students (approx. 15%)	Few students (approx. 5%)
Assessments Used	CAASPPiReady Math DiagnosticMDTP (Math Diagnostic)	Frequent screening, (2 -4 weeks) such as using the iReady Standards Mastery, Personalized Instruction and Comprehension ChecksCAASPP Interim Block Assessments (IAB)CAASPP Focused IAB	More intensive individualized screening, based on targeted skills (every 1- 2 weeks)Use of daily informal assessments based on student neediReady Standards Master and Comprehension Checks
Program and Intervention Supports	District-adopted core math materials, such as:iReady K-8Carnegie Learning	Supplemental materials to support interventions, such as:iReady Tools for TeachersiReady Personalized Math InstructionEdulastic Pear Assessment	Supplemental materials to support interventions, such as:iReady Tools for TeachersSpecific math intervention programs
Amount of Time	Full class period	Shorter, incremental sessions, regularly (2 - 4 times/week) lasting 10-15 minutes in addition to Tier I instruction	Longer sessions lasting 20 - 30 minutes on a daily basis in addition to Tier I instruction
Group Size	Whole class and small group	Small groups (3 - 5)	Pairs or Individual
Location	General Classroom Setting	General Classroom Setting	Specialized setting outside of the general classroom
Personnel	Classroom teacher	Classroom teacher, alongside an instructional aide, intervention teacher or classroom volunteer	Specialized staff, such as an intervention teacher, tutor or trained classified staff
Implementation	Ongoing	Cycles of approximately 6 - 8 weeks	Cycles of approximately 6 - 8 weeks

FOCUS ON MATHEMATICS

INTERVENTION TIER I

Tier I instruction is also referred to as first instruction. We understand that strong first instruction can be a preventative measure to more intensive intervention. Whole group math instruction should include a variety of delivery modes and to help ensure student understanding. Whole group lesson delivery needs to be succinct, intentional, and consistent as a matter of practice. Based on the diagnostic and formative data, the teacher implements the adopted curricular materials with integrity and as intended.

Classroom-Based Strategies and "Just-in-Time" Supports in Tier I

- Review Module or Unit At-a-Glance to prepare for lesson internalization
- Review diagnostic, prerequisite, and student grouping reports
- Use routines
  - Notice and Wonder to engage all students in the lesson
  - Turn and Talk to allow all students the opportunity to speak and develop listening and thinking skills
  - Repeat, Rephrase, Reword, Record (4Rs) to help students process mathematical ideas and language
  - Three Reads to give students more time to process word problems
- Student data chats to set and track individual goals
- Timely and actionable feedback
- Use of scaffolds to ensure access to grade appropriate instruction
  - Study the embedded language supports and strategies to identify appropriate language development practices for multilingual learners

FOCUS ON MATHEMATICS

INTERVENTION TIER II

Even with the use of many preventative strategies and supports and math program implementation was intended, there will be students who may not understand certain concepts or skills and will need additional support. Math instruction in Tier II settings needs to be provided either individually or in small groups in a systematic and explicit manner. Based on progress monitoring during and at the end of a 6-8 week cycle, the teacher can determine next steps in supporting students' math development. Strategies and interventions in Tier II are to be used in conjunction with and in addition to the strategies and supports in Tier I.

Classroom-Based Strategies and Intervention in Tier II

- Deliver instruction in short 10-15 minute chunks, with frequent breaks
- Use written instructions and illusions; clearly explain tasks
- Use movement and manipulatives to explain
- Keep record of goals and progress with each small group session
- Use graphic organizers
- Use technology meaningfully and not in place of teaching

INTERVENTION TIER III

Students whose learning needs are not met in a Tier I or Tier II setting require intensive support through individualized instruction focused on specific foundational skills. this intervention is provided by specialized staff, such as a Resource Specialist Program (RSP) teacher, an intervention teacher or other trained specialist who can best provide targeted instruction outside of the general classroom setting. The support a student receives in a Tier III setting should increase in intensity and in frequency with the use of specific tools or a specific intervention math program. Frequent progress monitoring needs to occur through regular use of iReady Standards Mastery or Comprehension Checks or other tools located in the Tools for Teachers.

FOCUS ON MATHEMATICS



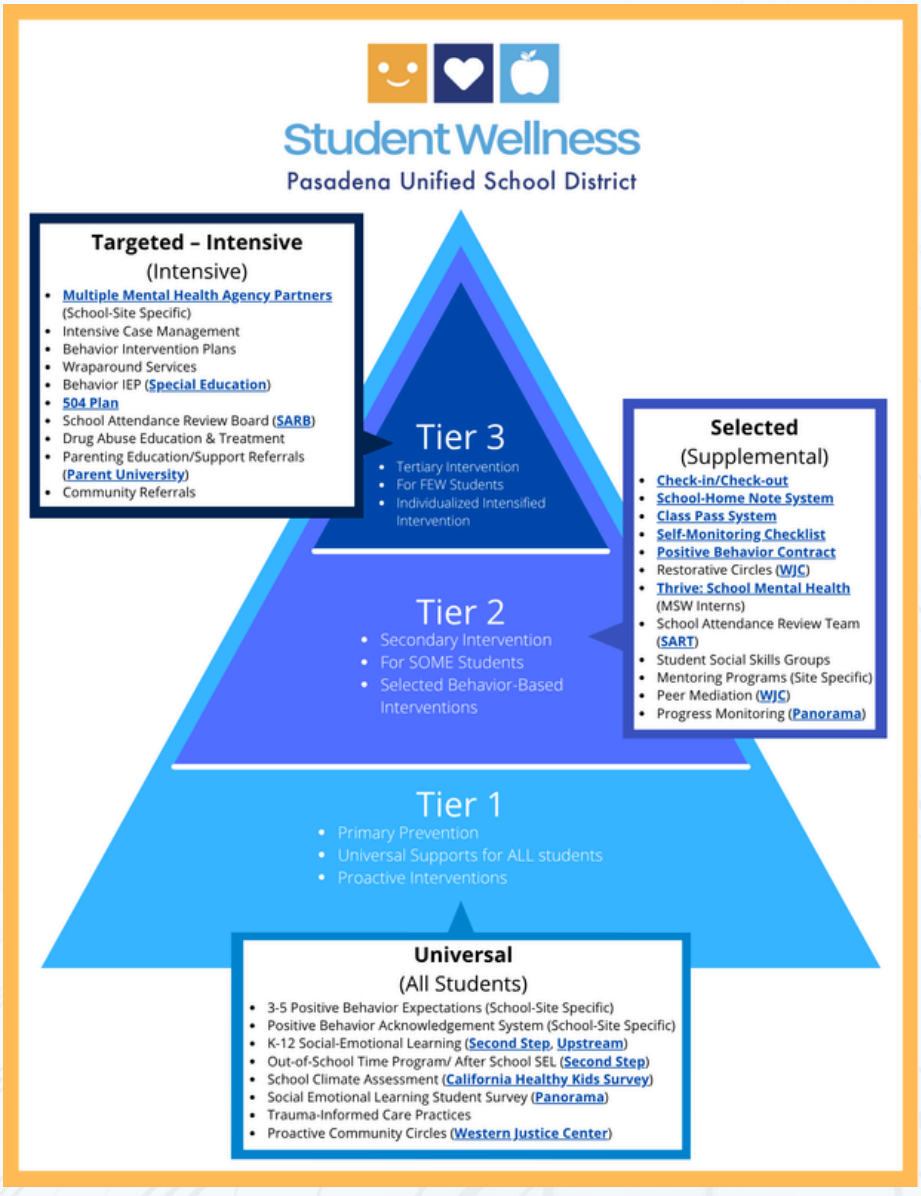
OUR BEHAVIOR AND SEL PROGRAMS

- OVERVIEW
- UPSTREAM
- SHMOOP HEARTBEAT
- SECOND STEP
- UNIVERSAL SCREENER - REVIEW 360
- CALIFORNIA HEALTHY KIDS SURVEY
- PANORAMA SEL SURVEY

OUR BEHAVIOR AND SEL PROGRAMS

OVERVIEW

Behavior RTI is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. RTI promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need.





“Social-emotional learning (SEL) helps improve kids’ academic performance, curtail bullying, reduce dropout rates, and build character and Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.”
~Committee for Children (Second Step)



OUR

BEHAVIOR AND SEL PROGRAMS

High School Level ONLY

Upstream Social Emotional Program Support

"Upstream is bite-size tools for student well-being in grades 9th-12th. Upstream creates easy and evidence-based tools to help students strengthen resilience, reduce anxiety, and enhance well-being."

On a daily basis for about 5-7minutes, 9th-12th grade students (ONLY) are led by an educator through an activity that targets particular practices. Students have the option to participate if they notice a need or connection or can practice this at a later time. Staff will have access to all the lessons and are expected to universally approach the same lesson daily to maintain calibration and alignment. It is best used by identifying staff to virtually conduct the lesson on a regular basis. Training and coaching is provided to all staff.

Tier II	Tier III
In Tier II, and if all Tier I resources have been exhausted, the next step would be to convene Small Groups of students for specific social skills. These skills would be based on observation and data. Ideally, the identified staff to convene these groups could be: • Classroom Teacher • RTI/Wellness Teacher • Collaboration	In Tier III, if all resources have been exhausted from Tier II and the student is still exhibiting challenges, the recommendation would be to: • Individualized Behavior Support Plans • UDL approach and planning • Aeries Intervention • Student Support Plan

OUR BEHAVIOR AND SEL PROGRAMS

(K-8th Grade Only)

SECOND STEP

Second Step is an evidence-based social-emotional learning (SEL) curriculum for students in kindergarten to 8th grade and is currently available to all elementary and middle schools in Pasadena Unified School District. Second Step offers both Tier 1 lesson for the whole class and Tier 2 lessons for small groups of students. It is a 100% web-based digital program that teachers and/or school support staff can use to teach SEL lessons directly to students. Second Step's lesson content aligns with CASEL's five SEL competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making).

According to Second Step, "children need social-emotional skills to thrive both in the classroom and in life. Social-emotional learning (SEL) curricula teach children techniques to:

- Gain confidence
- Set goals
- Make better decisions
- Collaborate with others in work and play
- Navigate the world more effectively"

Kindergarten through 8th grade teachers can access Second Step lessons by going to https://www.secondstep.org/ and logging into the dashboard. If this is your first time accessing Second Step, please contact your school administrator or the Office of Child Welfare and Attendance to be granted access.

Free family SEL resources from Second Step can be found at:
https://www.secondstep.org/resources/resource-library



OUR BEHAVIOR AND SEL PROGRAMS

(6th, 7th, 9th and 11th grade Only)

(PUSD Staff and Parent/Guardians)

California Healthy Kids Surveys (CHKS)

The California Healthy Kids Survey (CHKS) is an annual administration to PUSD staff, students, and parents/guardians. “It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.”

- At the heart of the CHKS is a research-based core module that provides valid indicators to promote student engagement and achievement, safety, positive development, health, and overall well-being.
- In addition, there are supplementary modules to choose from at the secondary school level that asks detailed questions on specific topics. These include more in-depth questions on school climate; resiliency and youth development; social-emotional health and learning; mental health; tobacco use; alcohol and other drug use; safety/violence; physical health; sexual behavior; after school activities; gang awareness; lesbian, gay, bisexual, and transgender school experiences; and military-connected school. Districts can also customize their questions in a custom module targeting topics of local interest.
- Reports are then generated for all sites to synthesize and address via School plans for student achievement, increasing engagement and participation and gaining a sense of what can be celebrated and improved.
- All PUSD families are asked to participate
- All PUSD staff are asked to participate
- PUSD students in grades, 6th, 7th, 9th and 11th are asked to participate
  - Parent consent is mandated
- It is an anonymous survey.

OUR BEHAVIOR AND SEL PROGRAMS

(3rd-12th grade Only)

Panorama SEL Surveys

Teachers and staff are the foundation of great schools. When teachers and staff feel supported, empowered, and trusted by school leadership, they are able to create the conditions that lead to students' academic, social, and emotional development.

PUSD currently utilizes Panorama Education to facilitate four annual surveys, which include:

- Student SEL (Life Skills) Survey (administered 2x per year)
- Student Climate Survey
- Teacher & Staff Survey
- Family-School Relationship Survey

Teacher and Staff Survey

The **Panorama Teacher and Staff Survey** gathers teacher and staff perceptions of their professional well-being; capacity and efficacy around supporting academic, social, and emotional learning; professional learning opportunities; cultural competency and awareness; school climate and culture; and relationships with colleagues, families, and school leadership.

The survey is designed to spark productive conversations between teachers and school leaders about well-being, professional learning, cultural competency, school leadership, school climate, and other key topics. This critical data — when gathered regularly — can help administrators prioritize supports to teachers and staff, deliver targeted professional development, and create a more positive working environment that benefits both adults and students.

Family-School Relationships Survey

PUSD is using the Family-School Relationships Survey to gather valuable feedback from parents and guardians about school environment, safety, and communication that will be used to plan actions and services for the future.

OUR BEHAVIOR AND SEL PROGRAMS

(3rd-12th grade Only)

Panorama Survey- cont'd

Who is involved in survey?

- The **Panorama SEL (Life Skills) survey** is completed by students in grades 3rd through 12th two times per year.
- The Panorama Staff Survey is completed by all teachers and school-based support staff at least once per year
- The Panorama School-Family relationship is completed by student families at least once per year.

How is screening data shared?

- The survey results are used to guide community building and social emotional learning practices at each school site. School administrators, school support staff (counselors, RTI Wellness Teachers/Coaches, etc), and designated district-level staff has access to this data. Reports from this data may be shared out to the greater school community at the discretion of the school and district administrators.

What do we do with the results?

- Students identified as needing SEL intervention are provided with the intervention that best meets their needs.
- The appropriate intervention is selected by using the Student Intervention Matching (SIM) form. The SIM form is a tool that school personnel can use to match the appropriate evidence-based Tier II behavior intervention.
- The Functional Assessment for Teachers and Staff (FACTS) or a school-site specific Targeted Intervention Reference Guide can also be used to match students to appropriate interventions
- Possible Tier II interventions include but are not limited to:
  - **Home-school note** - daily communication between a student's school and their parents. Parents play a major role in this intervention and provide their students with praise and feedback at home depending on the student's behavior reported by the teacher for that day.
  - **Check-in/out program** - provides daily monitoring, additional structure, and coordinated feedback to students in need of targeted support due to adverse school behavior.
  - **Self-monitoring** - empowers students to monitor and regulate their own behavior, and encourages self-reflection, accountability, and self-management.
  - **Behavior contract** - an agreement between the school and student that identifies positive behavior goals for the student (may include an incentive).
  - **Social skills group** - supports students who require additional assistance in developing positive behaviors and social interactions by learning and practicing specific social skills, such as communication, problem-solving, and conflict resolution
  - **Restorative circles** - safe and respectful circles in which students have the opportunity to reflect on the impact of their actions, repair relationships, and collaborate to find resolutions.

***NOTE: All of these options are listed in-depth in the PRACTICES section**

Progress Monitoring of Intervention

- Assess the effectiveness of the intervention and adjust accordingly, End when appropriate.

OUR BEHAVIOR AND SEL PROGRAMS

Panorama Student Success Platform

The Panorama Student Success Platform was introduced to PUSD school sites in Spring 2025 as a district-wide tool to support effective implementation of MTSS. Designed with educators in mind, the platform provides a centralized view of each student's progress and offers actionable tools to help schools meet the academic, behavioral, attendance, and social-emotional needs of all learners.

Panorama compiles comprehensive student data in one easy-to-access location. Teachers and staff can view individual and school-wide trends across multiple domains—including academic performance, attendance records, behavior incidents, and results from SEL surveys. This whole-child view helps teams quickly identify students who may need additional support and determine whether a Tier 2 or Tier 3 intervention is warranted.

One of the platform's most powerful features is the Panorama Intervention Playbook, which includes hundreds of evidence-based interventions across academics, behavior, attendance, and SEL. Teachers and support staff can select interventions tailored to a student's unique needs and implement them with fidelity.

Panorama is not just for identifying and assigning supports—it also serves as a progress monitoring tool. Staff can document tiered interventions, monitor student response over time, and make data-informed decisions at Student Support Team (SST) and Coordination of Services Team (COST) meetings. By using Panorama, PUSD educators can work collaboratively and systematically to ensure that all students receive the timely and targeted supports they need to thrive.

OUR BEHAVIOR AND SEL PROGRAMS

Panorama Solara: AI Assistant for Educator Support

What Is Solara?

Solara is an AI-powered assistant built directly into the Panorama Education platform to support educators in their day-to-day work. Solara is a **safe, enclosed AI model**, meaning it operates within a secure, controlled environment and does not share your data or conversations with external systems. You can interact with it confidently, knowing your students' information stays protected.

What Can Solara Help With?

Solara is designed to support a wide range of educator tasks, including:

- **Student Support & Interventions** — Get help creating intervention plans, generating SMART goals, and identifying research-backed strategies tailored to student needs.
- **Individual Learning Plans** - Access a custom PUSD specific tool that aids in the development of student ILPs.
- **Academic & Instructional Support** — Ask subject-matter questions, access a custom tool for lesson planning, or explore strategies for differentiated instruction.
- **Classroom Management** — Receive practical suggestions for managing student behavior and fostering a positive learning environment.
- **Family Communication** — Draft letters, emails, or messages to families and caregivers in a clear, professional, and strengths-based tone.
- **Student Data Summaries** — Quickly pull together attendance, assessment, coursework, and other student data to inform your decisions.
- **College & Career Planning** — Access guidance and resources to support students on their post-secondary paths.

OUR BEHAVIOR AND SEL PRACTICES

BEHAVIORAL RTI TEAM MEETING

TIER I

TIER II

TIER III

OUR BEHAVIOR AND SEL PRACTICES

Behavior RTI is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. RTI promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need.

COST Team w/ Monthly Meetings

Tier I

Coordination of Services Teams (COST) play an important role in guiding the implementation of the multi-tiered intervention framework at each school site. These teams collaborate to develop and monitor systems that ensure that student social-emotional needs are met through positive behavior interventions, consistent classroom management, and regular data review.

The Tier I COST Team should meet at least monthly, and include the following member roles:

- Parent Representation
- Staff that can provide:
- Applied behavior expertise
- Coaching expertise
- Knowledge of student academic and behavior patterns
- knowledge of school operations across all grade levels and programs
- Student Representation (for high school only)

Tier II

Tier II COST Teams play the important role of planning, implementing, and evaluating the Tier II supports at a school-site. The main responsibilities of the the Tier II Team include:

- Identifying students in need of Tier II support or intervention
- Selecting specific Tier II interventions to meet student's emotional or behavioral needs
- Maintaining a system in which students, families, or teachers can seek assistance for behavior concerns
- Monitoring student progress to determine intervention effectiveness and guide data-based decision making
- Ensuring that all appropriate staff are training on the delivery of each Tier II intervention

The Tier II Team should meet at least monthly, and include the following member roles:

- Tier II Systems Coordinator
- Staff that can provide:
  - Applied Behavior Expertise
  - Administrative Authority
  - Knowledge of Students
  - Knowledge of school operations across all grade levels and programs

Schools can combine their Tier II and Tier III COST teams, but the team should not include the family or student (for high schools) representation from the Tier I Team.

OUR BEHAVIOR AND SEL PRACTICES

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COST Team w/ Monthly Meetings

Tier III

Tier III COST Teams ensure that students with significant behavioral needs are identified and provided targeted and intensive support. The team collaborates to assess, plan, and implement individualized interventions for these students. They conduct thorough functional behavior assessments (FBAs), develop behavior intervention plans (BIPs), and monitor progress closely.

The team members may include:

- Tier III Systems Coordinator (or combined Tier II/III Coordinator)
- Administrators
- Special Education Coordinators
- Behavior Specialists
- Counselors
- Teachers
- Support Staff (such as mental health professionals)

Their primary goal is to create a supportive and inclusive learning environment that addresses students' behavioral challenges, promotes positive behavior change, and supports their overall well-being and academic success.

Schools can combine their Tier II and Tier III COST Teams, but the team should NOT include the family or student representation, unless the team is meeting with a parent/ guardian to discuss Tier III support for their child.

OUR BEHAVIOR AND SEL PRACTICES

TIER I

7 positive childhood experiences

As the PUSD community we have a great impact on the students we serve. Please review the positive childhood experiences and create a classroom and school community that can honor these statements.

1. **Able to talk to family about feelings**
2. **Family stood by you during hard times**
3. **Participated in community traditions**
4. **Felt a sense of belonging in high school**
5. **Felt supported by friends**
6. **Two adults (not parents) who took interest in you**
7. **Felt safe, protected by an adult in home**

OUR BEHAVIOR AND SEL PRACTICES

TIER I

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School-Wide Interventions Tier I

Tiered Fidelity Index / RTI Action Plan

The PBIS Tiered Fidelity Inventory (TFI) is an assessment tool used in the Positive Behavioral Interventions and Supports (PBIS) framework (or Behavior RTI).

The TFI assesses the extent to which school teams have implemented PBIS with fidelity, including the core features, systems, and practices at each tier. It evaluates team behavior, data-driven decision-making, family and community involvement, and ongoing professional development.

The TFI provides valuable feedback to schools, helping them identify areas of strength and areas needing improvement in order to enhance the effectiveness of their PBIS implementation and ensure fidelity to the model.

School-site RTI Teams should use the TFI at least annually to guide practice and develop action plans.

THE TFI ASSESSMENT GUIDE CAN BE FOUND HERE.

NOTE: A new version of the TFI (Version 3.0) was released in March 2025. PUSD is currently using version 2.1, but will begin piloting the new version in the 2026-2027 school year.

OUR BEHAVIOR AND SEL PRACTICES

TIER I

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School-Wide Interventions Tier I

Positive Behavior Expectations

Each school should establish three to five positively stated behavioral expectations as part of the Behavior RTI Tier I framework. Establishing these school-wide behavioral expectations is an important, proactive Tier I intervention that defines appropriate behaviors that a school would like to see, instead of telling students what not to do. These behavior expectations must be easy to remember and align with a positive school climate. Most schools pick three to five expectations that best fit the school's culture.

For example, many schools use the "3 B's" as their school-wide expectations. These include:

1. **Be Respectful**
2. **Be Responsible**
3. **Be Safe**

Once the expectations have been established, schools should have them clearly posted and examples should be provided in all school settings (School Teaching Matrix), not just in the classroom. The expectations should be taught directly to students and reinforced through positive recognition.

OUR BEHAVIOR AND SEL PRACTICES

TIER I

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School-Wide Interventions Tier I

Discipline Flow Chart

A discipline flowchart is component of a school's Tier I framework and outlines the process for addressing student behaviors.

It is important that the flowchart distinguishes between classroom-managed and office-managed behaviors. Classroom-managed behaviors are minor infractions that can be effectively addressed within the classroom setting. The flowchart typically includes strategies such as verbal reminders, reteaching, or calm-down breaks. Office-managed behaviors are more serious infractions that require involvement from the school's office or administration.

The flowchart outlines steps such as teacher referral, administrative involvement, and potential consequences such as parent contact, loss of privileges, or counseling interventions. This flowchart provides a clear and consistent approach to managing student behavior while ensuring appropriate consequences and supports are implemented based on the severity of the behavior.

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School-Wide Interventions Tier I

Office Discipline Referrals

Office Discipline Referral Forms should be developed and included in a school's Tier I framework. The form serves as a valuable tool for documenting and addressing behavioral incidents in a consistent and structured manner. Its primary function is to provide a clear and standardized process for reporting and tracking disciplinary incidents that occur within the school setting.

The form is typically used by teachers or staff members to document specific information about the incident, such as the date, time, location, student's name, and a description of the behavior. It may also include categories or checkboxes to indicate the severity or type of behavior. Additionally, the form allows for the inclusion of any witnesses, interventions attempted, and the consequences given. Schools may choose to use a paper form or digital form, such as a Google Form.

The content of the form should align with the school's behavior expectations and rules (as outlined in a school's Discipline Flowchart), ensuring that the referral process reinforces the desired behaviors and discourages negative behavior. The form serves as a communication tool between the teacher and administrators, facilitating a coordinated response to address the behavior and implement appropriate interventions or consequences.

By using an effective office discipline referral form, schools can gather consistent and comprehensive data on behavioral incidents, identify patterns or trends, make data-informed decisions, and provide appropriate support to students while maintaining a positive and safe learning environment.

OUR BEHAVIOR AND SEL PRACTICES

TIER I

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School-Wide Interventions Tier I

Alternatives to Suspension

Alternatives to suspension are significant in promoting positive student behavior and creating a supportive learning environment. Alternatives, such as common-sense consequences, restorative practices, counseling, peer mediation, or community service, provide opportunities for reflection, growth, and skill-building. They focus on addressing the root causes of behavior and helping students develop essential social-emotional skills.

By offering alternatives, schools can reduce the negative impact of suspensions, maintain students' academic engagement, and prevent potential long-term negative consequences. It promotes a more inclusive and restorative approach, fostering a sense of belonging and helping students build resilience, empathy, and problem-solving abilities.

OUR BEHAVIOR AND SEL PRACTICES

TIER I

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School-Wide Interventions Tier I

Positive Recognition System

A school-wide system that both acknowledges students for and encourages expected behavior is a core Tier I practice and a key component to a successful Behavior RTI framework. This recognition system should be ingrained into all social and academic activities.

In addition, the Center on PBIS states that a successful positive recognition system "should be:

- Linked to school expectations
- Used across settings and within classrooms
- Used by 90% or more of all school personnel
- Available to all students within the school
- Created with ongoing input from students and families"

It is important to note that praise and acknowledgment should happen when positive or appropriate student behavior is witnessed by the school staff member, and the acknowledgment should link the appropriate behavior directly to one of the 3 to 5 school-wide expectations.

Two widely used systems or interventions that provide acknowledgment and praise to students for appropriate behavior are the 5 to 1 ratio (verbal praise) and a token system (physical incentives awarded through a points system).

OUR BEHAVIOR AND SEL PRACTICES

TIER I

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Classroom Based Interventions Tier I

Tier I classroom-based behavior interventions include:

- Universal Design for Learning (UDL)
- Classroom behavior expectations/rules and routines
- Engaging work
- Implement SEL curriculum
- Incorporate student's voice and choice
- Prepared/organized classroom
- Establish rapport with students
- Prompting students before daily activities
- Group contingencies and reinforcement schedules
- Visual supports
- Physical and social breaks
- Self-management

OUR BEHAVIOR AND SEL PRACTICES

TIER I

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Classroom Based Interventions Tier I

16 Proactive Classroom Management Strategies (Wright/Cook)

1. Classroom behavioral expectations are posted, taught, reviewed, and known by every student
2. Strategic establishment of positive relationships with all students in the class (teacher intentionally reaches out to each and every student to get to know them and learn about them)
3. Organizing a productive classroom (the minimal effort to pay attention, easy flow in/out of the room, seating arrangement, limited distractions, etc.)
4. Positive greetings at the door to pre-correct and establish a positive climate occurs
5. Transitions are taught and managed well
6. Independent seatwork is limited for skill fluency practice and managed effectively when used
7. Competent communication with all students is observed (reprimands/corrective statements are delivered in a non-threatening way)
8. Teaching, modeling, and reinforcing desired prosocial classroom skills (following directions the first time, actively listening, waiting patiently, sharing with others, etc.)
9. Teacher mobility and proximity control is used (the teacher does not stand in one spot to keep students alert by tracking the teacher and the teacher uses proximity control as a method to redirect problem behavior)

continue to next page for additional strategies

OUR BEHAVIOR AND SEL PRACTICES

TIER I

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Classroom Based Interventions Tier I

16 Proactive Classroom Management Strategies - Contd.

10. A motivation system to reward desirable behavior is in evidence
11. Goal setting and performance feedback is routine
12. Visual schedule of classroom activities is used
13. Cuing systems to release and regain student attention and foster high student engagement are used
14. Five positive comments, gestures, and interactions to every one correction, reprimand, or negative interaction (5 to 1 ratio)
15. Smiling and being nice!
16. Providing students with numerous opportunities to respond to teacher questions (choral responding, random asking of students, etc.) and interact with classmates over learning content (pair-share)

OUR BEHAVIOR AND SEL PRACTICES

TIER I

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Classroom Based Interventions Tier I

Community Circles: Relational Approach to Community

Community circles are a Tier I approach that connects with students. Relationships are the key to making a community. Starting ending or just gathering as needed is powerful in creating a "community" in every class. All students should feel safe, connected, and valued in every class, at every school.

Sense of Belonging

- Relationships as foundation
- Adult, teacher/student, and student relationships
- Student identifies at least one caring adult at school

Sense of Significance

- Student's voice
- Community Building Circles
- Allows students to learn to regulate their emotions
- Supports a growth mindset

OUR BEHAVIOR AND SEL PRACTICES

TIER I

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Peer Mediation Interventions

"...produces a positive moral climate in school and reduces reliance on authoritarian approaches to conflict resolution; empowers students to problem solve and mediate solutions that promote the growth of their self-awareness in regards to their actions; and improves attendance and academic achievement through fewer suspensions, better peer relationships and a greater interest in learning."

Founding Definition by Sandy, Bailey, and Sloane-Akwara, 2000
Modified by Western Justice Center, 2021

Conflict Resolution is led by trained students to resolve conflict. It is an optional Tier I approach to reduce disputes or students.

What does it look like?

Peer Mediation and problem-solving
- Community Building Circles
- Diverse Student Leadership

Student Outcomes

Self-awareness and fewer suspensions
- Better peer relationships
- Sustainable self-advocacy

Multiple PUSD sites have the Peer Mediation referral form to engage in this process.

Western Justice Center Resources: www.schooltools.info

OUR BEHAVIOR AND SEL PRACTICES

TIER II

Mental Health: Social, Emotional, Behavioral Learning

Social, emotional and behavioral learning focuses on developing skills to promote physical and mental health

These strategies focus on five key areas:

- **Self-management**, or students' ability to manage their emotions, thoughts. and behaviors in different situations in a way that helps achieve their goals.
- **Responsible decision-making**, or students' ability to make caring and positive choices about their behavior and social interactions across different situations.
- **Relationship skills**, or students' ability to build/maintain healthy, supportive relationships and positively interact with diverse people and groups.
- **Social awareness**, or students' ability to understand the views of and empathize with others.
- **Self-awareness**, or students' ability to understand their own emotions, thoughts, adn values and how they affect their behavior.

~(Centers for Disease Control, Mental Health Action Guide)



OUR BEHAVIOR AND SEL PRACTICES

TIER II

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Matching Students to Tier II Interventions

Universal Tier I supports may not be sufficient in meeting the behavior and social-emotional needs for some of our students. Once a student in need of Tier II or Tier III supports has been identified, it is important to match the correct behavioral intervention to meet the need of the student. Below are three tools educators can use to aid in matching students with Tier II interventions.

Student Intervention Matching (SIM) Form

The Student Intervention Matching (SIM) Form (developed by Dr. Clayton R. Cook) is a tool that school personnel can use to match the appropriate evidence-based Tier II behavior intervention to student social-emotional needs.

The SIM-Form consists of 18 items that are rated from 0 to 3 depending on how true the item reflects the student's characteristics. The scores for each item are summarized at the bottom of the SIM-Form. The scoring will allow school personnel to determine which Tier 2 behavior interventions will best meet emotional and behavioral needs of the student.

The Tier II interventions included in the SIM-Form are: School-Home Note System, Behavior Contract, Self-Monitoring Protocol, Check-In/Check-Out, Positive Peer Reporting, Small Group Social-Emotional Training, and Class Pass Intervention.

OUR BEHAVIOR AND SEL PRACTICES

TIER II

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Matching Students to Tier II Interventions - Contd.

Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff (FACTS)

The Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff (FACTS) is a brief, semi-structured interviewing tool that schools can use to assist in building behavior support plans and determining which Tier II behavior interventions will best meet the function of a student's problem behavior. The FACTS should be facilitated by someone who has an understanding of behavior functions and completed by the adults that know the student the best, preferably the teacher(s).

Targeted Intervention Reference Guide

The Targeted Intervention Reference Guide is a tool that school-site Behavior RTI Teams can use to reference the available Tier II Behavior Interventions to which the school has access. The guide should be used when selecting the appropriate function-based intervention for students in need of Tier II behavior support. This guide allows the team members to maintain a reference as to the functions each intervention is designed to deliver. Instructions on how to complete the guide and blank version for schools to use can be found on pages 29-30 of the SWPBIS Tiered Fidelity Inventory.

OUR BEHAVIOR AND SEL PRACTICES

TIER II

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Classroom Based Interventions Tier II

Check-In/Check-Out

Check-In/Check-Out (CICO) is a Tier II behavior intervention that provides daily monitoring, additional structure, and coordinated feedback to students in need of targeted support due to adverse school behavior.

CICO works best for students that:

- Demonstrate low-level disruptions such as talking out, talking back, off-task, or out of seat behaviors
- Problem behavior happens throughout the day across multiple settings
- Behavior is not used as an escape from hard academic work
- Seek or like attention from adults; problem behavior is used to get attention from adults

CICO may not be the right intervention for students:

- Who are adverse to adult attention
- Who use problem behavior to escape specific academic work or subjects
- Whose problem behavior only happens during a specific time during the day, one class, or due to the environmental setting
- Who engage in serious or violent behavior

continue to next page for more information

OUR BEHAVIOR AND SEL PRACTICES

TIER II

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Classroom Based Interventions Tier II

Check-In/Check-Out - Contd.

When students are enrolled in CICO, they are assigned a mentor who provides unconditional positive regard and feedback on a daily basis.

The multiple components of CICO implementation include:

- Behavioral momentum (i.e., getting the day off to a good start)
- Pre-correction (i.e., cutting problems off before they start)
- Performance feedback (i.e., letting the student know how s/he is doing)
- Positive reinforcement (i.e., recognizing and rewarding the student)
- Assess student preference for reinforcer
- Goal specification and attainment (i.e., increasing student's motivation and awareness of behavior)

OUR BEHAVIOR AND SEL PRACTICES

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Classroom Based Interventions Tier II

School-Home Note System

School-Home Note System is a Tier II behavior support intervention that includes daily communication between a student's school and their parents. Parents play a major role in this intervention and provide their student with praise and feedback at home depending on the student's behavior reported by the teacher for that day.

School-Home Note System works best for students:

- Whose parents are open and willing to join forces with the school to improve the student's performance in school
- Who is unaffected by typical school-based disciplinary consequences
- Whose parents could benefit from learning skills
- Who could benefit from consistency across school and home environments



OUR BEHAVIOR AND SEL PRACTICES

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Classroom Based Interventions Tier II

Positive Behavior Contract

A Positive Behavior Contract is a Tier II behavior support intervention that features an agreement between the school and student in the form of a contract and identifies positive behavior goals for the student.

Positive Behavior Contracts are most effective for:

- Students who respond well to school-based incentives
  - Eager to earn rewards, special privileges, and/or recognition from others
- Students who dislike particular academic subjects and could benefit from receiving extrinsic reinforcement (i.e., pay-off)
- Students who could benefit from receiving pre-correction and prompting

Positive Behavior Contract active ingredients include:

1. Negotiated agreement or brokered deal to increase student buy-in
2. Focus on positive behaviors teachers want to see in the classroom (i.e., those behaviors that are incompatible with problem behavior)
3. Positive reinforcement for meeting goal
4. Teacher follows up with daily pre-correction and prompting
   a. Pulling out the contract and reminding the student of the behavior and reward to be earned
   b. At the first warning signs and problem behavior, prompting the student

OUR BEHAVIOR AND SEL PRACTICES

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Classroom Based Interventions Tier II

Class Pass Intervention

The Class Pass intervention is a Tier II behavior support intervention that may be appropriate for students that exhibit behavior that allows them to avoid difficult tasks, escape certain subjects, or disrupt learning for others.

Students are given class passes and taught how to appropriately request a break by issuing a class pass. Students can choose to hold on to the class passes in order to exchange them for an item, activity, or special privilege.

It works because students:

- Can exercise choice by requesting a break with class pass
- Tolerance for academic work is increased
- Are able to earn access to desired reward/activity based on staying in the presence of the difficult, boring, or frustrating academic task

OUR BEHAVIOR AND SEL PRACTICES

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Classroom Based Interventions Tier II

Forced-Choice Reinforcement Menu

The Forced-Choice Reinforcement Menu is a tool school's can use to identify what type of extrinsic reward would be the best incentive for a particular child.

The tool includes a controlled choice survey with 40 items. The student should complete the survey with the assistance of an adult. The results of the survey will determine the best type of reinforcer (or reward) for that child.

The different types of reinforcers include: Adult Approval, Competitive Approval, Peer Approval, Independent Rewards, and Consumable Rewards.

OUR BEHAVIOR AND SEL PRACTICES

TIER II

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Classroom Based Interventions Tier II

Self-Monitoring Checklist

The self-monitoring checklist intervention is a Tier II strategy that empowers students to monitor and regulate their own behavior. This intervention encourages self-reflection, accountability, and self-management.

This intervention might be appropriate for students:

- Who lack self-regulation or management
- Who engage in relatively frequent rates of problem behavior
- Who could benefit from reminders or prompts to stay on task and engage in desired behaviors

The self-monitoring checklist involves providing students with a checklist or a visual tool that outlines desired behaviors and expectations. Students track their behavior throughout the day, marking when they engage in positive behaviors or demonstrate specific skills. Students receive feedback and reinforcement based on their progress, helping them develop self-awareness and self-control.

OUR BEHAVIOR AND SEL PRACTICES

TIER II

Behavior RTI is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. RTI promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need.

Classroom Based Interventions Tier II

Small Groups for Specific Social Skills

Small group intervention for social skills is a Tier II intervention that aims to support students who require additional assistance in developing positive behaviors and social interactions.

This intervention involves targeted small group sessions where students learn and practice specific social skills, such as communication, problem-solving, and conflict resolution. The sessions are structured, interactive, and guided by a teacher, counselor, coach, or other trained professional.

Through this intervention, students receive:

- personalized attention
- engage in role-playing activities
- and receive feedback to enhance their social competence.



OUR BEHAVIOR AND SEL PRACTICES

TIER II

Behavior RTI is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. RTI promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need.

Restorative Practices and Circles

Restorative Justice Circles are a Tier II intervention that provides an opportunity for students to reflect on the impact of their actions, repair relationships, and collaborate to find resolutions. In these circles, students gather in a safe and respectful space to discuss conflicts, issues, or harm that has occurred.

Guided by a facilitator, participants take turns sharing their perspectives, feelings, and experiences while actively listening to one another. **The circle encourages open dialogue, problem-solving, and the development of empathy and understanding.**

In addition, this intervention promotes social-emotional growth, conflict resolution skills, and a positive school climate that supports the well-being of all students. The goal of Restorative Justice Circles is to not only resolve student conflict, but to foster a sense of community, empathy, and accountability among students.



OUR BEHAVIOR AND SEL PRACTICES

TIER III

OUR BEHAVIOR AND SEL PRACTICES

TIER III

Individualized Behavior Support Plans

Individualized Behavior Support Plans (BSPs) or Behavior Intervention Plans (BIPs) involve developing targeted strategies to address significant behavioral challenges for students in need of Tier III intervention. These plans are tailored to the unique needs of individual students and focus on promoting positive behavior change.

BSPs include:

- A comprehensive assessment of the student's behavior
- The establishment of specific behavioral goals
- The implementation of evidence-based interventions
- Ongoing monitoring and data collection to inform adjustments to the plan

The goal is to **provide individualized support**, **improve behavior outcomes**, and **create a supportive learning environment** that maximizes the student's academic and social-emotional success. BSPs should be created using the Universal Design for Learning approach to engage students' interests, accommodate diverse learning styles, and promote active participation.

OUR BEHAVIOR AND SEL PRACTICES

TIER III

Behavior-Specific Individualized Education Programs

Behavior-specific Individualized Education Programs (IEPs) are tailored plans designed for students with behavioral challenges.

These IEPs outline specific behavioral goals, strategies, and supports to address the student's unique needs. They include clear and measurable objectives related to behavior, such as improving self-regulation skills, social interactions, or reducing disruptive behaviors.

Behavior-specific IEPs incorporate evidence-based interventions, accommodations, and modifications to assist the student in achieving their goals. They involve collaboration among teachers, parents, and relevant professionals to ensure a comprehensive and individualized approach.

Behavior-specific IEPs aim to provide a structured framework for addressing behavioral challenges and fostering a positive and inclusive learning environment for the student.

OUR BEHAVIOR AND SEL PROFESSIONAL DEVELOPMENT

TIER I

TIER II

TIER III

OUR BEHAVIOR AND SEL PROFESSIONAL DEVELOPMENT

TIER I

By providing professional development on Tier I practices, schools **establish a positive and consistent school-wide approach to behavior support, enhance staff skills**, and **promote sustainability**. The process begins with assessing the specific needs and gaps in staff knowledge and skills related to PBIS or Behavior RTI. Based on this assessment, a comprehensive professional development plan is designed and delivered.

Tier I topics that may be covered in professional development workshops include:

- Defining expected behaviors
- Teaching behavioral expectations
- Reinforcing positive behavior
- Responding to challenging behaviors

Professional development ensures a common understanding among staff, promoting consistency in Tier I practices for student behavior support across the school. In addition, it **equips educators with the knowledge and skills necessary to implement evidence-based practices effectively**. Through collaborative learning opportunities, it fosters a culture of teamwork and collective responsibility for positive behavior support.

OUR BEHAVIOR AND SEL PROFESSIONAL DEVELOPMENT

TIER II

Providing professional development for school staff and faculty on Tier II practices is **crucial to effectively meet the needs of students with behavioral challenges, create a positive and inclusive learning environment,** and **improve academic and social-emotional outcomes for all students**. Professional development equips staff with strategies and tools to implement evidence-based Tier II interventions for students who require additional support.

Tier II topics for professional development may focus on areas such as:

- Conducting functional behavior assessments
- Developing individualized behavior support plans
- Staff and faculty roles in Tier II interventions
- Implementing social-emotional learning programs
- Utilizing data-driven decision-making for progress monitoring

The importance of professional development lies in fostering a collaborative and responsive approach to supporting students' social, emotional, and behavioral growth. It **helps faculty and staff develop a shared understanding of Tier 2 practices, promotes consistency in implementation,** and **enhances their ability to provide individualized support to students.** Ongoing coaching and support should be offered to reinforce learning and facilitate implementation.

OUR BEHAVIOR AND SEL PROFESSIONAL DEVELOPMENT

TIER III

Providing professional development for school staff and faculty on Tier III practices is important for **effectively supporting students with significant behavioral needs**. Tier III professional development should focus on the design and delivery of targeted training sessions focused on Tier III interventions.

Topics for Tier III professional development may include:

- Functional behavior assessments
- Behavior intervention planning
- Crisis management
- Trauma-informed practices
- Individualized behavior support
- Mental Health Support

Schools should also focus on collaboration and consultation for these specialized PD sessions. This includes fostering collaboration and providing opportunities for staff to consult with experts in the field, behavior specialists, and mental health professionals. This can aid in encouraging ongoing dialogue, problem-solving, and sharing of best practices.

OUR ATTENDANCE PROTOCOL

- OUR ATTENDANCE APPROACH
- OUR PUSD ATTENDANCE
- OUR MTSS ATTENDANCE RESOURCES

OUR ATTENDANCE APPROACH



Attendance Overview

Attendance plays a major role in the success of each and every student. Missing school (even excused absences) can directly impact a student's academic achievement. It is important that your child attends school everyday on time. If you are having issues with your child's attendance, the Office of Child Welfare, Attendance, and Safety is here is support you and your family. For more information, click HERE

California Compulsory Attendance Law

In California, it is the law that all children between the ages of 6 and 18 attend school full-time, every day schools are in session. To view the California Education Code, click HERE.

Truancy and Unexcused Absences

A student becomes truant when she has missed any combination of 3 or more full-days of school, class periods, or is 30-minutes late to class without a valid excuse. If a student becomes habitually truant, she may be referred to the School Attendance Review Board (SARB). For an in-depth look at our truancy flowchart, click HERE. For the Board Policy on truancy, click HERE.

OUR ATTENDANCE APPROACH



School Attendance Review Team (SART)

When a student is absent or 30-minutes late to school/class on 4 separate occasions without a valid excuse, she may be referred to a SART meeting held at their school-site. SART meetings are a team effort (parents included) to discover the source of the student's attendance issues, provide resources for the family, and build personal responsibility for the student to attend school. During the meeting, the student and parent will be put on an attendance contract with the school.

School Attendance Review Board (SARB)

The School Attendance Review Board (SARB) is a multi-agency panel that meets with the purpose of helping students who are not going to school, and keeping students and parents out of the juvenile court system. A student may be referred to the SARB when she has become habitually truant (5 truant events) and the school has attempted to support the student's attendance through a SART meeting.

OUR ATTENDANCE APPROACH

PUSD Truancy Flow Chart

A Truancy Prevention Program

Partnership between PUSD & the District Attorney's Office

Truancy notifications cannot proceed beyond Truancy Letter 2 without conducting or attempting to conduct a SST/SART meeting.

PUSD Parent-Student HandBook / Attendance Policy Letter

- Beginning of School Year
- Initiate School-Wide Positive Attendance Behavior Support (PABS) plan

Truancy Letter 1

- Identify Students with 3 Unexcused Absences
- Send Truancy Letter 1
- Monitor Truant Students' Attendance

Truancy Letter 2

- Monitor Truant Students' Attendance
- Parent Meeting
- Identify Students with 4 Unexcused Absences & who are recepients of Truancy Letter 1
- Send Truancy Letter 2

SST/SART Meetings

- Conduct Student/Parent or Guardian/Team Meetings
- Apply Tier 2 Interventions
- Refer to resources (Mental Health, Mentorships, etc.)
- Document Interventions/ Referrals
- Sign Attendance Contract/SST

Truancy Letter 3

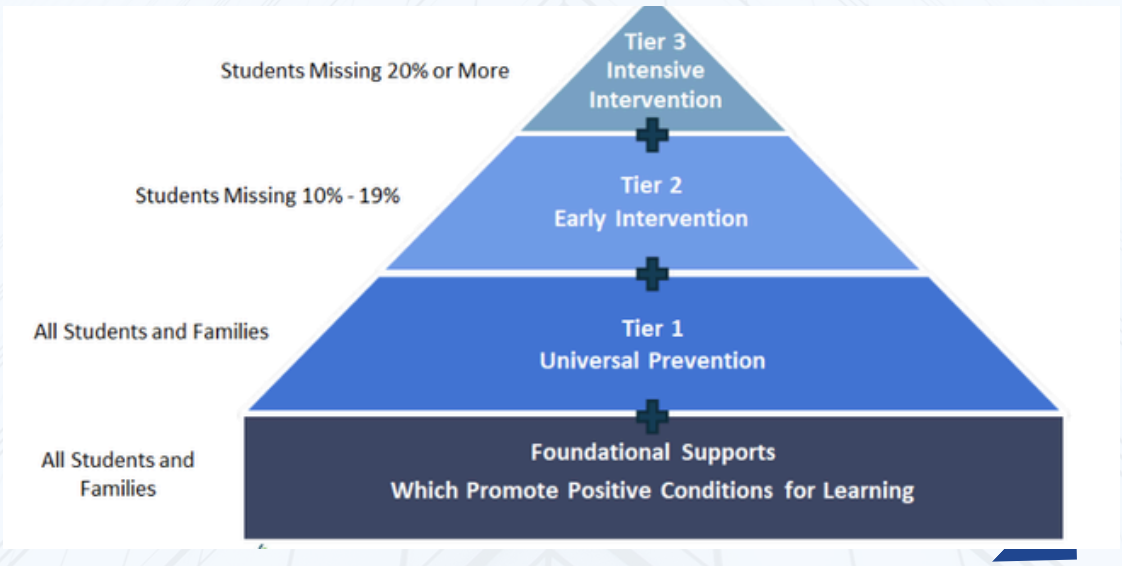
- Identify Habitual Truant Students - Students with 5 Unexcused Absences & who have received Truancy Letters 1 & 2
- Follow-up with referrals
- Progress Monitor Tier 2 Interventions
- Send Truancy Letter 3

SARB Hearing

- Identify Chronic Truant Students (Truancy rate of 10% or more) & who have received truancy Letters 1, 2 & 3
- Documented interventions (SST/SART)
- Complete & submit SARB Referral to CWAS Dept.

District Attorney Mediation Hearing / Filing of a Criminal Case

- Monitor Truant Students' Attendance
- Apply Tier 3 Interventions (CBT)
- Apply further resources/interventions recommended by SARB Committee
- No Improvement in Student Attendance - Complete & submt DA Mediation referral & submit to CWAS Dept.



OUR PUSD ATTENDANCE

DISTRICT-FAMILY ATTENDANCE CORRESPONDENCE

Tier I

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from the school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)

2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)

3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Such notice shall include the full text of Education Code 48205. (Education Code 48980)

- Parent Student Handbook
  - PARENTAL NOTIFICATION - EC 46014 AND 48980 (page 11)
- Attendance Agreement
- Truancy process/Flow chart
- Survey - Attendance behaviors/school climate/

Tier II

1. Absence phone notifications - same-day phone notifications sent to families whose child was recorded with unverified absences
2. Text based notifications -
   - Biweekly attendance texts sent to families of students with 5-95% absenteeism
- Check-in texts sent quarterly district-wide
- Survey texts sent midyear and end of year district-wide

3. Nudge letters - for students who have accumulated 5% or more absences, excused, and unexcused.
4. Truancy notifications
   - 1st notification of truancy - an early warning to inform families
   - 2nd notification of truancy - continued accumulation of truancy that requires school intervention
5. SART conference invitation
   - Individual meetings for students with 50% or more absences, or if requested by the family.
   - Group SART conferences for qualifying students
     i. Qualifying students - >= 4 truant days and issued 2nd notification of Truancy
     ii. 504 plan - Please review the 504 Manual to decide if this is needed for the student.

Tier III

Truancy notifications

- District level intervention - 3rd notifications of truancy
- Restorative SARB hearing affidavit

OUR PUSD ATTENDANCE

Student Supports and Interventions

After identifying the challenges and barriers to student attendance, student supports and programs may need to be offered. Below are some options and resources for student support.

McKinney-Vento

- Section 725 of the McKinney-Vento Act Homeless Assistance Act defines children and youth experiencing homelessness as individuals, ages 0-22* years old
- Families in transition

Mental Health Services

Health programs

- Chronic Illness Verification
- Home Hospital

Special Education and Other Supports

- IEP
- 504 plan



OUR

PUSD ATTENDANCE

Truancy Process

Tier I

Communicate Districtwide attendance policies and best practices with all students, parents, and staff at the beginning of the school year.

- **BP AR 5113 - Absences and Excuses**
- Parent Student Handbooks (English and Spanish)
- Districtwide phone blast messaging
- As part of the classroom/school expectations

Tier II

Truancy Specialist launches connections with school and family/student

- Send 1st Notice of Truancy
  - Identify students with 3 truant events (any combination of three A, U, or L)
  - Monitor truant student's attendance
- Send 2nd Notice of Truancy
  - Identify students with 4 truant events (any combination of four A, U, or L)
  - Has received the 1st Notifications of Truancy
  - Monitor truant student's attendance
- Conduct SART/SST conferences with student, parent, and attendance team
  - Send SART conference invitation to family
    - Mail notification
    - Email notification
    - Phone/In-person notification
  - Review attendance policies
  - Review attendance record
  - Document outcomes
    - Agreements
    - Interventions
    - Referrals
  - Sign contract
    - File original SART contract
    - Provide a copy of the contract for the family
  - Allow for 2 conference attempts
    - Close and proceed to next steps if family does not attend by 2nd attempt
    - Document the attempts and no-show.

Continue to next page for more information

OUR

PUSD ATTENDANCE

Truancy Process - Cont'd

Tier III

- Send 3rd Notice of Truancy
  - Identify habitually truant students. Students with 5 truant events (any combination of A, U, or L)
  - Has received the 1st and 2nd Notification of Truancy
  - Has attended the SART/SST conference or no-showed for 2 attempts
- School representative prepares and submits **SARB referral**
- Schedule SARB hearing
  - Identify SARB panel members
- Send SARB hearing affidavit
- Conduct SARB hearing

Referral to probation officer or district attorney mediation program

OUR PUSD ATTENDANCE

Tiers of Attendance Expectations

Tier I Universal	
Attendance Behavioral Expectations Defined • A small number (3-5) of positively stated attendance expectations are in place for all students & staff. • Attendance behavior expectations need to be concrete, positive attendance behaviors so that every student, staff & family member can remember & follow them.	**Attendance Behavior Expectations Taught** • Attendance behavioral expectations are taught to all students through explanation, modeling, practicing & processing on a regular & ongoing basis.
Acknowledge & Reinforce Appropriate Attendance Behavior • Appropriate attendance behaviors are modeled by all students, staff & families and are acknowledged & reinforced on a regular & ongoing basis.	**Monitor & Correct Attendance Behavior Errors** • Consequences are consistent & are developed for a continuum of attendance behavioral errors.
Data-Based Decision Making • Attendance data is analyzed & used to guide decisions	**Family and Community Collaboration** • Partnerships are built between the school, home & community.
Attendance Communication Systems • Attendance Letters • Newsletters • Parent Conferences • Open House • Awareness Campaign • Parent Student Handbook	**Attendance Incentive & Recognition Programs** • All site determine what these are on a regular basis
Classroom Activities • Teaching Attendance Directly to students • Advisory Lessons	**School-Wide Activities** • Competitions • Awards • Attendance Campaigns

OUR PUSD ATTENDANCE

Tiers of Attendance Expectations

Tier II Strategic Interventions	
When all Tier I expectations are exhausted, then the site would utilize Tier II options. Listed below are identified improvements for students:	
Ensure all staff is aware and reach out to students to connect students to school to improve attendance	Identify target students struggling with attendance using Attendance system or CWA reports and intervene to assist with removing barriers
Meet with identified student to restate Attendance Goals and re-Teach Good Attendance Habits	Meet with the students and the families to offer supports, referrals, and interventions to meet their need and address barriers to attendance
Coordinate a Team Meetings (SST/SART), which consists of a School Attendance Review Team (SART)	Provide case management by continuing to monitor attendance for progress, meeting with student & family, and providing any needed interventions
If needed, design a Positive Attendance/ Behavior RtI Intervention Plan	If academics are being impacted then the site must provide a plan with the student to offer Instructional Support to get the student back on track

OUR PUSD ATTENDANCE

Tiers of Attendance Expectations

Tier III Intensive/Differentiated Interventions	
If all the Tier II items are not assisting and the TierI II interventions are needed based on the eligibility criteria, the following can be discussed or issued to improve the student's attendance:	
Once students are identified have families participate in parent conferences, if applicable, schedule SART	Coordinate Multiple Mental Health Agency Partners (School-Site Specific)
If behaviors are becoming more pronounced then the SST/SART team might want to pursue a Behavior Support Plan or, if a student qualifies, a Behavior IEP (Special Education) might be explored	School-site may also consider developing a 504 Plan to meet the student's needs
If the site-based SART meetings are not showing improvement and the students meet the eligibility, a referral to School Attendance Review Board (SARB) might be appropriate	Parenting Education/Support Referrals may be appropriate to support parental needs • PACTL • Parent University • Families in Transition
Community Referrals, if connected to a school site might offer an alternative measure of support (Young & Healthy, Mentors,)	If applicable; and all other means of progression are not improving, then Alternative Education Options may be consulted

If WE expect students to be kind, we need to be kind adults.

If WE expect students to be cooperative, we need to be cooperative adults.

If WE expect students to be responsible, we need to be responsible adults.

Model...Model...Model.

~Lisa Romano, Teacher

OUR
MTSS RESOURCES

MENTAL HEALTH

HAZEL HEALTH RESOURCE

OUR MTSS RESOURCES

Student Wellness & Mental Health
Pasadena Unified School District

It's normal to feel overwhelmed. Whether you're struggling with anxiety, anger, trauma, depression, conflict or bullying, PUSD is committed to helping you go from struggling to thriving.

STUDENT WELLNESS & SUPPORT SERVICES



PUSD Mental Health Services

Services Provided

- Individual therapy provided at school, community, phone or virtual.
- Family Therapy
- Collateral parent/caregiver sessions
- Targeted Case Management
- Medication support
- Behavioral support
- Counseling to SPED students

Eligibility

- Children and adolescents 5-21 years of age enrolled in PUSD and/or living in the Pasadena area
- Medi-Cal Insurance

How to Refer

- Contact Erica Villalpando, Manager of PUSD Mental Health at (626) 396-5920 or mentalhealth@pusd.us

THRIVE School Mental Health

Services Provided

- Individual, group, and family therapy, attendance support, intensive case management, and crisis intervention services.
- District-wide mental health crisis planning, training, and support
- Social emotional support to school sites
- Linking to community resources and agencies
- Clinical expertise and knowledge during IEP & SST meetings, as requested

Eligibility

- No Insurance (Uninsured)
- Private Insurance

How to Refer

- Contact Lara Choulakian, Manager of Mental Health Program at (626) 396-3600 x 88233 or at choulakian.lara@pusd.us.

OUR MTSS RESOURCES

PASADENA UNIFIED HELPS STUDENTS THRIVE

Pasadena, CA – May is Mental Health Awareness Month and for the Pasadena Unified School District (PUSD), this month offers an opportunity to break the stigma around mental health. PUSD has been a trailblazer in establishing its own team of mental health experts committed to helping students go from struggling to thriving.

PUSD proudly houses two internal mental health departments, **THRIVE: School Mental Health** and **PUSD Mental Health Services (MHS)**. Both work in tandem to provide comprehensive mental health services to students. Licensed Clinical Social Worker (LCSW) Lara Choulakian, who manages THRIVE, says anxiety continues to be a leading reason for referrals for mental health services along with depressive symptoms and other life stressors. End-of-the-year anxiety is common as well but it does not have to be crippling.

“The end of the school year comes with its own unique challenges. Just because the school year is ending doesn't mean mental health support will stop. Support is available and we will connect you with the services you need,” Ms. Choulakian added. “We want to reinforce the importance of mental wellbeing as an essential part of overall health, not just this month but every day.”

Erica Villalpando, LCSW, is manager of PUSD Mental Health Services, and agrees that mental health supports are vital to the academic success of students and their overall wellbeing.

“One thing that makes PUSD unique is that help is available to all students whether they have private insurance, Medi-Cal, or no insurance at all,” Ms. Villalpando explained.

Services range from direct support from mental health experts at school or referrals to several community agencies that partner with PUSD. School mental health specialists work with complex problems, from bullying to self-esteem issues and depression.

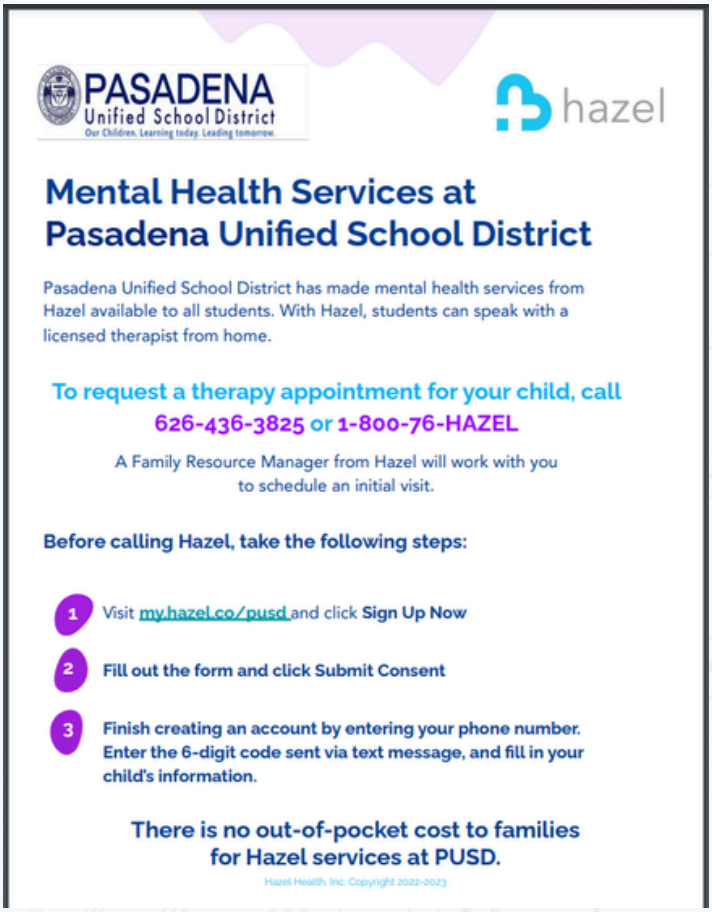
“Students can come and check in with us if they’re having a bad day if they need to just talk to someone, if they need guidance, or help to cope with what they’re feeling,” said Julia Paniagua, PUSD THRIVE Clinical Social Worker. “We have people at schools and we encourage students to drop in, say hi, and come to us anytime.”

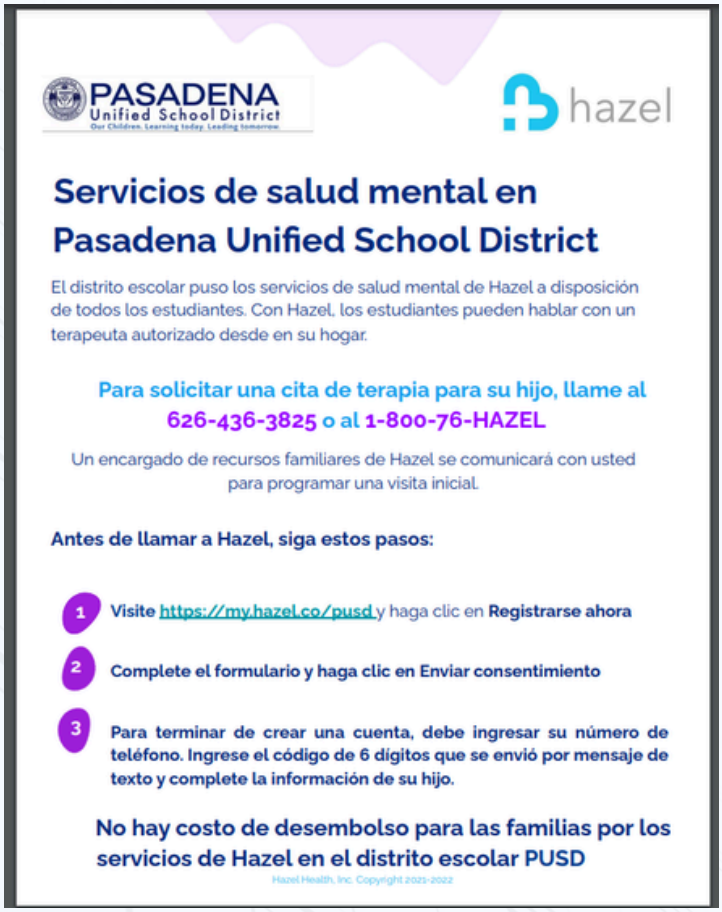
While the issues that kids face today can be challenging, Ms. Paniagua says her job comes with many rewards such as “getting to see the kids every single day and hearing about their successes and their struggles. The fact that I'm their trusted adult on campus is the most rewarding thing I've ever experienced.”

For more information on PUSD’s internal mental health and other student support services, please visit pusd.us/wellness

OUR MTSS RESOURCES







[Hazel Health Resource Link]



THANK YOU

www.pusd.us

351 South Hudson Avenue, Pasadena, CA 91109