

Scoring Criteria

0 = Tier 1 team does not yet use a) a regular meeting format/agenda, b) record minutes, c) have defined meeting roles and norms that ensures equal power and voice among stakeholders, d) have a current action plan, and/or meets when family members are not able to attend.

1= Tier 1 team has at least 2 but not all 4 features.

2 = Tier 1 team has all four features including centering student and family voice.



Questions to consider...

- What are barriers we can anticipate as school teams grapple with centering stakeholder voice?
- What questions/coaching strategies could help teams in their process to center stakeholder voice?

Example: “Whose voice is currently at the table and whose voice has historically been absent?”

Readiness

- Whole staff needs to know what this is
- 80% of staff need to support implementation
- Staff team members are identified, and it is representative
- Team commits to meeting monthly
- Identified as a building priority



Concord Elementary



Areas of strength?



Areas of growth?



Thank
you

“Nothing about us without us.”

1.1

Team Composition: Tier I Teams partner with stakeholders and ensure voice and broad representation of all families and communities, students of color, and specifically Black boys and youth. Stakeholders include a Tier 1 team systems facilitator, a school administrator, a family member, student representation/consultation, and individuals able to provide critical perspective and information. These include:

- (a) knowledge of cultural representation of the students and community and historical context
- (b) knowledge of behavior as a form of communication and a response to experiences known and unknown, school environment, and adult/staff behavior
- (c) coaching and technical assistance,
- (d) knowledge of student strengths and school-wide academic and behavior patterns,
- (e) knowledge about the operations of the school across grade levels and programs.

From: "Hagerty, Patricia L" <plhagerty@seattleschools.org>
To: "Colasurdo, Jill L" <jlcolasurdo@seattleschools.org>, "Warren, Dan" <djwarren@seattleschools.org>, "Healy, Ryan M" <rmhealy@seattleschools.org>
Subject: FW: PBIS Team meeting notes 01/14
Sent: Fri 1/29/2021 9:53:57 PM

Hagerty, Patricia L has shared a OneDrive for Business file with you. To view it, click the link below.

 Monthly Theme emails.docx

For online resources

From: Lee, Megan C <mcllee@seattleschools.org>
Sent: Friday, January 22, 2021 2:27 PM
To: Garcia-Andresen, Annabel L <algarciaandres@seattleschools.org>; Ahmed, Abdirahman B <abahmed1@seattleschools.org>; Glenn, Christopher <cdglenn@seattleschools.org>; Hagerty, Patricia L <plhagerty@seattleschools.org>; Halverson, Margarita D <mdhalverson@seattleschools.org>; Harris, Kiana A <kaharris@seattleschools.org>; Jensen, Karma M <kmsawka@seattleschools.org>; Mattfeld, Christine R <crmattfeld@seattleschools.org>; Murakami, Joyce <jkmurakami@seattleschools.org>; Phillips, William J <wjphillips@seattleschools.org>; Pilapil, Trisha B <tbpilapil@seattleschools.org>; Talbert, Tonie <tmtalbert@seattleschools.org>
Subject: RE: PBIS Team meeting notes 01/14

*Hello team, here's the draft for February's monthly theme email. Please comment on the document, make suggestions in the doc, or reply with any changes/additions * I'll take no response as a go-ahead to send it out next week!*

[REMINDER: Email your completed class token boards to dunlappbis@gmail.com before clearing them! Copy the slide (right-click or ctrl-c) and paste it (right-click or ctrl-v) into an email. Thank you for supporting our data collection! Let's see how many tokens the whole school can collect this year!

ALSO: ANYONE can give out tokens to ANY class when they see a student showing Dunlap PRIDE – Respect, Responsibility, and Safety! *]

[dolphins noise]!! *Translation: Hello, Dunlap staff!*

February's monthly theme is **Wisdom and Problem-Solving**. This month, your classroom community conversations can continue to build on previous conversations, with an eye towards problem-solving strategies and the power of a growth mindset and teamwork. Here are some problem-solving challenges, books, and ideas to guide community conversations in your classroom this month:

Problem-Solving Challenges

We want to hear from your scholars! During class meetings or on Seesaw, ask your scholars to share a challenge or problem they're having with remote learning, their family, or in their friendships. Then, ask them to share what strategies they've tried or suggestions they have for each other.

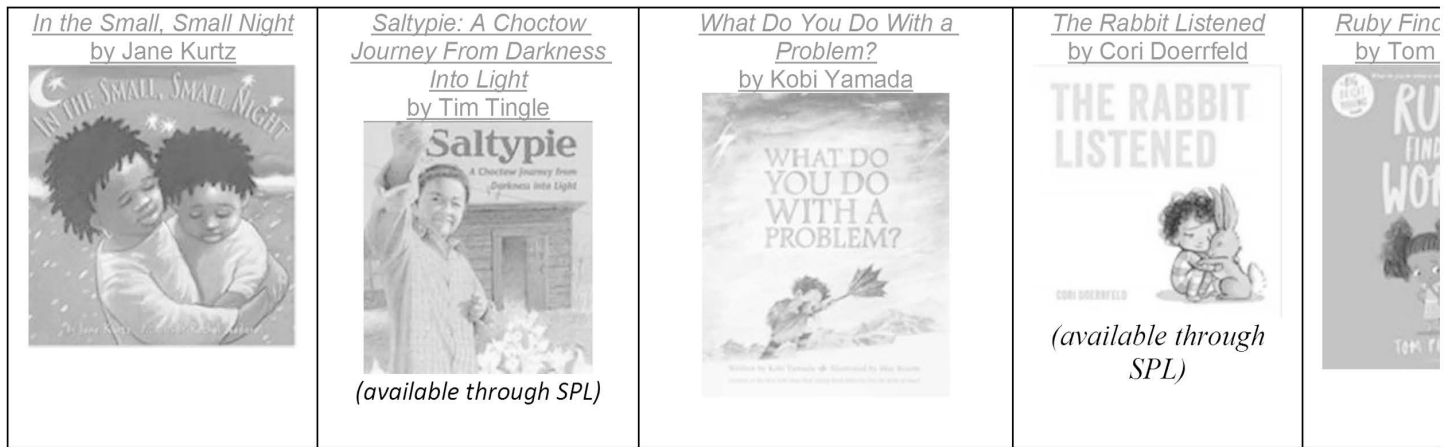
Share the problems and solutions your classes come up with, and we will feature them at a future Monday Morning Assembly!

Examples:

- I keep asking, but my brothers or sisters won't play with me.
- I want to [play video games]. My family says I have to do homework first!
- I miss seeing my friends in person.

Independent work idea: Share the problem or ask them to share challenges/solutions in a Seesaw activity. Students can respond with recordings, writing, and/or drawings.

Books

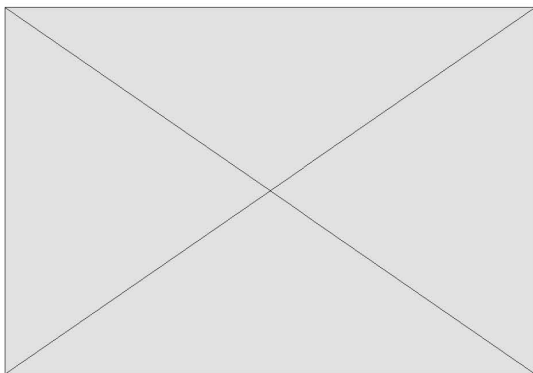


Big Ideas

- Talk through ways we respond to challenges and how learning from mistakes makes us wiser.
- When we see a problem, how do we take action? What does problem-solving look like?
- When thinking about growth mindset – effort matters, and the focus is on development and change. Your knowledge and thinking aren't static or fixed but fluid and changeable over time.

Aligned SEL and Teaching Tolerance Social Justice Standards

- SEL Standards
 - Relationship Skills, Social Awareness
- TT Social Justice Standards
 - Primary
 - Diversity (DI.K-2.9) – *I know everyone has feelings, and I want to get along with people who are similar to and different from me.*
 - Action (AC.K-2.20) – *I will join with classmates to make our classroom fair for everyone.*
 - Intermediate
 - Diversity (DI.3-5.9) – *I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.*
 - Action (AC.3-5.20) – *I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.*



From: Garcia-Andresen, Annabel L <algarciaandres@seattleschools.org>

Sent: Friday, January 15, 2021 9:56 PM

To: Ahmed, Abdirahman B <abahmed1@seattleschools.org>; Glenn, Christopher <cdglenn@seattleschools.org>; Hagerty, Patricia L <plhagerty@seattleschools.org>; Halverson, Margarita D <mdhalverson@seattleschools.org>; Harris, Kiana A <kaharris@seattleschools.org>; Jensen, Karma M <kmsawka@seattleschools.org>; Lee, Megan C <mcllee@seattleschools.org>; Mattfeld, Christine R <crrmattfeld@seattleschools.org>; Murakami, Joyce <jkmurakami@seattleschools.org>; Phillips, William J <wjphillips@seattleschools.org>; Pilapil, Trisha B <tbpilapil@seattleschools.org>; Talbert, Tonie <tmtalbert@seattleschools.org>

Subject: PBIS Team meeting notes 01/14

Hello team!

Here are the notes from our meeting. It is uploaded in our onedrive. If any changes are made, please let me know so I can make changes in my personal copy as well.

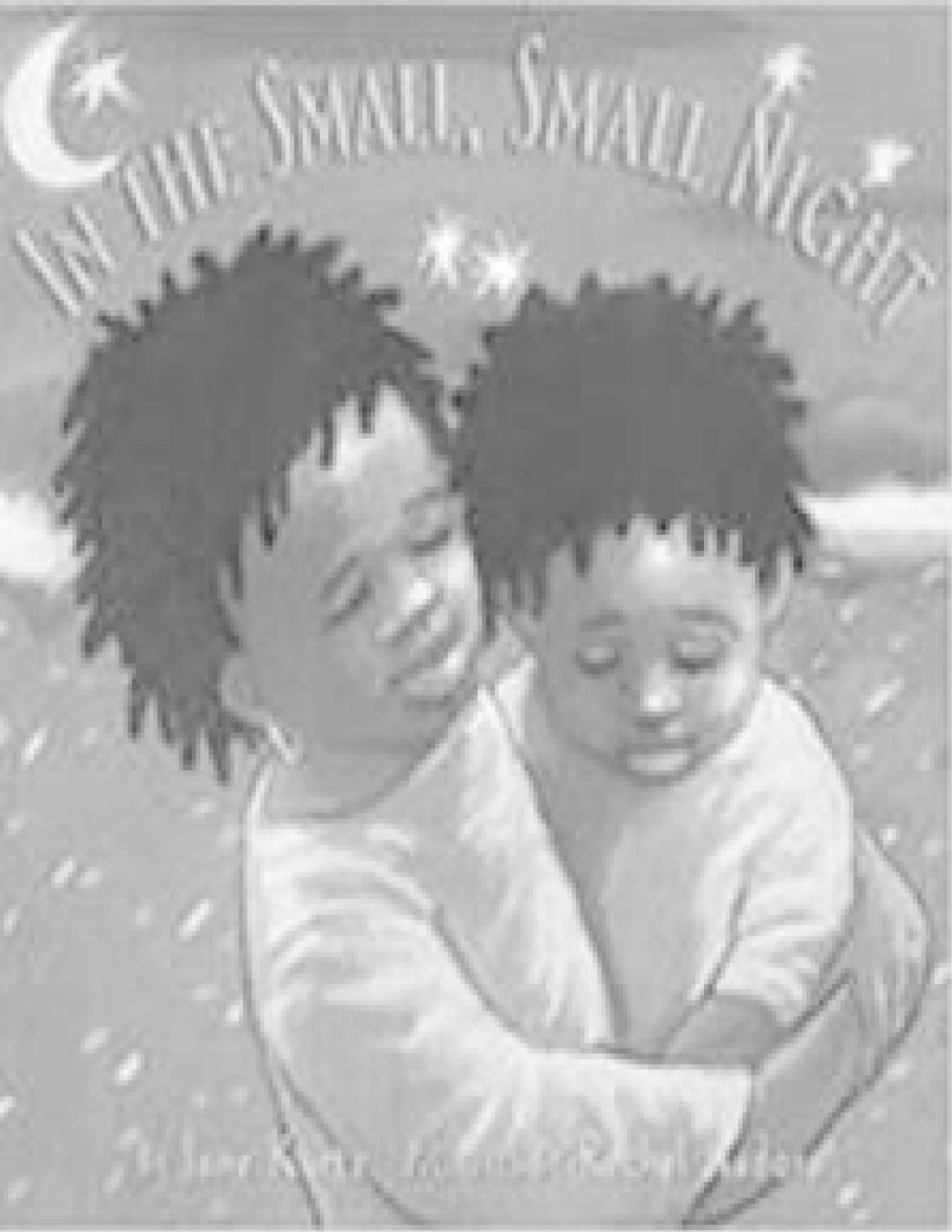
Thanks much!!

Take care,
annabel

Annabel Garcia-Andresen
(she/her)
Developmental Preschool Teacher
Dunlap Elementary School
Room 115
(206) 252-7030 (Please leave a message.)
algarciaandres@seattleschools.org

***DUNLAP PRIDE: We show RESPECT, RESPONSIBILITY, and SAFETY.
We show EXCELLENCE in every way!***







Salty Pie

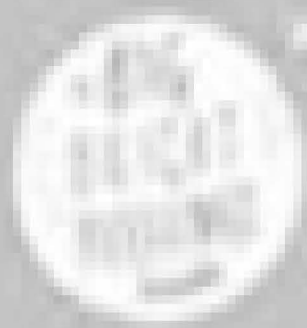
A Delicious History from

Portland's Best Light



THE
SALTY
PIE





RUBY FINDS A WORRY



TOM TERKIVAL

WHAT DO YOU DO WITH A PROBLEM?



Written by Luke Yarnold & Illustrated by Matt Smith

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THE RABBIT LISTENED



CONN BURNFIELD

From: "Davidheiser, Catherine S" <csdavidheise@seattleschools.org>
To: "Bryant, Deron A" <dabryant@seattleschools.org>, "Haile, Megan G" <mghaile@seattleschools.org>, "Matsui, Melissa T" <mtmatsui@seattleschools.org>, "Hawkins, Danny A" <dahawkins@seattleschools.org>, "Bodden, Sine A" <sabodden@seattleschools.org>, "Colasurdo, Jill L" <jlcolasurdo@seattleschools.org>, "May, Katherine J" <kjmay1@seattleschools.org>
Subject: PBIS Agenda

Hi Team,

We have our next PBIS meeting tomorrow, Wednesday 12/14 from 3:55-4:55. Is anyone willing to host the meeting in their room? Below is our agenda ½

12/14 3:55-4:55

PUP POINT UPDATE

½ Create video for the next assembly ½ recess expectations

½ Opportunity Grant for prize upkeep

½ Any changes to the process?

TEACHING EXPECTED BEHAVIORS

½ Review Booster Lessons from past

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K-2HallwayBoosterLesson.pptx

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3-5HallwayBoosterLesson.pptx

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Lunchroom_Classroom Lesson Plan.pdf

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Bathroom_Classroom Lesson Plan.pdf

-<https://nam12.safelinks.protection.outlook.com/ap/b-59584e83/?url=https://seattleschools.sharepoint.com/:b:/s/marshalles/ETe3qiA-6BpEj0q95hOhqqMBx5Kxaax8n1Rrgx5bJ0r4ag?e=RjWbVP&data=05|01|mghaile@seattleschools.org|e01fbaa20f5b40847a3508dadd6afe99|d431d15860744832878351ea6f6dd227|0|0|638065748863185463|Unknown|TWFPbGZsb3d8eyJWljoimc4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0=|3000||&sdata=IPlcqlgFKey1OGO6PgJYgWjKFfqnNicRI+47wBN6O8k=&reserved=0>

Assembly_Classroom Lesson Plan.pdf

½ Send Booster Lessons out after the break to review expectations already covered ½ hallway, bathroom, assembly, lunchroom

DISCOURAGING UNEXPECTED BEHAVIOR

i¿½ <https://nam12.safelinks.protection.outlook.com/ap/w-59584e83/?url=https://seattleschools.sharepoint.com/:w:/r/sites/marshalles/Curriculum/PBIS/Office%20Managed%20Behavior.docx?d=wc3ae9465e92e4b6196a64ff8d13ae2fc&csf=1&web=1&e=t7L4Cr&data=05|01|mghaile@seattleschools.org|e01fbaa20f5b40847a3508dadd6afe99|d431d15860744832878351ea6f6dd227|0|0|638065748863185463|Unknown|TWFpbGZsb3d8eyJWl|joiMC4wLjAwMDAiLCJQ|joiV2luMzliLCJBTiI6I|k1haVWwiLCJXVCi6Mn0=|3000|&sdata=45WM7XOOALxnFKvDKnFchs+eOFHZh/W4d7Q2gxRblvY=&reserved=0>

Office Managed Behavior.docx

-Revisit office managed behavior documenti¿½

-Review blue slipi¿½

i¿½i¿½i¿½i¿½i¿½i¿½i¿½i¿½i¿½i¿½i¿½i¿½i¿½i¿½i¿½i¿½i¿½ Connect the 2, what constitutes a blue slip write up?i¿½

i¿½ Schoolwide System to Discourage Inappropriate Behavior Flow Chart OR Behavior Intensity Levels Charti¿½

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Classroom Behavior Plan.pdf

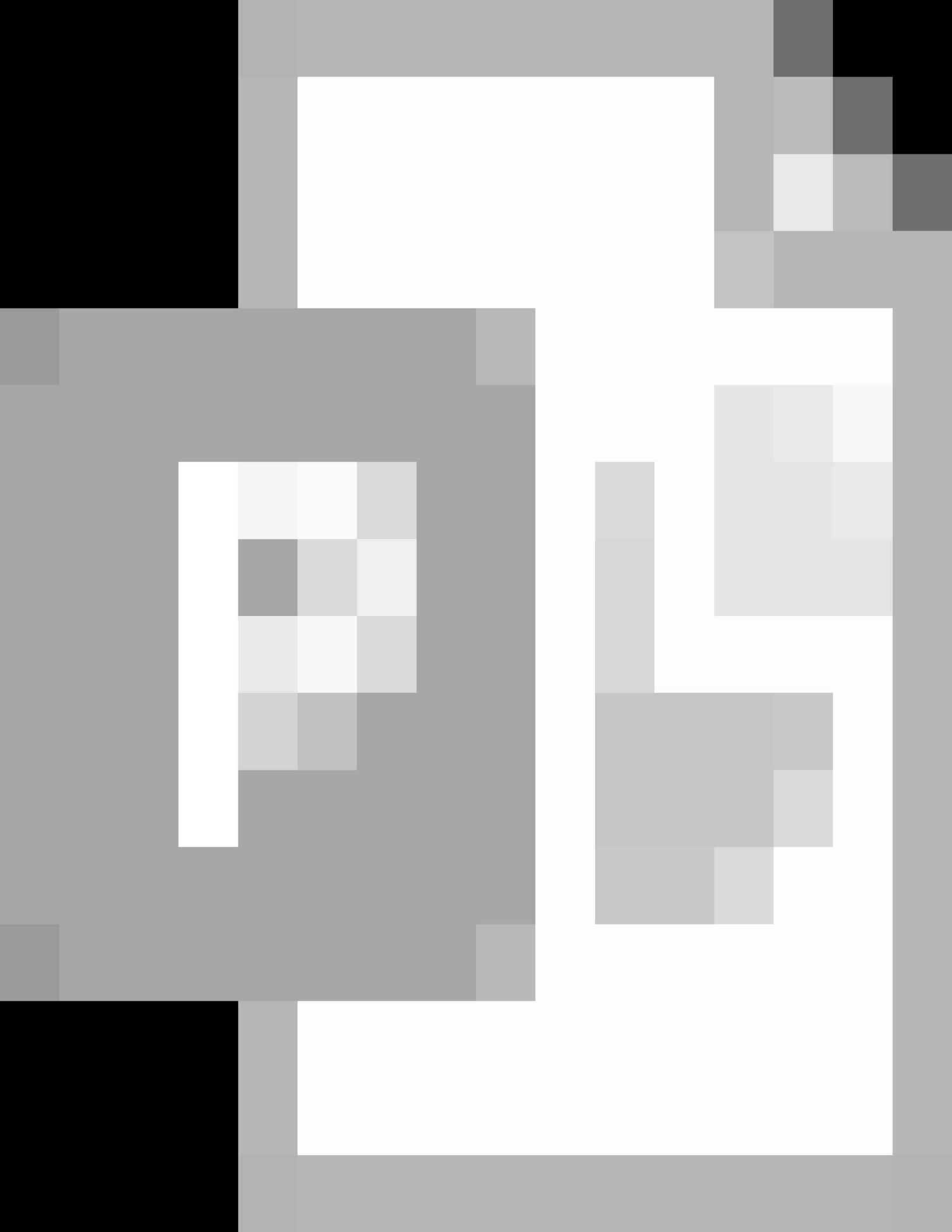
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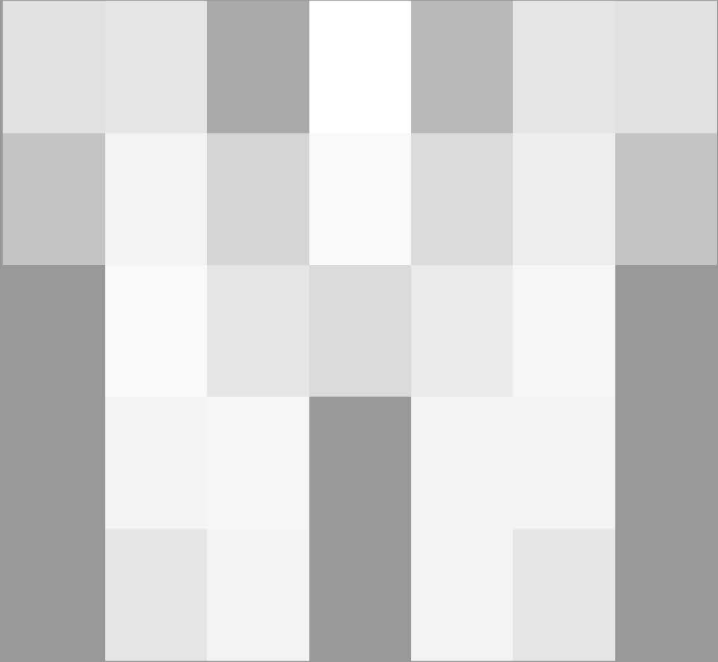
6.9_Example-Behavior-Intensity-Levels-Chart.docx

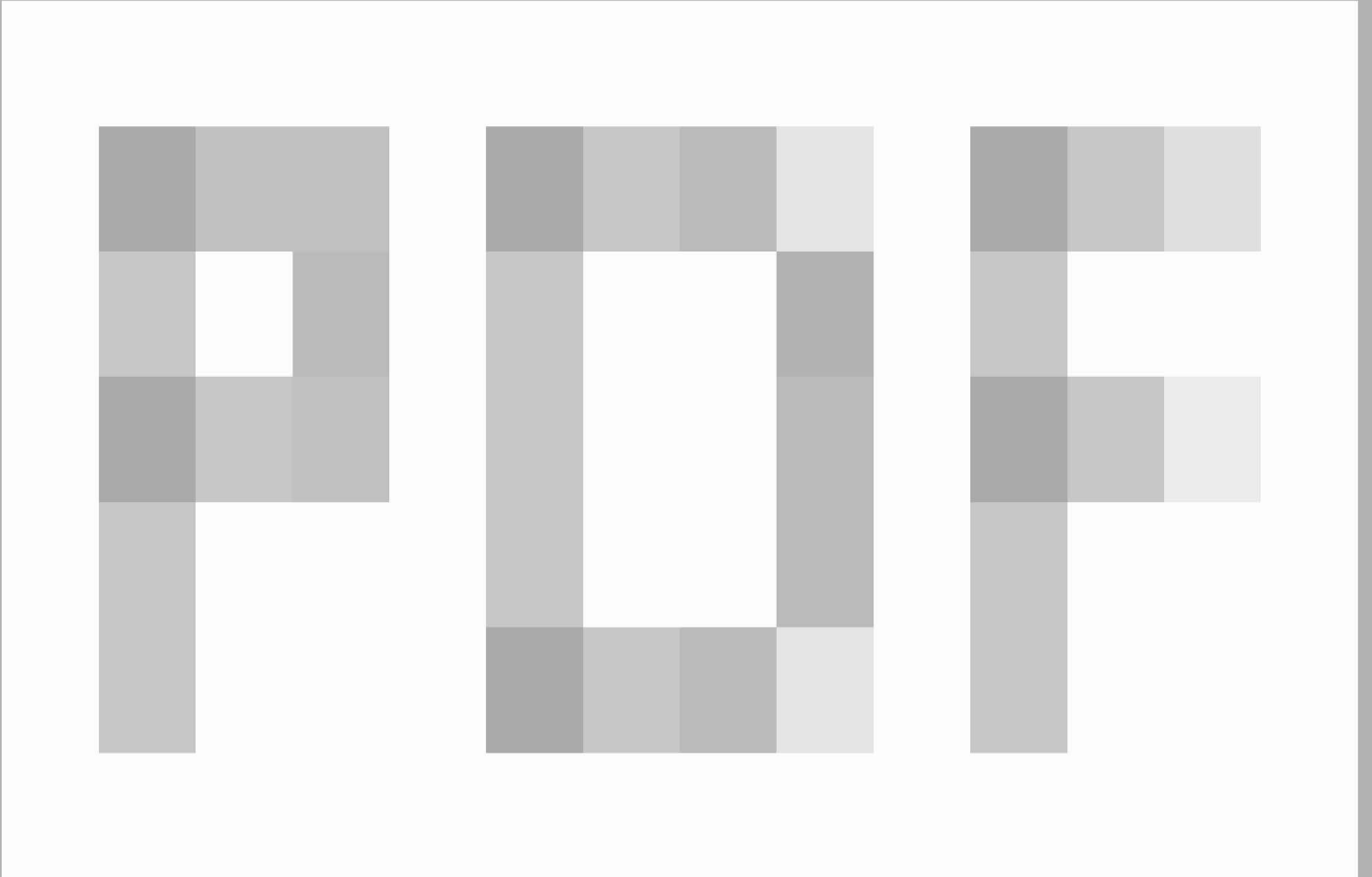
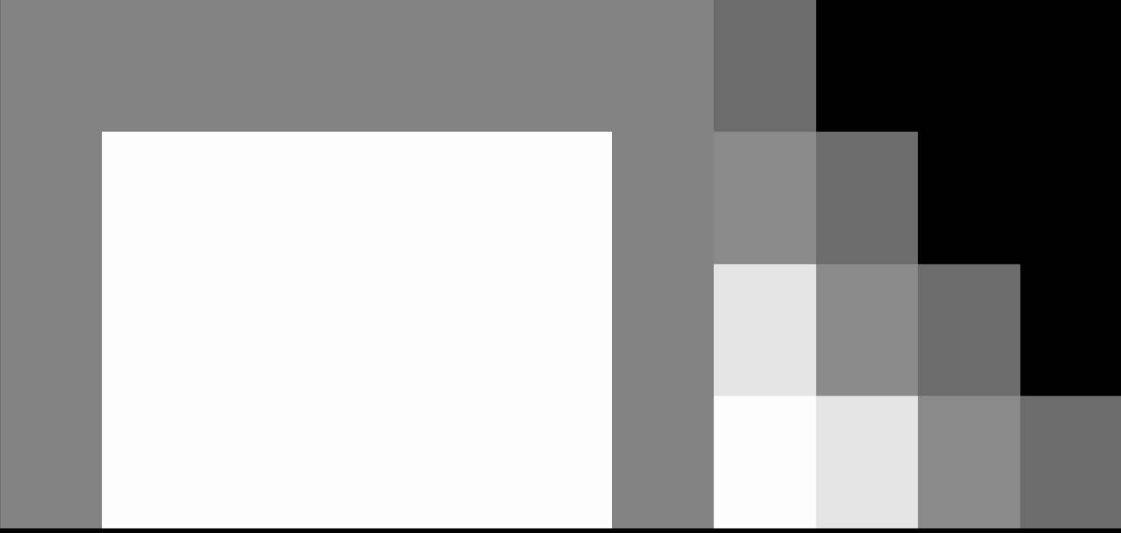
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6.8_Example-Schoolwide-System-to-Discourage-Inappropriate-Behavior-Flowchart.docx

Let me know if you want anything else on the agenda!







From: "Pierce, Colin" <Colin.Pierce@seattle.gov>
To: "Murrell, Yvette" <yvmurrell@seattleschools.org>, "DeCano, Polo A" <padecano@seattleschools.org>, "Warren, Dan" <djwarren@seattleschools.org>, "Upshaw, Jerome" <jeupshaw@seattleschools.org>, "Jones, Laura" <Laura.Jones@seattle.gov>, "D'Agostino, Theresa" <Theresa.DAgostino@seattle.gov>
Subject: Restorative Justice/Practices Cluster
Sent: Tue 1/11/2022 6:35:19 PM

Hi Team,

Just wanted to check in ahead of our scheduled meeting today to make sure that this time, frequency, and structure of meetings still works for folks. There have been a number of changes since we last met—between DEEL losing Sean as a part of our team, the COVID context of returning to school, and others—and if we need to adjust when and how we convene to fit your needs we want to make sure we do that sooner rather than later.

Please let us know if the current meeting schedule still works for you and if so, we'll look forward to seeing you this afternoon. If you'd like to change the time/cadence/structure of the meetings, let us know and we can make those adjustments.

Thanks and hope you're all well 💎



Colin Pierce (he/him) | Senior Advisor, K-12 School Programs
Seattle Department of Education and Early Learning
📞 Cell 206.516.9232 | 📠 Desk 206.684.4966 | ✉️ colin.pierce@seattle.gov
[Book a meeting \(for non-city partners\)](#)

-----Original Appointment-----

From: Flikke, Sean <Sean.Flikke@seattle.gov>
Sent: Tuesday, October 12, 2021 8:47 PM
To: Flikke, Sean; Murrell, Yvette; DeCano, Polo A; Warren, Dan; Upshaw, Jerome; Jones, Laura; D'Agostino, Theresa; Pierce, Colin
Subject: RJ/P Cluster: ReDux
When: Tuesday, January 11, 2022 1:30 PM-2:30 PM (UTC-08:00) Pacific Time (US & Canada).
Where: Microsoft Teams Meeting

This is a best fit, noting that one or more DEEL folx may need to slide at 2:00 pm occasionally for a CCR meeting w/ SPS colleagues.

Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

[Learn More](#) | [Meeting options](#)

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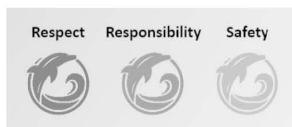
From: Diny Dolphin <dunlappbis@gmail.com>
To: "Lee, Megan C" <mcllee@seattleschools.org>, "Garcia-Andresen, Annabel L" <algarciaandres@seattleschools.org>, "Ahmed, Abdirahman B" <abahmed1@seattleschools.org>, "Glenn, Christopher" <cdglenn@seattleschools.org>, "Hagerty, Patricia L" <plhagerty@seattleschools.org>, "Halverson, Margarita D" <mdhalverson@seattleschools.org>, "Harris, Kiana A" <kaharris@seattleschools.org>, "Jensen, Karma M" <kmsawka@seattleschools.org>, "Mattfeld, Christine R" <crmattfeld@seattleschools.org>, "Murakami, Joyce" <jkmurakami@seattleschools.org>, "Phillips, William J" <wjphillips@seattleschools.org>, "Pilapil, Trisha B" <tbpilapil@seattleschools.org>, "Talbert, Tonie" <tmtalbert@seattleschools.org>, "Gore, Zachary R" <zrgore@seattleschools.org>
Subject: DRAFT - PBIS PD Follow-Up
Sent: Thur 10/29/2020 9:42:58 PM
[PBIS at Dunlap PD.pdf](#)

Hi team, here's a draft of a follow-up email for the staff that has relevant links and the .pdf of the PowerPoint from yesterday. Reply all with what should be added/changed. Thanks!

Hello!

Thank you for attending and engaging with our PBIS PD on Wednesday. Here are links and reminders from the PD:

DOLPHIN TOKENS!



Dolphin Tokens PowerPoint:

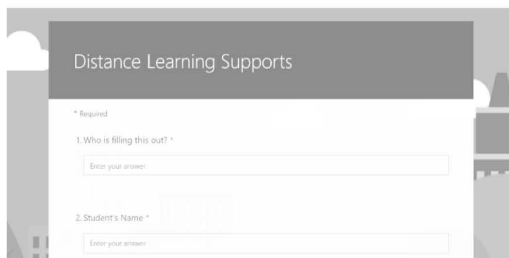
[Track your Dolphin Tokens here!](#)

When your class reaches their goal, please copy (ctrl+C) and paste (ctrl+V) your class slide in an email to the PBIS team: dunlappbis@gmail.com

Dolphin Token Survey:

[Tell us what you think about the Dolphin Token system!](#)

Please email dunlappbis@gmail.com or any PBIS team member with your feedback. If you don't see this working for you/your class, we want to hear what could change or how we can support you!



Link to Distance Learning Supports form:

[Distance Learning Supports form](#)

Reminders/articles:

- Send all t-shirt sizes to Ms. Talley by 2:00pm on Friday, October 30th!
 - Child – Small, Medium or Large (child XL should order an adult Small)
 - Adult – Small, Medium, Large, XLarge, XXLarge
- [Somatic Mindfulness Exercises](#)
- [9 Guidelines for Teaching Trauma-Informed Mindfulness](#)

Thank you for everything you do. You are enough ❤️
Your PBIS Team

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Distance Learning Supports

* Required

1. Who is filling this out? *

2. Student's Name *

DOLPHIN TOKENS!

Respect



Responsibility



Safety



PBIS @ Dunlap

Positive Behavior
Interventions &
Supports

October 28, 2020



DUNLAP DOLPHIN PRIDE

RESPECT • RESPONSIBILITY • SAFETY

STOLEN LAND ACKNOWLEDGEMENT

We respectfully acknowledge that our meeting is taking place on occupied Coast Salish land, and that we live and work on the traditional land of the first people of Seattle, the Duwamish people.

- We pay respect to Coast Salish Elders past and present and extend that respect to their descendants and to all Indigenous people.
- To acknowledge this land is to recognize its longer history and our place in that history; it is to recognize the lands and waters and their significance for the peoples who lived and continue to live in this region, whose practices and spiritualities were and are tied to the land and the water, and whose lives continue to enrich and develop in relationship to the land, waters, and other inhabitants today.
- Let's take a moment to reflect on how we can hold ourselves accountable and support tribal enterprises and partner with tribal leadership. ci.





STOLEN BLACK & BROWN LABOR ACKNOWLEDGEMENT

We want to recognize that the United States was build off the stolen labor of kidnapped Africans and enslaved Black people's work, which created the profits that created our nation.

We also recognize the Brown labor

- Currently happening in Eastern Washington, California, and across this country.
- They are working under terrible work conditions, for less pay, facing COVID 19 and RACISM in order to survive while providing the food and other necessities we need.
- This acknowledgment is only one small step and a commitment to working for reparations and liberation for BIPOC EVERY DAY.





Turn your camera on IF ...

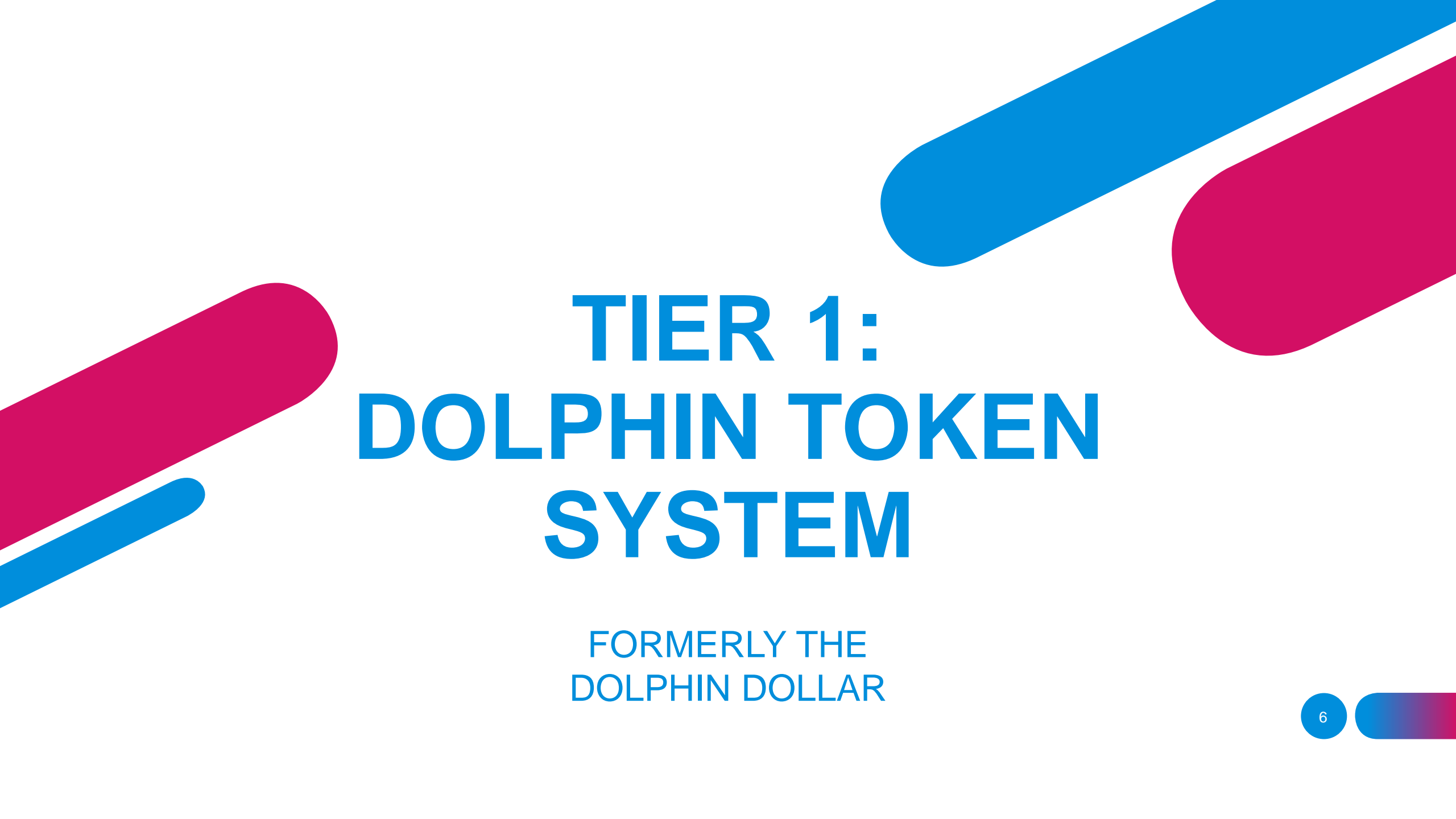
This Photo by Unknown Author is licensed under [CC BY](#)

If the statement is true for you, turn your camera on. Afterwards, turn it back off for the next statement.



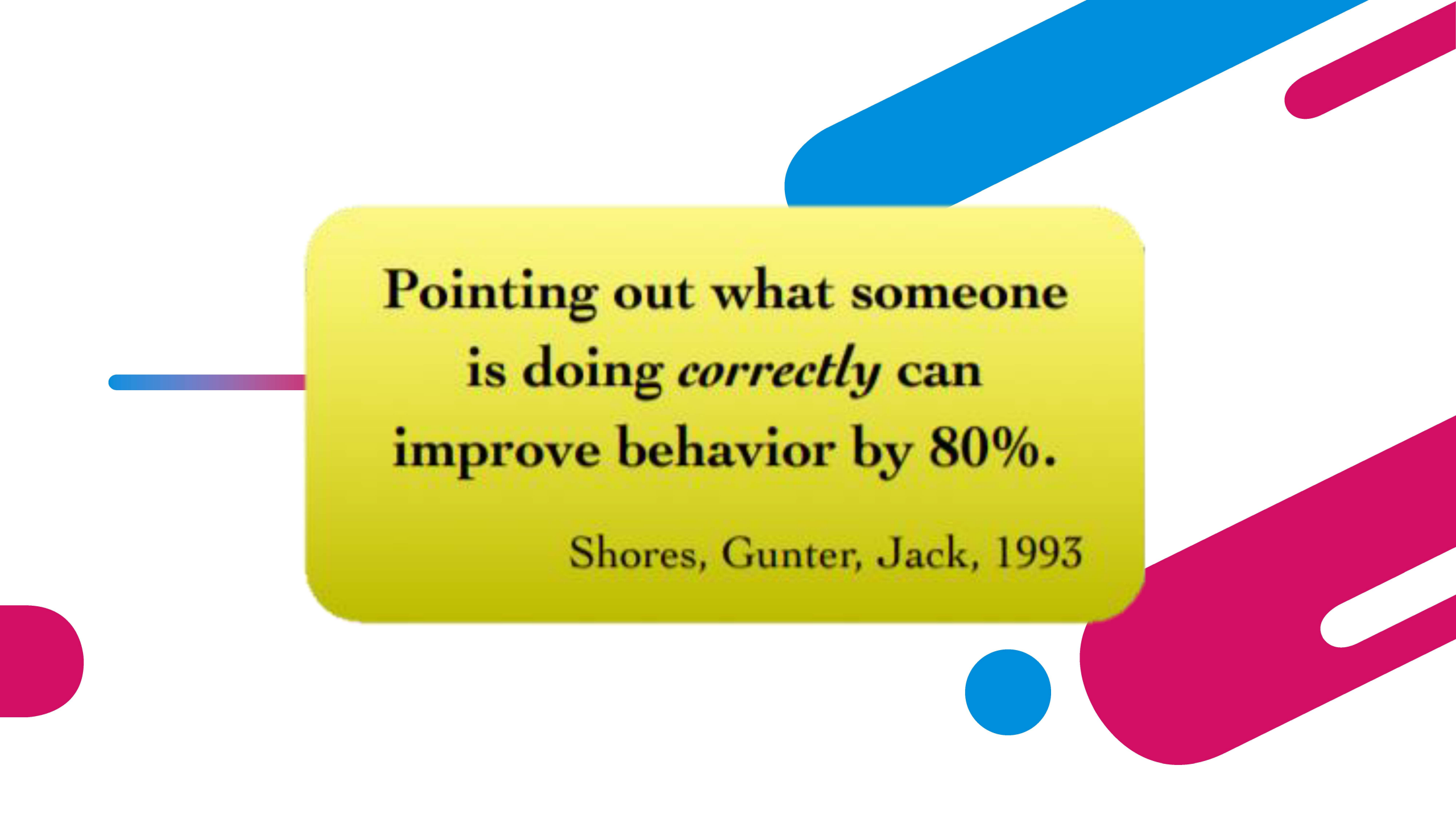


**Thank you for
sharing!**




TIER 1: DOLPHIN TOKEN SYSTEM

FORMERLY THE
DOLPHIN DOLLAR



Pointing out what someone
is doing *correctly* can
improve behavior by 80%.

Shores, Gunter, Jack, 1993



Acknowledgement is key when teaching desired behavior. It is effective when it is:

- Intentional
- Immediate
- Intermittent
- Unexpected

Since we don't have the same ability to use our Dolphin Dollar system to acknowledge students, we want to institute a distance learning alternative.

Enter...

DOLPHIN TOKENS!

Respect



Responsibility



Safety



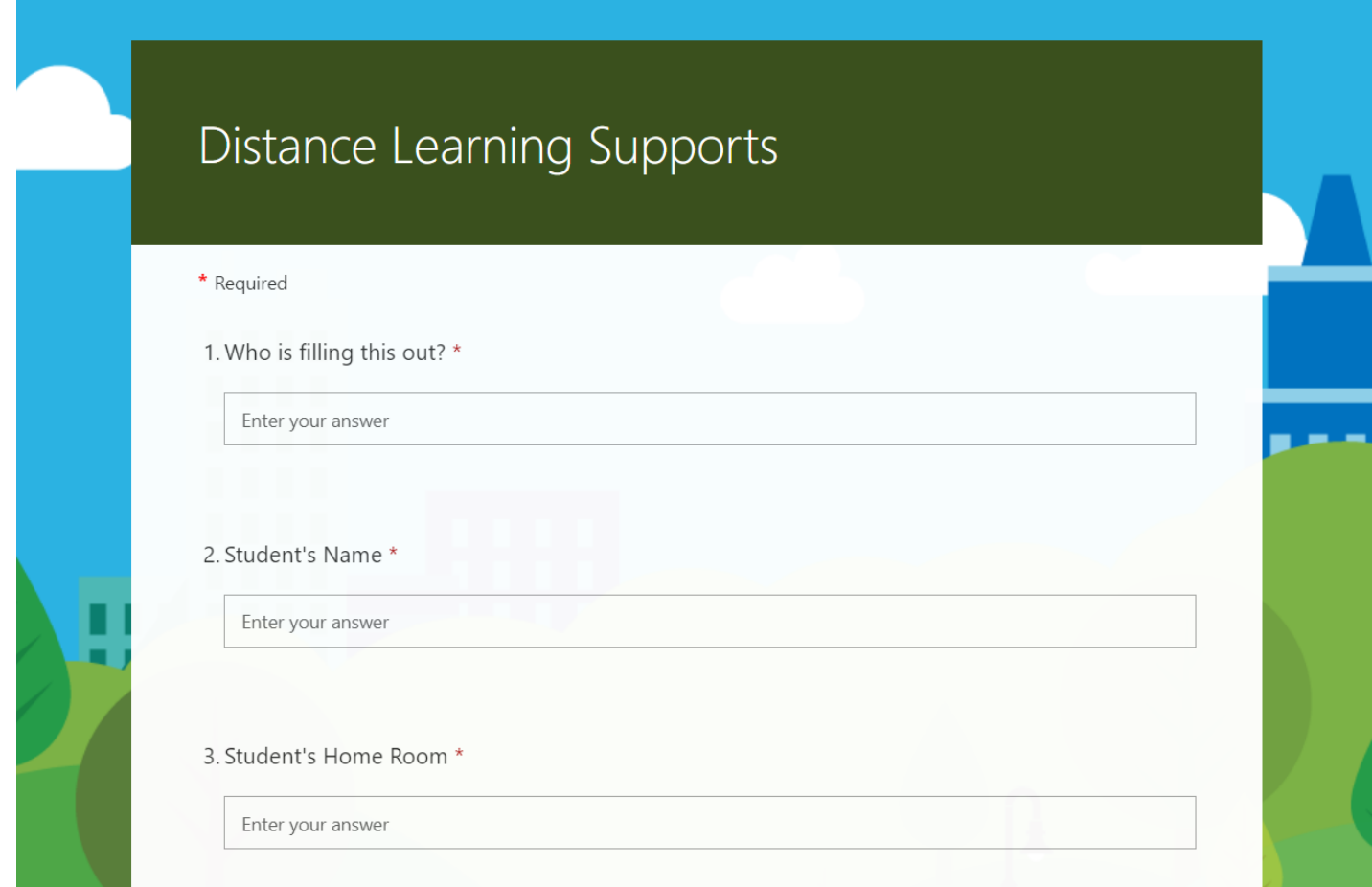
Incentive Ideas



- Help the teacher present a lesson (or other leadership roles)
- Bring a stuffed animal to class one day (or other themes)
- Extra chat/hang out/non-academic time (or other social time)
- Dance party with Mr. Phillips or a visit from Diny Dolphin (or other virtual experiences)
- Virtual Store (or other tangible things.)

TIER II: Supports Survey

- Who should use it?
- What is it?
- Why is this important?
- Where will the data be stored & where can I get the link?



The screenshot shows a survey interface with a dark green header containing the title "Distance Learning Supports". Below the header, there are three questions, each marked as required with a red asterisk. Each question has a corresponding text input field with the placeholder text "Enter your answer".

* Required

1. Who is filling this out? *

Enter your answer

2. Student's Name *

Enter your answer

3. Student's Home Room *

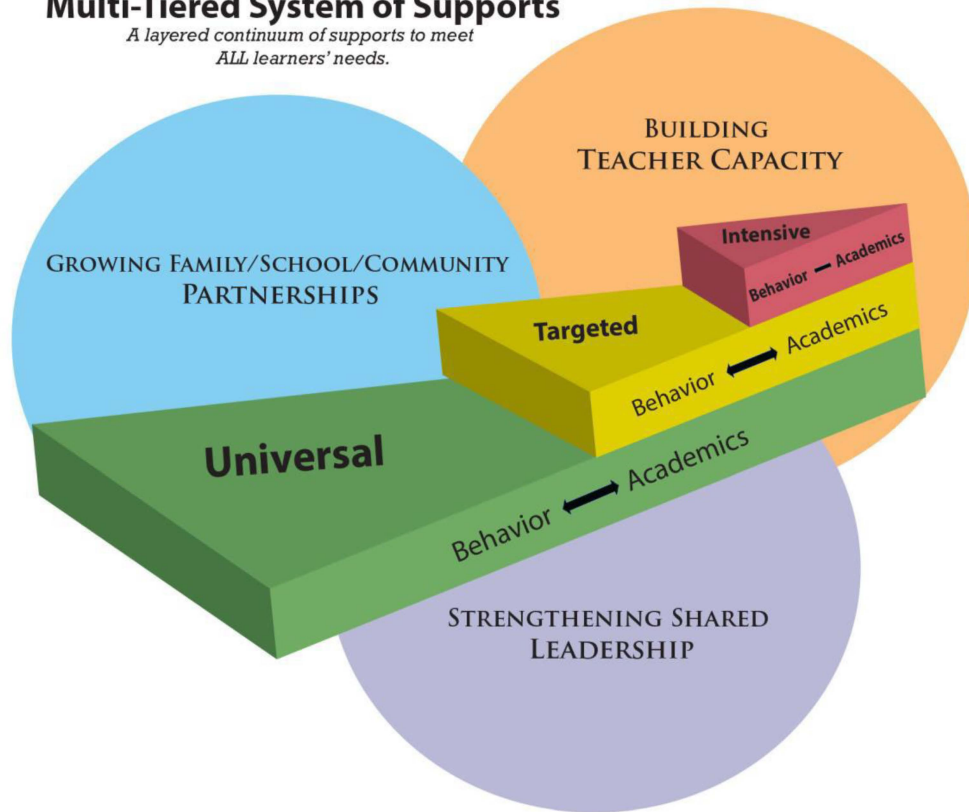
Enter your answer

PBIS: A MULTI-TIERED SYSTEM OF SUPPORTS



Multi-Tiered System of Supports

A layered continuum of supports to meet ALL learners' needs.



School-Wide Systems for Student Success: A Response to Intervention (Rti) Model

Academic Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

80-90%

- All students
- Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

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

Tier 2/Secondary Interventions

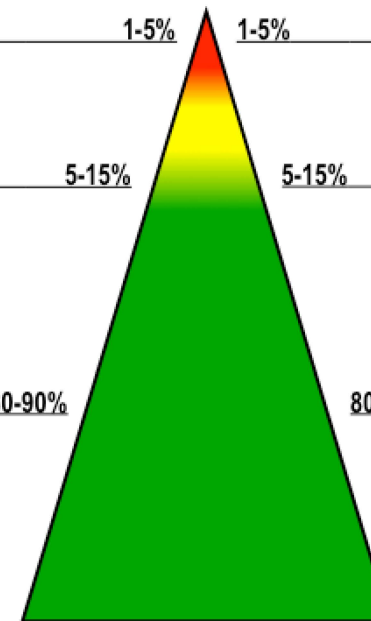
5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

80-90%

- All settings, all students
- Preventive, proactive



Minor PBIS Network. Revised May 15, 2008.
Adapted from "What is schoolwide PBIS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>

Distance Learning Adult Expectations

We show...	Using Devices/Internet	Teams/Video Meetings	Independent Learning
Respect	<ul style="list-style-type: none"> • Consider student access to internet or devices at home when assigning tasks • Consider student and family availability and ability for devices/internet and accessing school content • Provide clear expectations and norms related to device/internet use 	<ul style="list-style-type: none"> • Provide clear expectations and norms for engaging in Teams meetings • Be your best self • Speak your truth • Assume positive intent 	<ul style="list-style-type: none"> • Provide multiple ways/platforms to engage in work on devices • Consider student access to internet or devices at home when assigning tasks
Responsibility	<ul style="list-style-type: none"> • Maintain open and appropriate lines of communication with families and students • Share student logins with families 	<ul style="list-style-type: none"> • Consider accessibility and time constraints for families • Be consistent with agenda and delivery of content within announced timeframes • Be consistent with norms and expectations • Arrive on time • Create space for every person to share and monitor airtime 	<ul style="list-style-type: none"> • Work with colleagues to gather and provide appropriate learning activities for students • Align practices within grade level teams and vertically across levels
Safety	<ul style="list-style-type: none"> • Keep student logins private except between staff and family • Teach into safe use of devices and internet (avoid clicking on ads or pop-ups; speak with your family about their expectations) 	<ul style="list-style-type: none"> • Enable privacy settings (if not using Teams) and support students throughout the meeting 	<ul style="list-style-type: none"> • Maintain social distancing • Take breaks as needed • Set up a workspace where you feel you can be the most productive

ADULT Expectations- REVISED (Distance Learning Matrix)

STUDENT Expectations (Distance Learning Matrix)



DUNLAP DOLPHIN PRIDE
RESPECT • RESPONSIBILITY • SAFETY

Distance Learning Student Expectations

We show...	Using Devices/Internet	Teams/Video Meetings	Independent Learning
Respect	<ul style="list-style-type: none"> Check with family that it is okay to use device/internet at scheduled time Monitor your volume to ensure that you're not bothering the people around you 	<ul style="list-style-type: none"> Use kind words, reactions, and faces Keep video on and face visible Keep audio off, except when it's your turn to speak 	<ul style="list-style-type: none"> Use kind and appropriate words, reactions, and faces when interacting with others online Help siblings when needed
Responsibility	<ul style="list-style-type: none"> Make sure device stays charged Turn off and put away device when not in use Keep track of usernames and passwords 	<ul style="list-style-type: none"> Arrive on time Be focused on learning Ask questions (voice or chat) when you have them 	<ul style="list-style-type: none"> Gather all necessary materials Manage time so that each activity gets a reasonable amount of time Spend time each day helping family
Safety	<ul style="list-style-type: none"> Avoid inappropriate websites Keep device clean and away from things that might damage it (e.g., water, babies, pets) 	<ul style="list-style-type: none"> Choose a distraction-free space Report inappropriate or unsafe behaviors 	<ul style="list-style-type: none"> Maintain social distancing Set up a workspace in a place that is good for your family Take breaks as needed

R.U.L.E.R Anchor Tools

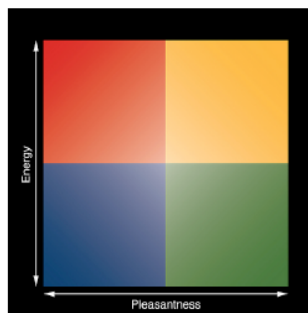
Mood Meter & Charter

RULER Anchor Tools Overview

The RULER Anchor Tools help us to practice the skills of emotional intelligence every day.

This handout discusses each of the four Anchor Tools and how families can use them.

The Mood Meter

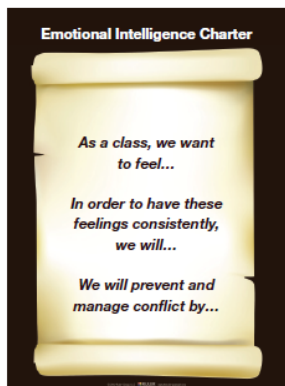


The Mood Meter is a tool to build emotional awareness and understanding. Everyone in the family can get involved by agreeing to check in with themselves and each other on the Mood Meter. First, you 'plot' your feelings in one of the quadrants, then think about the specific name of that feeling. Next you can reflect on what caused you to feel that way, and consider the consequences of that feeling. You can choose a strategy to maintain your mood or to shift it. And you can share your feeling, understanding and strategies with everyone in the family!

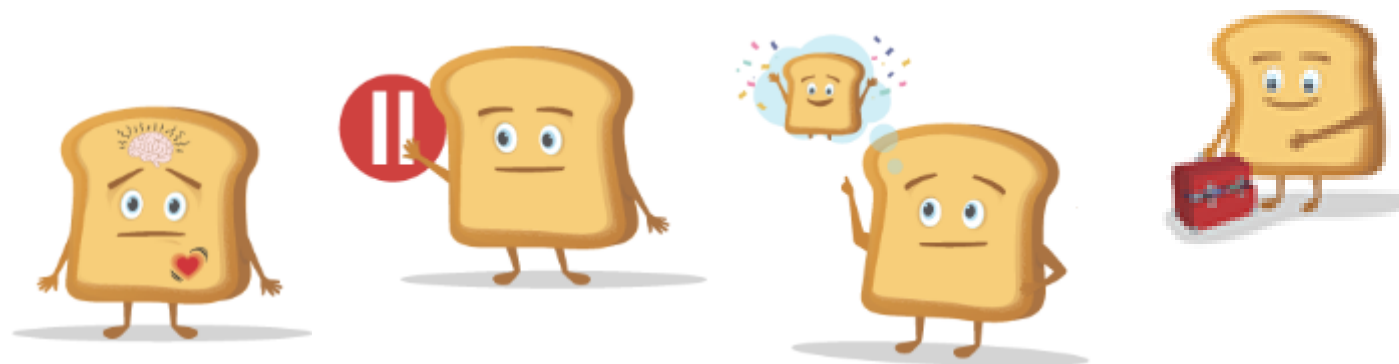
The Charter

The Family Charter is an agreement about how family members want to feel as part of family life. The Family Charter names specific behaviors likely to evoke and support those feelings, and includes constructive ways of handling conflict. It is a powerful tool to encourage personal and social responsibility to work together towards creating the kind of emotional climate that everyone wants.

The Family Charter is creatively displayed, signed by everyone in the family, and revisited often over time.



Meta-Moment & The Blueprint



The Blueprint

The Blueprint is a tool for helping family members to develop empathy and perspective. Using questions anchored in the skills of emotional intelligence, the Blueprint encourages both children and adults to consider one another's thoughts and feelings when resolving conflicts or differences, and to identify constructive solutions.

Used effectively, the Blueprint builds compassion and trusting relationships within the family, and engenders optimism in the challenging moments of everyday family life.

Solve problems with The Blueprint		
Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did _____ feel?
Understand	What caused my feelings?	What caused _____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did _____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

META-MOMENT

<https://youtu.be/RfX1NefGeRQ>

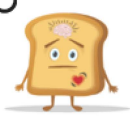


- The Meta-Moment is a ‘mindful’ process, in addition to slowing us down for in the moment, helps each of us to build character by invoking an image of our Best Self.
- By identifying what “triggers” us, and what we are like when we are our Best Selves, we can be proactive about developing thought and action strategies that align with our values and meet our larger goals.

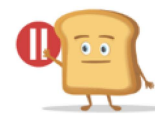


Meta-Moment Worksheet

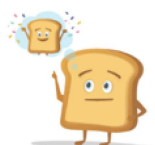
Meta-Moment Worksheet Lower Elementary





Notice how you are feeling.
How does your body feel? What are you thinking?



Stop and calm your body.
What will you do to calm down? Take three deep breaths. See yourself in your favorite place. Relax your body.



Make a plan.
What will you do next as your best self?

 mysps.seattleschools.org/RULER 

Meta-Moment Worksheet Upper Elementary



What happened?



How does your body feel? What are you thinking? What are you feeling?



What will you do to calm down? Might you take 3 deep breaths, imagine yourself in your favorite place, or tighten then let go of your muscles?



What would your best self do? Make a plan.

 mysps.seattleschools.org/RULER 

What is your **BEST SELF!**



- 1) What is your ideal self?
- 2) What is your ideal reputation?
- 3) What is the ideal outcome?

Take 5 minutes to jot down your thoughts.



The BLUEPRINT

- Our reflection sheets were based off of the Blueprint.
- Some have adjusted it to meet their class needs & that is ok!
- The main components are that you create a plan to respond to the same or similar incident that considers your emotions, other emotions, cause behind feelings, plan for effective response, & reflection

Solve problems with
The Blueprint

Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did _____ feel?
Understand	What caused my feelings?	What caused _____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did _____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

Dunlap's Reflection Sheets

Based on the Blueprint

Includes a section for signatures (student, parent, & educator)

Dunlap Grades 2-5 Reflection Sheet
 Name: _____ Room: _____ Date: ___/___/___ Time: ___:___

What happened?

I feel... _____

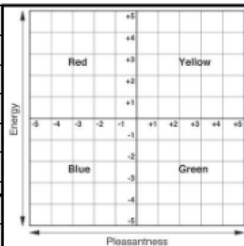
The value I didn't demonstrate:	My actions or words did not demonstrate _____ because I:
<input type="checkbox"/> Respect	_____
<input type="checkbox"/> Responsibility	_____
<input type="checkbox"/> Safety	_____

How did it make others feel? _____

What will I do next time? _____

What can I do to make things right or better NOW:

<input type="checkbox"/> Cool Down / Breathing Techniques	<input type="checkbox"/> My own idea: _____
<input type="checkbox"/> Clean Up	_____
<input type="checkbox"/> Repair Our Relationship / Apologize	_____



Dunlap Grades K-1 Reflection Sheet Date: ___/___/___ Time: ___:___
 Name: _____ Room: _____

The value I didn't demonstrate:
RESPECT RESPONSIBILITY SAFETY

I feel:		How others feel:	
Red	Yellow	Red	Yellow
Blue	Green	Blue	Green

What happened:	What I will do next:
_____	_____
_____	<input type="checkbox"/> Cool Down / Breathing Techniques <input type="checkbox"/> Clean Up <input type="checkbox"/> Repair Our Relationship / Apologize

MONTHLY THEMES



Monthly Themes will come with discussion questions, book suggestions, big ideas, standards alignment, and affirmations for you!



Trauma Informed Mindfulness

- Ms. Kempner's email and thoughts
- <https://centerforadolescentstudies.com/trauma-informed-mindfulness-with-teenagers-9-guidelines/>
- ACES from Behavioral Health rescheduled to possibly January.

Basic Premises of Trauma informed care

- Identifying trauma & how it is caused
- Understand how trauma affects the brain and learning
- View difficult, disrespectful, and defiant behaviors via a trauma-informed lens
- Work on yourself and your relationship-building abilities



Examples

Grounding

Heel Drops

Shaking

Wave

Breathing

Bamboo

Swaying

Checking in

Thank you!

For being here today
and for sharing space
with us!

You are amazing!

Email:

dunlappbis@gmail.com



From: "Wynter, Jesselyn Y" <jyfinkley@seattleschools.org>
To: "Moffitt, Hannah N" <hnmoffitt@seattleschools.org>, "Allphin, Lisa S" <lsallphin@seattleschools.org>, "McMackin, Madison C" <mcmcmackin@seattleschools.org>, "Steers, Tobin" <trsteers@seattleschools.org>
Cc: "Talbot, Sarah M" <smtalbot@seattleschools.org>, "Zillig, Andrew W" <awzillig@seattleschools.org>, "Suiiaunoa, Pamela L" <psuiaunoa@seattleschools.org>, "Hagerty, Patricia L" <plhagerty@seattleschools.org>
Subject: FW: Group C - PBIS School Team Training Thur, Jan 23, 2020
Sent: Tue 1/21/2020 5:32:50 PM
[Attachment](#)

Hello Lowell Team,

Happy New year! You should have received an invite from Pam Suiiaunoa regarding the PBIS meeting to be held on Thursday, January 23rd at Meany.

Please RSVP today with your substitute information.

I look forward to seeing you on Thursday,

Jesselyn

From: PBIS Training Events <pbis@seattleschools.org>
To: "Colasurdo, Jill L" <jlcolasurdo@seattleschools.org>, "Hagerty, PatriciaL" <plhagerty@seattleschools.org>, "Healy, Ryan M" <rmhealy@seattleschools.org>, "Mattfeld, Christine R" <crmattfeld@seattleschools.org>, "Wynter, Jesselyn Y" <jyfinkley@seattleschools.org>, "Gasbar, Jonathan E" <jegasbar@seattleschools.org>, "Paul, Katherine A" <kapaul@seattleschools.org>, "Lackie, Christine L" <clkuntz@seattleschools.org>, "Hendrickson, Justin B" <jbhendrickso@seattleschools.org>, "Steinberg, Allison J" <ajsteinberg@seattleschools.org>, "rtaylor@seattleschools.org" <rtaylor@seattleschools.org>, "Dawson, Elizabeth E" <eedawson@seattleschools.org>, "eehdavis@seattleschools.org" <eehdavis@seattleschools.org>, "Ferrel, Shellie R" <srferrel@seattleschools.org>, "Smith, Lauren E" <lesmith1@seattleschools.org>, "Hill, Stephanie" <sthill@seattleschools.org>, "Cerulia, Roxana B" <rbcerulia@seattleschools.org>, "Jaskot, Stanley C" <scjaskot@seattleschools.org>, "Bohnen, Bryon C" <bcbohnen@seattleschools.org>, "Westerman, Kristina" <krwesterman@seattleschools.org>, "Rosen, Emily J" <ejrosen@seattleschools.org>, "Anderson, Jen" <jjanderson@seattleschools.org>, "Wilson, Lindsey R" <lrwilson@seattleschools.org>, "Brown, Thomas" <tjbrown@seattleschools.org>, "Minowa, Renata M" <rmminowa@seattleschools.org>, "Snyder, Tim" <tjsnyder@seattleschools.org>, "Campbell, Julia L" <jlccampbell1@seattleschools.org>, "Legan, Krista J" <kjlegan@seattleschools.org>, "O'Leary, Nina M" <nmoleary@seattleschools.org>, "Mayo, Shannon" <slmayo@seattleschools.org>, "Newton, Margaret R" <mrnewton@seattleschools.org>, "Richmond, Anne D" <adrichmond@seattleschools.org>, "Ogle, Jared" <jaogle@seattleschools.org>, "Sciarrone, Jason" <jmsciarrone@seattleschools.org>, "Clark, Stephanie" <stclark@seattleschools.org>, "Olson, Lisa D" <lidunker@seattleschools.org>, "Pedersen, Amy M" <ampedersen@seattleschools.org>, "Stowell, Zachary W" <zwstowell@seattleschools.org>, "Shortell, Meghan L" <mlshortell@seattleschools.org>, "Hansen, Hannah K" <hkhansen@seattleschools.org>, "Berkenwald, Michael L" <mlberkenwald@seattleschools.org>, "Beach, Tami R" <trbeach@seattleschools.org>, "Beaury, Christine E" <cebeaury@seattleschools.org>, "Goff, Sara J" <sjgoff@seattleschools.org>, "McLane, Kristine E" <kemclane@seattleschools.org>, "Reid, Alysa R" <ar Reid@seattleschools.org>, "Coutts, Heather H" <hhc Coutts@seattleschools.org>, "Tramba, Claire E" <cetramba@seattleschools.org>, "Young, Jennifer L" <jlyoung@seattleschools.org>, "Case, Jeffrey" <jdcase@seattleschools.org>, "Pfaff, Eric T" <etpfaff@seattleschools.org>, "Wetzel, Emily A" <eawetzel@seattleschools.org>, "Brown, Bryson J" <bjbrown@seattleschools.org>, "Talbot, Sarah M" <smtalbot@seattleschools.org>, "Zillig, Andrew W" <awzillig@seattleschools.org>
Cc: Allison Steinberg <allison_steinberg@senecacenter.org>, "Barrett, Rachel" <rabarrett@seattleschools.org>, "Chandler, Christina I" <cichandler@seattleschools.org>, "DeCano, Polo A" <padecano@seattleschools.org>, "Fischer, Niki R" <nrfischer@seattleschools.org>, "Fitch, Nicole S" <nsfitch@seattleschools.org>, "Kamp, Shawn M" <smkamp@seattleschools.org>, "King, Stephanie" <sjking@seattleschools.org>, "Limon, Debra L" <dlimon@seattleschools.org>, "Morris, Thomas O" <tomorris@seattleschools.org>, "Musazghi, Anday M" <ammusazghi@seattleschools.org>, "Rixen, Nicole" <nirixen@seattleschools.org>, "Romanuk, Erin V" <evromanuk@seattleschools.org>, "Sander, Patricia" <PSANDER@seattleschools.org>, "Upshaw, Jerome" <jeupshaw@seattleschools.org>, "Warren, Dan" <djwarren@seattleschools.org>, "Yoho, Lauren" <layoho@seattleschools.org>, "York, Nikki" <niyork@seattleschools.org>
Subject: Group C - PBIS School Team Training Thur, Jan 23, 2020

Reminder: Please submit your DI form Pamela Suaiaunoa. Your training is just around the corner! Pamela. New PBIS training notification process to reserve training days on calendars. Please accept (even if tentative to put a hold on your calendar.) Thank you!

Hello PBIS School Leaders,

Your 2nd set of PBIS trainings are just around the corner. Attached you will find the District Initiated Substitute Request Form. Please complete the form and send to Pam Suaiaunoa no later than the deadline date noted in step four.

What: Tier I & II PBIS School Team Training Group C

Date: Thursday, January 23, 2020

Hours: 8:30 AM - 3:30 PM

Where: Meany Middle School Room 30

301 21st AVE East Seattle WA 98122

Central Office funding supports up to 3 substitutes per school team. Please follow steps below:

1. Complete the District Initiated Substitute Request form (attached)
2. Include all attending team members; note classified and certificated
3. List name of pre-arranged substitutes you have contacted and arranged coverage for the PBIS Training
4. **IMPORTANT:** Submit completed form to <mailto:psuiaunoa@seattleschools.org> Pam Suaunoa by Thursday, January 16, 2020

Notes:

Do not enter sub requests directly into AESOP or submit DI form directly to the SubOffice, these actions will create funding errors. The correct budget source will be coded at time of submission of DI form to Coordinated School Health.

Clock hours will be available and, as in the past, team members should be prepared to provide for their own beverages and lunch. Should you have further questions please contact your Behavioral Health coach. We are looking forward to seeing you all soon!

Thank you,

Your Behavioral Health Team

From: PBIS Training Events <pbis@seattleschools.org>
To: "Colasurdo, Jill L" <jlcolasurdo@seattleschools.org>, "Hagerty, PatriciaL" <plhagerty@seattleschools.org>, "Healy, Ryan M" <rmhealy@seattleschools.org>, "Mattfeld, Christine R" <crmattfeld@seattleschools.org>, "Wynter, Jesselyn Y" <jyfinkley@seattleschools.org>, "Gasbar, Jonathan E" <jegasbar@seattleschools.org>, "Paul, Katherine A" <kapaul@seattleschools.org>, "Lackie, Christine L" <clkuntz@seattleschools.org>, "Hendrickson, Justin B" <jbhendrickso@seattleschools.org>, "Steinberg, Allison J" <ajsteinberg@seattleschools.org>, "rtaylor@seattleschools.org" <rtaylor@seattleschools.org>, "Dawson, Elizabeth E" <eedawson@seattleschools.org>, "eehdavis@seattleschools.org" <eehdavis@seattleschools.org>, "Ferrel, Shellie R" <srferrel@seattleschools.org>, "Smith, Lauren E" <lesmith1@seattleschools.org>, "Hill, Stephanie" <sthill@seattleschools.org>, "Cerulia, Roxana B" <rbcerulia@seattleschools.org>, "Jaskot, Stanley C" <scjaskot@seattleschools.org>, "Bohnen, Bryon C" <bcbohnen@seattleschools.org>, "Westerman, Kristina" <krwesterman@seattleschools.org>, "Rosen, Emily J" <ejrosen@seattleschools.org>, "Anderson, Jen" <jjanderson@seattleschools.org>, "Wilson, Lindsey R" <lrwilson@seattleschools.org>, "Brown, Thomas" <tjbrown@seattleschools.org>, "Minowa, Renata M" <rmminowa@seattleschools.org>, "Snyder, Tim" <tjsnyder@seattleschools.org>, "Campbell, Julia L" <jlccampbell1@seattleschools.org>, "Legan, Krista J" <kjlegan@seattleschools.org>, "O'Leary, Nina M" <nmoleary@seattleschools.org>, "Mayo, Shannon" <slmayo@seattleschools.org>, "Newton, Margaret R" <mrnewton@seattleschools.org>, "Richmond, Anne D" <adrichmond@seattleschools.org>, "Ogle, Jared" <jaogle@seattleschools.org>, "Sciarrone, Jason" <jmsciarrone@seattleschools.org>, "Clark, Stephanie" <stclark@seattleschools.org>, "Olson, Lisa D" <lidunker@seattleschools.org>, "Pedersen, Amy M" <ampedersen@seattleschools.org>, "Stowell, Zachary W" <zwstowell@seattleschools.org>, "Shortell, Meghan L" <mlshortell@seattleschools.org>, "Hansen, Hannah K" <hkhansen@seattleschools.org>, "Berkenwald, Michael L" <mlberkenwald@seattleschools.org>, "Beach, Tami R" <trbeach@seattleschools.org>, "Beaury, Christine E" <cebeaury@seattleschools.org>, "Goff, Sara J" <sjgoff@seattleschools.org>, "McLane, Kristine E" <kemclane@seattleschools.org>, "Reid, Alysa R" <arreid@seattleschools.org>, "Coutts, Heather H" <hhcouthts@seattleschools.org>, "Tramba, Claire E" <cetramba@seattleschools.org>, "Young, Jennifer L" <jlyoung@seattleschools.org>, "Case, Jeffrey" <jdcase@seattleschools.org>, "Pfaff, Eric T" <etpfaff@seattleschools.org>, "Wetzel, Emily A" <eawetzel@seattleschools.org>, "Brown, Bryson J" <bjbrown@seattleschools.org>, "Talbot, Sarah M" <smtalbot@seattleschools.org>, "Zillig, Andrew W" <awzillig@seattleschools.org>
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Subject: Group C - PBIS School Team Training Thur, Jan 23, 2020

Reminder: Please submit your DI form Pamela Suaiaunoa. Your training is just around the corner! Pamela. New PBIS training notification process to reserve training days on calendars. Please accept (even if tentative to put a hold on your calendar.) Thank you!

Hello PBIS School Leaders,

Your 2nd set of PBIS trainings are just around the corner. Attached you will find the District Initiated Substitute Request Form. Please complete the form and send to Pam Suaiaunoa no later than the deadline date noted in step four.

What: Tier I & II PBIS School Team Training Group C

Date: Thursday, January 23, 2020

Hours: 8:30 AM - 3:30 PM

Where: Meany Middle School Room 30

301 21st AVE East Seattle WA 98122

Central Office funding supports up to 3 substitutes per school team. Please follow steps below:

1. Complete the District Initiated Substitute Request form (attached)
2. Include all attending team members; note classified and certificated
3. List name of pre-arranged substitutes you have contacted and arranged coverage for the PBIS Training
4. **IMPORTANT:** Submit completed form to <mailto:psuiaunoa@seattleschools.org> Pam Suaunoa by Thursday, January 16, 2020

Notes:

Do not enter sub requests directly into AESOP or submit DI form directly to the SubOffice, these actions will create funding errors. The correct budget source will be coded at time of submission of DI form to Coordinated School Health.

Clock hours will be available and, as in the past, team members should be prepared to provide for their own beverages and lunch. Should you have further questions please contact your Behavioral Health coach. We are looking forward to seeing you all soon!

Thank you,

Your Behavioral Health Team



From: PBIS Training Events <pbis@seattleschools.org>
To: "Colasurdo, Jill L" <jlcolasurdo@seattleschools.org>, "Hagerty, PatriciaL" <plhagerty@seattleschools.org>, "Healy, Ryan M" <rmhealy@seattleschools.org>, "Mattfeld, Christine R" <crmattfeld@seattleschools.org>, "Wynter, Jesselyn Y" <jyfinkley@seattleschools.org>, "Gasbar, Jonathan E" <jegasbar@seattleschools.org>, "Paul, Katherine A" <kapaul@seattleschools.org>, "Lackie, Christine L" <clkuntz@seattleschools.org>, "Hendrickson, Justin B" <jbhendrickso@seattleschools.org>, "Steinberg, Allison J" <ajsteinberg@seattleschools.org>, "rtaylor@seattleschools.org" <rtaylor@seattleschools.org>, "Dawson, Elizabeth E" <eedawson@seattleschools.org>, "eehdavis@seattleschools.org" <eehdavis@seattleschools.org>, "Ferrel, Shellie R" <srferrel@seattleschools.org>, "Smith, Lauren E" <lesmith1@seattleschools.org>, "Hill, Stephanie" <sthill@seattleschools.org>, "Cerulia, Roxana B" <rbcerulia@seattleschools.org>, "Jaskot, Stanley C" <scjaskot@seattleschools.org>, "Bohnen, Bryon C" <bcbohnen@seattleschools.org>, "Westerman, Kristina" <krwesterman@seattleschools.org>, "Rosen, Emily J" <ejrosen@seattleschools.org>, "Anderson, Jen" <jjanderson@seattleschools.org>, "Wilson, Lindsey R" <lrwilson@seattleschools.org>, "Brown, Thomas" <tjbrown@seattleschools.org>, "Minowa, Renata M" <rmminowa@seattleschools.org>, "Snyder, Tim" <tjsnyder@seattleschools.org>, "Campbell, Julia L" <jlccampbell1@seattleschools.org>, "Legan, Krista J" <kjlegan@seattleschools.org>, "O'Leary, Nina M" <nmoleary@seattleschools.org>, "Mayo, Shannon" <slmayo@seattleschools.org>, "Newton, Margaret R" <mrnewton@seattleschools.org>, "Richmond, Anne D" <adrichmond@seattleschools.org>, "Ogle, Jared" <jaogle@seattleschools.org>, "Sciarrone, Jason" <jmsciarrone@seattleschools.org>, "Clark, Stephanie" <stclark@seattleschools.org>, "Olson, Lisa D" <lidunker@seattleschools.org>, "Pedersen, Amy M" <ampedersen@seattleschools.org>, "Stowell, Zachary W" <zwstowell@seattleschools.org>, "Shortell, Meghan L" <mlshortell@seattleschools.org>, "Hansen, Hannah K" <hkhansen@seattleschools.org>, "Berkenwald, Michael L" <mlberkenwald@seattleschools.org>, "Beach, Tami R" <trbeach@seattleschools.org>, "Beaury, Christine E" <cebeaury@seattleschools.org>, "Goff, Sara J" <sjgoff@seattleschools.org>, "McLane, Kristine E" <kemclane@seattleschools.org>, "Reid, Alysa R" <arreid@seattleschools.org>, "Coutts, Heather H" <hhcouthts@seattleschools.org>, "Tramba, Claire E" <cetramba@seattleschools.org>, "Young, Jennifer L" <jlyoung@seattleschools.org>, "Case, Jeffrey" <jdcase@seattleschools.org>, "Pfaff, Eric T" <etpfaff@seattleschools.org>, "Wetzel, Emily A" <eawetzel@seattleschools.org>, "Brown, Bryson J" <bjbrown@seattleschools.org>, "Talbot, Sarah M" <smtalbot@seattleschools.org>, "Zillig, Andrew W" <awzillig@seattleschools.org>
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Subject: Group C - PBIS School Team Training Thur, Jan 23, 2020

Reminder: Please submit your DI form Pamela Suaiaunoa. Your training is just around the corner! Pamela. New PBIS training notification process to reserve training days on calendars. 1/2 please accept (even if tentative to put a hold on your calendar.) Thank you!

Hello PBIS School Leaders,

Your 2nd set of PBIS trainings are just around the corner. Attached you will find the District Initiated Substitute Request Form. Please complete the form and send to Pam Suaiaunoa no later than the deadline date noted in step four.

What: Tier I & II PBIS School Team Training 1/2 Group C

Date: Thursday, January 23, 2020

Hours: 8:30 AM 1/2 3:30 PM

Where: Meany Middle School 1/2 Room 30

301 1/2 21st AVE East Seattle WA 98122

Central Office funding supports up to 3 substitutes per school team. Please follow steps below:

1. Complete the District Initiated Substitute Request form (attached)
2. Include all attending team members; note classified and certificated
3. List name of pre-arranged substitutes you have contacted and arranged coverage for the PBIS Training
4. **IMPORTANT:** Submit completed form to <mailto:psuiaunoa@seattleschools.org> Pam Suaunoa by Thursday, January 16, 2020

Notes:

Do not enter sub requests directly into AESOP or submit DI form directly to the SubOffice, these actions will create funding errors. The correct budget source will be coded at time of submission of DI form to Coordinated School Health.

Clock hours will be available and, as in the past, team members should be prepared to provide for their own beverages and lunch. Should you have further questions please contact your Behavioral Health coach. We are looking forward to seeing you all soon!

Thank you,

Your Behavioral Health Team

From: PBIS Training Events <pbis@seattleschools.org>
To: "Colasurdo, Jill L" <jlcolasurdo@seattleschools.org>, "Hagerty, PatriciaL" <plhagerty@seattleschools.org>, "Healy, Ryan M" <rmhealy@seattleschools.org>, "Mattfeld, Christine R" <crmattfeld@seattleschools.org>, "Wynter, Jesselyn Y" <jyfinkley@seattleschools.org>, "Gasbar, Jonathan E" <jegasbar@seattleschools.org>, "Paul, Katherine A" <kapaul@seattleschools.org>, "Lackie, Christine L" <clkuntz@seattleschools.org>, "Hendrickson, Justin B" <jbhendrickso@seattleschools.org>, "Steinberg, Allison J" <ajsteinberg@seattleschools.org>, "rtaylor@seattleschools.org" <rtaylor@seattleschools.org>, "Dawson, Elizabeth E" <eedawson@seattleschools.org>, "eehdavis@seattleschools.org" <eehdavis@seattleschools.org>, "Ferrel, Shellie R" <srferrel@seattleschools.org>, "Smith, Lauren E" <lesmith1@seattleschools.org>, "Hill, Stephanie" <sthill@seattleschools.org>, "Cerulia, Roxana B" <rbcerulia@seattleschools.org>, "Jaskot, Stanley C" <scjaskot@seattleschools.org>, "Bohnen, Bryon C" <bcbohnen@seattleschools.org>, "Westerman, Kristina" <krwesterman@seattleschools.org>, "Rosen, Emily J" <ejrosen@seattleschools.org>, "Anderson, Jen" <jjanderson@seattleschools.org>, "Wilson, Lindsey R" <lrwilson@seattleschools.org>, "Brown, Thomas" <tjbrown@seattleschools.org>, "Minowa, Renata M" <rmminowa@seattleschools.org>, "Snyder, Tim" <tjsnyder@seattleschools.org>, "Campbell, Julia L" <jlccampbell1@seattleschools.org>, "Legan, Krista J" <kjlegan@seattleschools.org>, "O'Leary, Nina M" <nmoleary@seattleschools.org>, "Mayo, Shannon" <slmayo@seattleschools.org>, "Newton, Margaret R" <mrnewton@seattleschools.org>, "Richmond, Anne D" <adrichmond@seattleschools.org>, "Ogle, Jared" <jaogle@seattleschools.org>, "Sciarrone, Jason" <jmsciarrone@seattleschools.org>, "Clark, Stephanie" <stclark@seattleschools.org>, "Olson, Lisa D" <lidunker@seattleschools.org>, "Pedersen, Amy M" <ampedersen@seattleschools.org>, "Stowell, Zachary W" <zwstowell@seattleschools.org>, "Shortell, Meghan L" <mlshortell@seattleschools.org>, "Hansen, Hannah K" <hkhansen@seattleschools.org>, "Berkenwald, Michael L" <mlberkenwald@seattleschools.org>, "Beach, Tami R" <trbeach@seattleschools.org>, "Beaury, Christine E" <cebeaury@seattleschools.org>, "Goff, Sara J" <sjgoff@seattleschools.org>, "McLane, Kristine E" <kemclane@seattleschools.org>, "Reid, Alysa R" <arreid@seattleschools.org>, "Coutts, Heather H" <hhc Coutts@seattleschools.org>, "Tramba, Claire E" <cetramba@seattleschools.org>, "Young, Jennifer L" <jlyoung@seattleschools.org>, "Case, Jeffrey" <jdcase@seattleschools.org>, "Pfaff, Eric T" <etpfaff@seattleschools.org>, "Wetzel, Emily A" <eawetzel@seattleschools.org>, "Brown, Bryson J" <bjbrown@seattleschools.org>, "Talbot, Sarah M" <smtalbot@seattleschools.org>, "Zillig, Andrew W" <awzillig@seattleschools.org>
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Subject: Group C - PBIS School Team Training Thur, Jan 23, 2020

Reminder: Please submit your DI form Pamela Suaiaunoa. Your training is just around the corner! Pamela. New PBIS training notification process to reserve training days on calendars. Please accept (even if tentative to put a hold on your calendar.) Thank you!

Hello PBIS School Leaders,

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What: Tier I & II PBIS School Team Training Group C

Date: Thursday, January 23, 2020

Hours: 8:30 AM - 3:30 PM

Where: Meany Middle School Room 30

301 21st AVE East Seattle WA 98122

Central Office funding supports up to 3 substitutes per school team. Please follow steps below:

1. Complete the District Initiated Substitute Request form (attached)
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3. List name of pre-arranged substitutes you have contacted and arranged coverage for the PBIS Training
4. **IMPORTANT:** Submit completed form to <mailto:psuiaunoa@seattleschools.org> Pam Suaunoa by Thursday, January 16, 2020

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Thank you,

Your Behavioral Health Team

DISTRICT/AGENCY INITIATED SUBSTITUTE REQUEST

INSTRUCTIONS: Call Sub Office before planning a workshop or meeting to reserve date. Complete additional form(s) if the days to be served are not consecutive. Human Resources requires ten (10) working days notice for processing. **FUNDING SOURCE information IS REQUIRED.** If an outside agency is paying the sub cost, documentation must be attached. If not provided, the DI sub will be charged to the site workshop sub account. Print completed forms and mail to Human Resources, mailstop 33-192 or fax to 206-743-3022.

(Use a separate form for each type of substitute/reason requested for the same dates.)						
DATE:		CONTACT NAME/PHONE No:				
FUNDING SOURCE (Check one): <input type="checkbox"/> SCHOOL BUDGET <input type="checkbox"/> OTHER (Explain):						
TYPE OF SUBSTITUTE AND REASON (Check one):		FUNDING SOURCE (General Fund):			FUNDING SOURCE (ASB):	
Certificated:		FUND	COST CENTER	COM ITEM	FUND	COST CENTER
<input type="checkbox"/> Workshop/Other DI (Class name & sponsor):		---	---	2 0 4 3	7 0	---
<input type="checkbox"/> Class overload		---	---	2 0 4 3	7 0	---
<input type="checkbox"/> Vacant position already in budget		---	---	2 0 4 1	7 0	---
Classified:		FUND	COST CENTER	COM ITEM	FUND	COST CENTER
<input type="checkbox"/> Workshop/Other DI (Class name & sponsor):		---	---	3 0 4 3	7 0	---
<input type="checkbox"/> Class overload		---	---	3 0 4 3	7 0	---
<input type="checkbox"/> Vacant position already in budget		---	---	3 0 4 1	7 0	---

EMPLOYEE INFORMATION

Date(s)	Certificated (Check one)			Classified Hours		Employee Name	School/Program	Grade/Subj	Substitute Name	Requested	Agreed
	AM	PM	All day	From	To						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

Approval: Principal/Manager _____

From: PBIS Training Events <pbis@seattleschools.org>
To: "Colasurdo, Jill L" <jlcolasurdo@seattleschools.org>, "Hagerty, PatriciaL" <plhagerty@seattleschools.org>, "Healy, Ryan M" <rmhealy@seattleschools.org>, "Mattfeld, Christine R" <crmattfeld@seattleschools.org>, "Wynter, Jesselyn Y" <jyfinkley@seattleschools.org>, "Gasbar, Jonathan E" <jegasbar@seattleschools.org>, "Paul, Katherine A" <kapaul@seattleschools.org>, "Lackie, Christine L" <clkuntz@seattleschools.org>, "Hendrickson, Justin B" <jbhendrickso@seattleschools.org>, "Steinberg, Allison J" <ajsteinberg@seattleschools.org>, "rtaylor@seattleschools.org" <rtaylor@seattleschools.org>, "Dawson, Elizabeth E" <eedawson@seattleschools.org>, "eehdavis@seattleschools.org" <eehdavis@seattleschools.org>, "Ferrel, Shellie R" <srferrel@seattleschools.org>, "Smith, Lauren E" <lesmith1@seattleschools.org>, "Hill, Stephanie" <sthill@seattleschools.org>, "Cerulia, Roxana B" <rbcerulia@seattleschools.org>, "Jaskot, Stanley C" <scjaskot@seattleschools.org>, "Bohnen, Bryon C" <bcbohnen@seattleschools.org>, "Westerman, Kristina" <krwesterman@seattleschools.org>, "Rosen, Emily J" <ejrosen@seattleschools.org>, "Anderson, Jen" <jjanderson@seattleschools.org>, "Wilson, Lindsey R" <lrwilson@seattleschools.org>, "Brown, Thomas" <tjbrown@seattleschools.org>, "Minowa, Renata M" <rmminowa@seattleschools.org>, "Snyder, Tim" <tjsnyder@seattleschools.org>, "Campbell, Julia L" <jlccampbell1@seattleschools.org>, "Legan, Krista J" <kjlegan@seattleschools.org>, "O'Leary, Nina M" <nmoleary@seattleschools.org>, "Mayo, Shannon" <slmayo@seattleschools.org>, "Newton, Margaret R" <mrnewton@seattleschools.org>, "Richmond, Anne D" <adrichmond@seattleschools.org>, "Ogle, Jared" <jaogle@seattleschools.org>, "Sciarrone, Jason" <jmsciarrone@seattleschools.org>, "Clark, Stephanie" <stclark@seattleschools.org>, "Olson, Lisa D" <lidunker@seattleschools.org>, "Pedersen, Amy M" <ampedersen@seattleschools.org>, "Stowell, Zachary W" <zwstowell@seattleschools.org>, "Shortell, Meghan L" <mlshortell@seattleschools.org>, "Hansen, Hannah K" <hkhansen@seattleschools.org>, "Berkenwald, Michael L" <mlberkenwald@seattleschools.org>, "Beach, Tami R" <trbeach@seattleschools.org>, "Beaury, Christine E" <cebeaury@seattleschools.org>, "Goff, Sara J" <sjgoff@seattleschools.org>, "McLane, Kristine E" <kemclane@seattleschools.org>, "Reid, Alysa R" <ar Reid@seattleschools.org>, "Coutts, Heather H" <hhcoutts@seattleschools.org>, "Tramba, Claire E" <cetramba@seattleschools.org>, "Young, Jennifer L" <jlyoung@seattleschools.org>, "Case, Jeffrey" <jdcase@seattleschools.org>, "Pfaff, Eric T" <etpfaff@seattleschools.org>, "Wetzel, Emily A" <eawetzel@seattleschools.org>, "Brown, Bryson J" <bjbrown@seattleschools.org>, "Talbot, Sarah M" <smtalbot@seattleschools.org>, "Zillig, Andrew W" <awzillig@seattleschools.org>
Cc: Allison Steinberg <allison_steinberg@senecacenter.org>, "Barrett, Rachel" <rabarrett@seattleschools.org>, "Chandler, Christina I" <cichandler@seattleschools.org>, "DeCano, Polo A" <padecano@seattleschools.org>, "Fischer, Niki R" <nrfischer@seattleschools.org>, "Fitch, Nicole S" <nsfitch@seattleschools.org>, "Kamp, Shawn M" <smkamp@seattleschools.org>, "King, Stephanie" <sjking@seattleschools.org>, "Limon, Debra L" <dlimon@seattleschools.org>, "Morris, Thomas O" <tomorris@seattleschools.org>, "Musazghi, Anday M" <ammusazghi@seattleschools.org>, "Rixen, Nicole" <nirixen@seattleschools.org>, "Romanuk, Erin V" <evromanuk@seattleschools.org>, "Sander, Patricia" <PSANDER@seattleschools.org>, "Upshaw, Jerome" <jeupshaw@seattleschools.org>, "Warren, Dan" <djwarren@seattleschools.org>, "Yoho, Lauren" <layoho@seattleschools.org>, "York, Nikki" <niyork@seattleschools.org>
Subject: Group C - PBIS School Team Training Thur, Jan 23, 2020

Reminder: Please submit your DI form Pamela Suaiaunoa. Your training is just around the corner! Pamela. New PBIS training notification process to reserve training days on calendars. Please accept (even if tentative to put a hold on your calendar.) Thank you!

Hello PBIS School Leaders,

Your 2nd set of PBIS trainings are just around the corner. Attached you will find the District Initiated Substitute Request Form. Please complete the form and send to Pam Suaiaunoa no later than the deadline date noted in step four.

What: Tier I & II PBIS School Team Training Group C

Date: Thursday, January 23, 2020

Hours: 8:30 AM - 3:30 PM

Where: Meany Middle School Room 30

301 21st AVE East Seattle WA 98122

Central Office funding supports up to 3 substitutes per school team. Please follow steps below:

1. Complete the District Initiated Substitute Request form (attached)
2. Include all attending team members; note classified and certificated
3. List name of pre-arranged substitutes you have contacted and arranged coverage for the PBIS Training
4. **IMPORTANT:** Submit completed form to <mailto:psuiaunoa@seattleschools.org> Pam Suaunoa by Thursday, January 16, 2020

Notes:

Do not enter sub requests directly into AESOP or submit DI form directly to the SubOffice, these actions will create funding errors. The correct budget source will be coded at time of submission of DI form to Coordinated School Health.

Clock hours will be available and, as in the past, team members should be prepared to provide for their own beverages and lunch. Should you have further questions please contact your Behavioral Health coach. We are looking forward to seeing you all soon!

Thank you,

Your Behavioral Health Team

From: "Hagerty, Patricia L" <plhagerty@seattleschools.org>
To: "Eastman, Victoria" <vaeastman@seattleschools.org>
Subject: FW: Emerson PBIS follow up
Sent: Thur 3/5/2020 9:15:56 PM
Classroom EBP.pptx

Hi Victoria,

I am planning on being at Emerson at 2:45 today and joining your Tier II team meeting. Is that still happening? If so, which room. I went back through my notes I took from our earlier meeting and believe these are the slides you were interested in to show staff that Tier II builds from Tier I strategies. I also had notes about revisiting reset and buddy room procedures. Let me know if you need any support with that. My phone number is (206) 877-3578 if it's easier to text than email. I know you're on the move a lot!

Thanks much,
Tricia

Tricia Hagerty
PBIS Trainer/Behavioral Health Coach
Seattle Public Schools Days: Tuesday/Wednesday/Thursdays
SPS Phone (206) 620-4012
Home Cell (206) 877-3578

"Coaching is the universal language of change and learning." CNN

From: Rasmussen, Erin C <ecrasmussen@seattleschools.org>
Sent: Monday, February 10, 2020 10:24 AM
To: Mattfeld, Christine R <crmattfeld@seattleschools.org>; Sfarijlani, Ivani T <itsfarijlani@seattleschools.org>; Eastman, Victoria <vaeastman@seattleschools.org>; Lawrence, Katelyn A <kalawrence@seattleschools.org>; Allen, Kelly M <kmallen@seattleschools.org>; Fretz, John C <jcfretz@seattleschools.org>; Curry, Robin L <rlcurry1@seattleschools.org>; Rosenblatt, Elissa R <errosenblatt@seattleschools.org>; Diaz, Ruth M <rmdiaz@seattleschools.org>; Ciraulo, Michael J <mjciraulo@seattleschools.org>
Cc: Hagerty, Patricia L <plhagerty@seattleschools.org>; Tricia Hagerty <Tricia.hagerty1@gmail.com>; Lori Lynass <lynassl@gmail.com>
Subject: RE: Emerson PBIS follow up

Christine,

Thank you for following up. The major vs. Minor document I am looking at again. I got great feedback about it from our last WA-BLOC training. Can I send out an updated version with my thoughts? If we are ok with the initial draft I think it could be helpful to go through during our standing staff meeting. Thoughts?

From: Mattfeld, Christine R <crmattfeld@seattleschools.org>
Sent: Monday, February 10, 2020 9:51 AM
To: Sfarijlani, Ivani T <itsfarijlani@seattleschools.org>; Eastman, Victoria <vaeastman@seattleschools.org>; Lawrence, Katelyn A <kalawrence@seattleschools.org>; Allen, Kelly M <kmallen@seattleschools.org>; Fretz, John C <jcfretz@seattleschools.org>; Curry, Robin L <rlcurry1@seattleschools.org>; Rosenblatt, Elissa R <errosenblatt@seattleschools.org>; Diaz, Ruth M <rmdiaz@seattleschools.org>; Ciraulo, Michael J <mjciraulo@seattleschools.org>
Cc: Rasmussen, Erin C <ecrasmussen@seattleschools.org>; Hagerty, Patricia L <plhagerty@seattleschools.org>; Tricia Hagerty <Tricia.hagerty1@gmail.com>; Lori Lynass <lynassl@gmail.com>
Subject: Emerson PBIS follow up

Hi everyone,

There are three items I needed to follow up on since our last meeting:

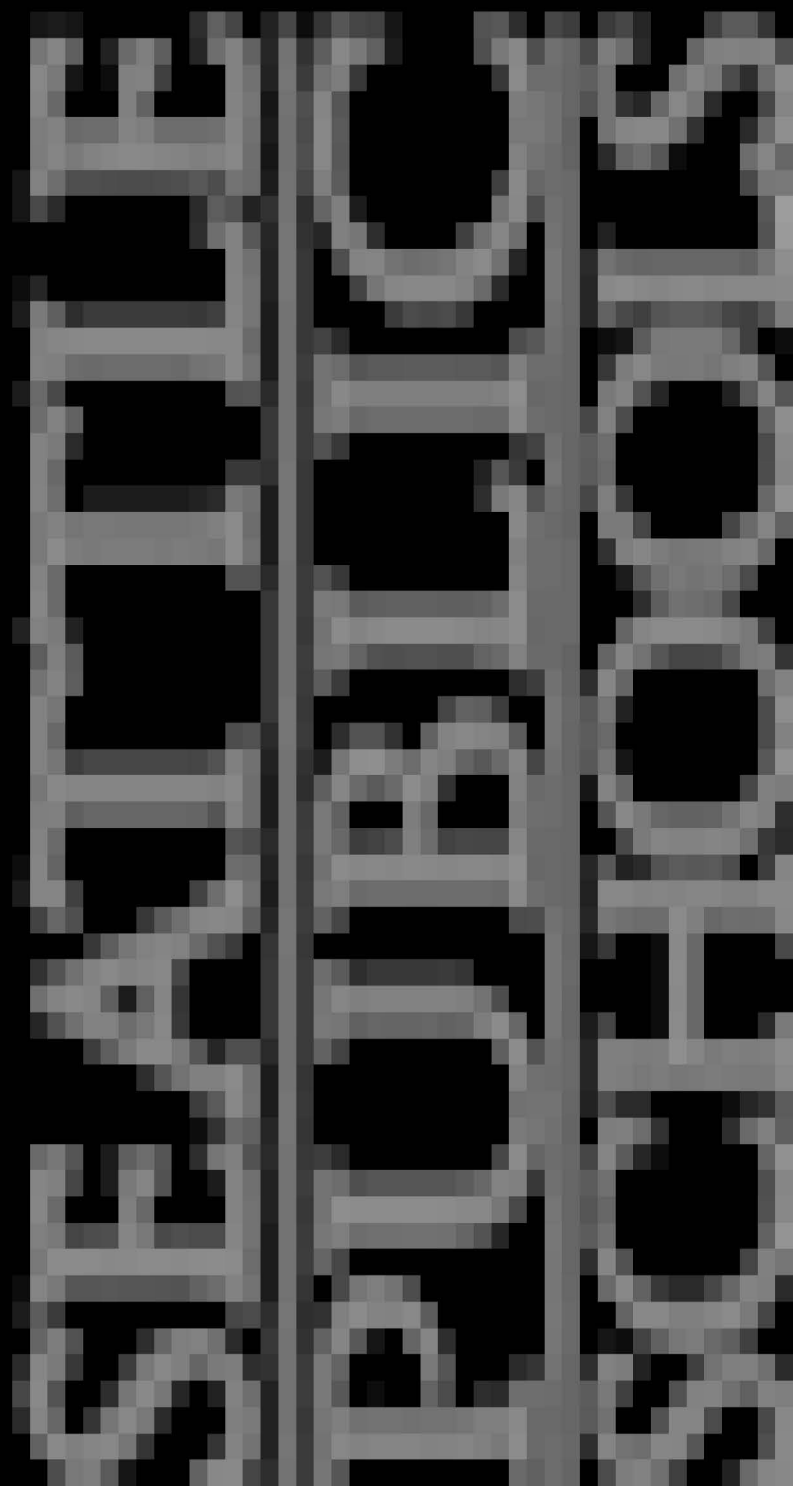
1. Let me know if a date has been finalized for the staff PD on minor/major behavioral supports; I believe Victoria and Ivani were working on customizing and finalizing the PowerPoint draft from Concord;

2. Day 3 PBIS training at Meany is on Thursday, 3/5; Ms. Pam Suiauna from our office will be sending an invitation either end of this week, or beginning of the week when we return from Mid-Winter Break. Mr. Mike is invited to this training as he will be supporting the Tier 2 framework, so I have included him in this email.
3. I will have extra hour reporting forms for PBIS meetings prepared for you when I attend your next meeting on 3/3; both sign-in sheets and forms from November-February will be provided. Thank you very much,

Christine



Christine Mattfeld (she,her)
Behavioral Health Consultant
Coordinated School Health
Seattle Public Schools
T: 206-252-0981
C: 206-276-9922
crmattfeld@seattleschools.org
[Behavioral Health Website](#)





Evidence-based Classroom Practices

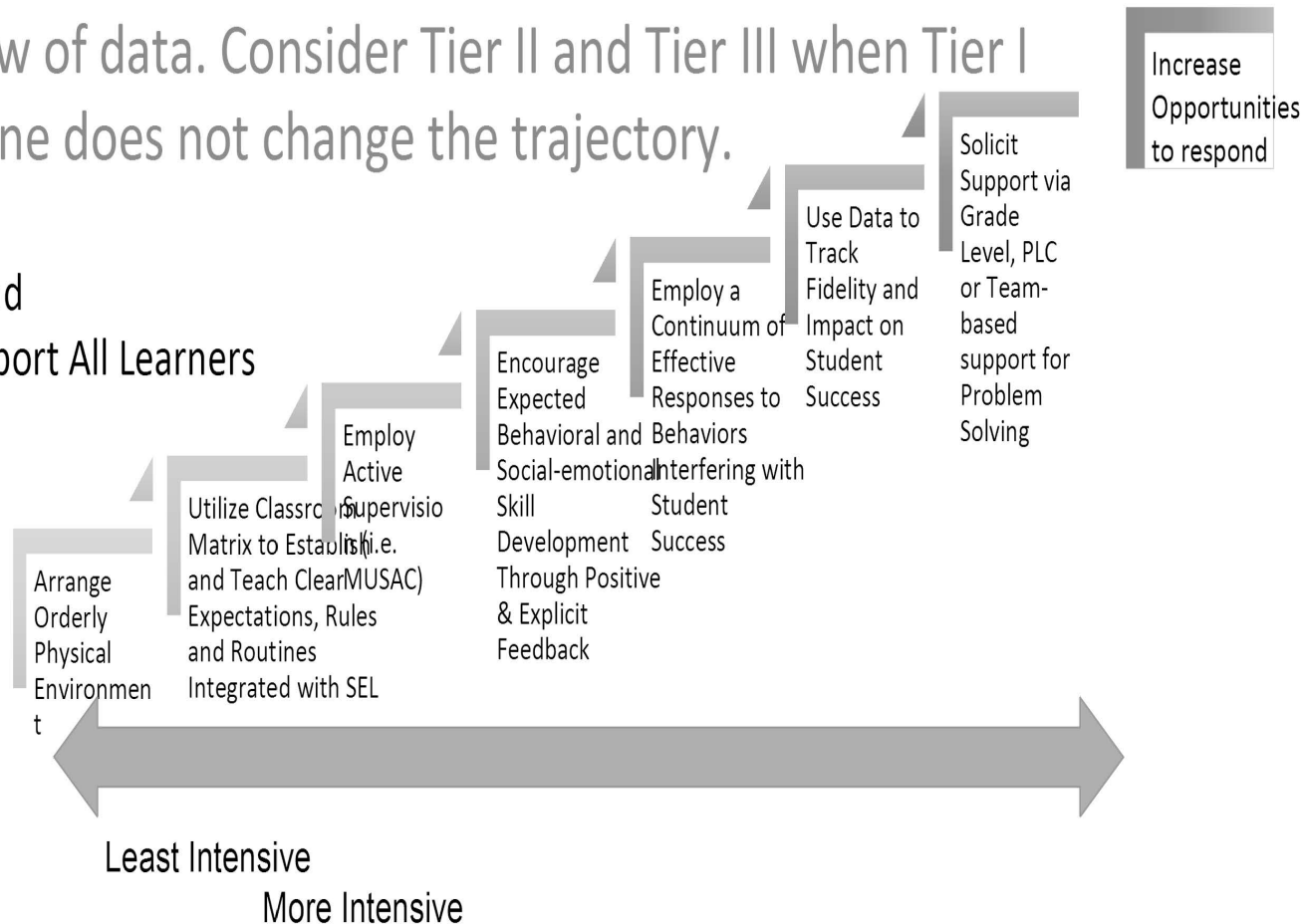
• 6 Classroom Practices

1. Physical environment
2. Classroom Teaching Matrix (Expectations, Rules, Routines)
3. Active Supervision
4. Encouraging Appropriate Behavior
 - Direct instruction of expectations, rules, routines
 - Preventative Prompts
 - Specific Praise for Behavior
 - Individual Reinforcers
 - Class-Wide Group Contingency
5. Continuum of Response Strategies for Inappropriate Behaviors
 - Praise other students/groups
 - Specific Error Correction
6. Opportunities to Respond and Academic Engagement

Ensure Tier I Universal Evidence-based Classroom Practices and Instructional MTSS/PBIS System is Consistent and Well Established

Tier I begins with prevention and installation of EBP across school and all learning environments. Moves from *Least Intensive Intervention* towards more Intensive Interventions. Increase/adjust supports based on frequent review of data. Consider Tier II and Tier III when Tier I continuum alone does not change the trajectory.

Tier I Universal System and EB Adult Practices to Support All Learners Everyone! Everywhere!



MTSS/PBIS Support, Adult Evidence-based Practices and Structured Interventions Guidelines

Practice, Support & Intervention	Description	Entry Criteria (Data)	Data to Monitor Progress: School wide data? Other?	Exit Criteria
<p>Arrange Orderly Physical Learning Space/ Environment</p>	<p>Clear environment design to maximize and support learning is in place.</p> <ul style="list-style-type: none"> - Traffic patterns clearly defined and allow safe movement without disruption to others - Students have easy access to enter/exit classroom - Materials are clearly labeled, easily accessible, and organized for ease of use - Only current or relevant materials from the behavior/academic curriculum are displayed 	<p>Supports all students, is trauma-informed contributing to a safe, stable nurturing learning environment. Tier I PBIS – Positive, Predictable, Safe, Consistent and Culturally Relevant</p>	<p>Bi-Weekly Learning Walks & Whole Staff Non-Evaluative Feedback</p> <p>Solicit parent and student input</p>	<p>Whole School, Whole Staff Tier I Universal Practice School and Class-wide Spaces.</p>
<p>Classroom Teaching Matrix</p>	<p>3-5 Culturally relevant school and classroom expectations, rules and routines are explicitly taught, aligned, co-created and relevant for both staff and students.</p> <p>Culturally relevant universal rules/expectations are developmentally appropriate student</p>	<p>School and classroom matrices are well established with examples in school handbook, website and accessible via shared folders</p>	<p>Bi-Weekly Learning Walks & Whole Staff Non-Evaluative Feedback</p> <p>Solicit parent and student input</p>	

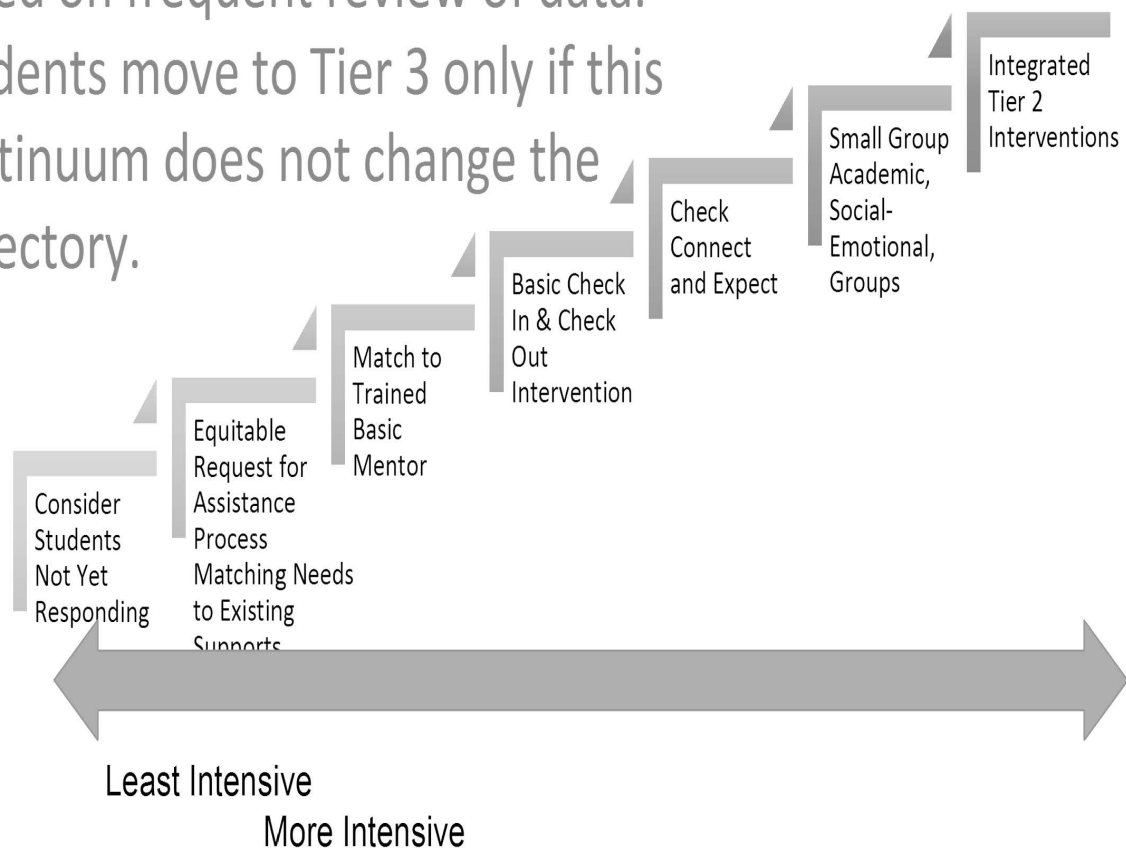
Ensuring Universal and Developing a Broader Continuum of Tier 2 Classroom-based Supports & Interventions

Moves from *Least Intensive*

Intervention towards more Intensive

Interventions. Increase/adjust supports based on frequent review of data.

Students move to Tier 3 only if this continuum does not change the trajectory.



MTSS/PBIS Support, Adult Evidence-based Practices and Structured Interventions Guidelines

Practice, Support & Intervention	Description	Entry Criteria (Data)	Data to Monitor Progress: School wide data? Other?	Exit Criteria
Home Note				
Class Pass				
Check, Connect, and Expect Practices include: Behavior Specific Praise, focus on skill development from classroom teacher and external coach, prompting, re-teaching, redirecting,	This six to eight week instructional coaching model involves a student checking in with a mentor at the beginning and end of the day to identify a performance goal for the day, provide brief coaching on expected behaviors and deliver positive and explicit feedback on skill development and overall success.	Students who are repeatedly missing valuable instructional time (i.e. Missed Instruction Log (MIL) data), or receive 2-5 office referrals or one or more suspension	School-wide Daily Progress Reports	Students who have met there goal consistently for 3 weeks will move to the self-monitoring phase.
Behavior Contract Culturally	A written agreement between two parties used to specify the contingent relationship between	Missed Instruction Log Data or 2 or	Work completion, or other SEL Skills	Completion of behavior contract

Implementation Team Guided Planning Session

1. Inventory all supports, services and interventions available at your building (include formal and informal)?
2. How well known are the supports and interventions? (i.e. MTSS/PBIS Handbook, information on school website, resource map, services guide, etc.)
3. What actions can be taken to ensure timely and equitable access?

Team time! How well known and documented are your interventions?
Review and update Tier II of the Tiered Fidelity Inventory. Use the TFI
Action Plan to identify actions your team will complete in the
next 3 months.

Tier I & II TFI

Implementation is a science.
Research shows that it takes
years to see the effects of
putting a new evidence-based
system in place.



Based on: Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FIMH Publication #231).

From: "Healy, Ryan M" <rmhealy@seattleschools.org>
To: "Warren, Dan" <djwarren@seattleschools.org>, "Upshaw, Jerome" <jeupshaw@seattleschools.org>, "Hagerty, Patricia L" <plhagerty@seattleschools.org>, "Mattfeld, Christine R" <crmattfeld@seattleschools.org>, "Kunkel, Kai B" <kbkunkel@seattleschools.org>
Cc: "Romanuk, Erin V" <evromanuk@seattleschools.org>, "DeCano, Polo A" <padecano@seattleschools.org>, "Colasurdo, Jill L" <jlcolasurdo@seattleschools.org>
Subject: Classroom Practices Modules

Healy, Ryan M has shared a OneDrive for Business file with you. To view it, click the link below.
[https://seattleschools-my.sharepoint.com/personal/evromanuk_seattleschools_org/Documents/Behavioral Health Resources/2020-21 Professional Developments/Classroom Practices Modules/SPS_PBIS_Classroom Practices Tool for Remote Learning 9.16.20.docx?web=1SPS_PBIS_Classroom Practices Tool for Remote Learning 9.16.20.docx](https://seattleschools-my.sharepoint.com/personal/evromanuk_seattleschools_org/Documents/Behavioral%20Health%20Resources/2020-21%20Professional%20Developments/Classroom%20Practices%20Modules/SPS_PBIS_Classroom%20Practices%20Tool%20for%20Remote%20Learning%209.16.20.docx?web=1SPS_PBIS_Classroom%20Practices%20Tool%20for%20Remote%20Learning%209.16.20.docx)

Hello everyone! Here is our Agenda for Wednesday ĩ½ let me know if there is anything you would like to add. ĩ½

- ĩ½ Setting the Vision, Context and Purpose for Moving Forward with Classroom Modules
- ? Uplift Seattle TFI (especially 1.6, 1.9 ĩ½ & some of 1.8)
- ? Commitment to Antiracist approach and policy, culturally responsive practices, strategies for interrupting implicit bias and anti-racist SEL.
- ? Dual capacity for delivery (streaming online and/or in-person)
- ? What ĩ½s already finished, what ĩ½s our time line, and who else can we work with in this process?
- ĩ½ Creating Teams for workstreams _ What are steps for how to move forward with this?
- ? Classroom Self-assessment Tool ĩ½ - In the attachment is the self-assessment audit tool, and I know Tricia is working on collaborating with community partners to refine this to meet the needs of our students.
- ? Dividing up Modules into teams ĩ½ I suggested some potential teams below.
- ? All PDs are to have an antiracist lens, culturally responsive and incorporate strategies for interrupting implicit bias.
- ĩ½ Next Meeting and Next Steps
- ? Meet as a whole team two weeks out?
- ? Separate into module teams

Here are some important additional things to know regarding this:

ĩ½ Here is where we can house all of our [https://seattleschools-my.sharepoint.com/personal/evromanuk_seattleschools_org/_layouts/15/onedrive.aspx?originalPath=aHR0cHM6Ly9zZWFOdGxlc2Nob29scy1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9ldnJvbWVudWtfc2VhdHRsZXNjaG9vbHNfb3JnL0VtcjhOTjZORFROS29aUm9YWmQwUWFRQktOdFpoYmZIZVhYeC1WQnFpNzE3Wmc_cnRpbWU9ZI9SQS1hcFYyRWc&id=/personal/evromanuk_seattleschools_org/Documents/Behavioral Health Resources/2020-21 Professional Developments/Classroom Practices Modules/Classroom Practices Modules under the https://seattleschools-my.sharepoint.com/personal/evromanuk_seattleschools_org/_layouts/15/onedrive.aspx?originalPath=aHR0cHM6Ly9zZWFOdGxlc2Nob29scy1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9ldnJvbWVudWtfc2VhdHRsZXNjaG9vbHNfb3JnL0VtcjhOTjZORFROS29aUm9YWmQwUWFRQktOdFpoYmZIZVhYeC1WQnFpNzE3Wmc_cnRpbWU9ZI9SQS1hcFYyRWc&id=/personal/evromanuk_seattleschools_org/Documents/Behavioral Health Resources/2020-21 Professional Developments/Behavioral Health Resources](https://seattleschools-my.sharepoint.com/personal/evromanuk_seattleschools_org/_layouts/15/onedrive.aspx?originalPath=aHR0cHM6Ly9zZWFOdGxlc2Nob29scy1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9ldnJvbWVudWtfc2VhdHRsZXNjaG9vbHNfb3JnL0VtcjhOTjZORFROS29aUm9YWmQwUWFRQktOdFpoYmZIZVhYeC1WQnFpNzE3Wmc_cnRpbWU9ZI9SQS1hcFYyRWc&id=/personal/evromanuk_seattleschools_org/Documents/Behavioral%20Health%20Resources/2020-21%20Professional%20Developments/Classroom%20Practices%20Modules/Classroom%20Practices%20Modules%20under%20the%20https://seattleschools-my.sharepoint.com/personal/evromanuk_seattleschools_org/_layouts/15/onedrive.aspx?originalPath=aHR0cHM6Ly9zZWFOdGxlc2Nob29scy1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9ldnJvbWVudWtfc2VhdHRsZXNjaG9vbHNfb3JnL0VtcjhOTjZORFROS29aUm9YWmQwUWFRQktOdFpoYmZIZVhYeC1WQnFpNzE3Wmc_cnRpbWU9ZI9SQS1hcFYyRWc&id=/personal/evromanuk_seattleschools_org/Documents/Behavioral%20Health%20Resources/2020-21%20Professional%20Developments/Behavioral%20Health%20Resources)

To love all children, we must struggle together to create schools we are taught to believe are impossible. Schools built on justice, love, joy and anti-racism." Dr. Bettina Love

1.6
Classroom Procedures: Classroom culture is founded on relationships and valuing the strengths and interests of each student. Educators and students contextualize the school-wide expectations by co-creating classroom routines and procedures through sharing power and mutual responsibility. Educators ensure that all students in the class can see their home lives, histories, cultures and home languages incorporated into the classroom environment, curricula, and instructional practices on a consistent basis. Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum

- a) Students see themselves and their experiences in classroom imaging (as contributed by students and families) and materials (e.g., culturally-specific libraries).
- b) Educators create the space for students to share elements of their home life, culture, and family history in class.
- c) Educators engage in frequent positive communication with families, prioritizing listening. Examples can include a beginning of the year phone call home (advisory for

- Staff/Community Handbook
- Classroom routines and procedures posted
- Informal walk-throughs/look-fors (what do we see displayed on classroom walls and on bookshelves?)
- Data based decision making and progress monitoring resulting in higher levels of engagement

0 = Educators have not yet co-created routines and procedures with students and/or are not yet implementing Tier I consistently

1 = Classroom routines and procedures are co-created in partnership with students and educators are implementing Tier I consistently

Feature	Practices/Strategies	Data Sources	Scoring Criteria
<p>1.9 Professional Development: The goal of professional development is to improve the educational experience and outcomes for all students, especially students of color and specifically Black boys and youth. In order to create equitable systems, schools participate in ongoing trainings that build understanding of institutional racism and examine the impact of current practices on students furthest away from educational justice. If we do not personally and professionally engage in this work, we are personally complicit for the harms resulting from systemic racism. Tier I teams will orient all staff on 6 core Tier I effective practices: (a) define, teach, and acknowledge school-wide expectations (b) provide positive feedback and behavior specific praise at 5:1 ratio (or higher) (c) continuum of responses/strategies to increase student engagement (d) opportunities to respond (e) relationship-based interactive support (f) requesting tiered support and/or coaching. *Each of these practices are susceptible to implicit bias and if implemented without reflection could perpetuate harm.</p>	<ul style="list-style-type: none"> a) Teams are committed to a reflective and ongoing cycle of learning, evaluating, and improving and are committed to dismantling racist practices. b) Teams reduce silos and increase collaboration (i.e. schools actively collaborate across teams and all stakeholders are active participants). c) Professional development opportunities are identified based on system and student/staff/community data. d) Teams partner with local community supports and families to provide professional development that orients staff to the community cultures, values, and historical perspectives. e) Teams have procedures to provide staff with explicit training and practice in specific skills for enhancing shared power structures within the school and classroom community and examining implicit bias and racism. f) Teams access school, community, and district resources to provide staff with explicit training and practice in Educator Self-Care, Verbal De-escalation, Adverse Children 	<ul style="list-style-type: none"> • Professional development calendar aligned to the SPS Strategic Plan and CSIP • Tier I is documented in Staff/Community Handbook • Staff Perception of Behavior and Discipline Survey • Request for Tiered Support/Coaching Form • Climate Survey Data • SEL lessons/ curriculum • Restorative Practices Measures • Staff retention 	<p>0 = No plan/process to develop/orient staff is in use yet.</p> <p>1 = Plan/process is written; however, all components are not yet in use.</p> <p>2 = Formal plan/process is written and all components (all staff trainings that build understanding of institutional racism and examine the impact of current practices and 6 core Tier I Effective practices) are in use.</p>

Feature	Practices/Strategies	Data Sources	Scoring Criteria
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Seattle Tiered Fidelity Inventory Tier I

Introduction and Purpose:

This is a guiding document to support school teams in establishing safe, restorative, supportive and welcoming environments that represent and center the voice of students, families and communities, specifically the Black boys and youth we serve. In order to create equitable systems, schools must engage in ongoing trainings that build understanding of institutional racism and examine the impact of current practices on students furthest away from educational justice. It is critical for Tier I teams to identify and respond to cultural collisions as an opportunity to grow, engage, and foster a welcoming environment and dismantle dominant cultural norms. By intentionally partnering with all stakeholders in co-creating schoolwide expectations, the intended outcome is to foster positive relationships, center wellness, acknowledge the brilliance of students, and not to police, indoctrinate, or assimilate students to dominant cultural norms. If we do not collectively and professionally engage in this work, we are complicit for the harms resulting from systemic racism.

Feature	Practices/Strategies	Data Sources	Scoring Criteria
<p>“Nothing about us without us.”</p> <p>I.1 Team Composition: Tier I Teams partner with stakeholders and ensure voice and broad representation of all families and communities, students of color, and specifically Black boys and youth. Stakeholders include a Tier I team systems facilitator, a school administrator, a family member, student representation/consultation, and individuals able to provide critical perspective and information. These include: (a) knowledge of cultural representation of the students and community and historical context (b) knowledge of behavior as a form of communication and a response to experiences known and unknown,</p>	<ul style="list-style-type: none"> a) Family/student participation is valued, and roles are clearly outlined and defined. b) If team size is a concern, consider the use of subcommittee structure and have families represented on subcommittees. c) Families influence system components (e.g., School-wide expectations language, celebrations/acknowledgements, etc.). d) Families assist in reporting team meeting discussions and data to stakeholders. e) Family members, students, and community liaisons are compensated, including childcare 	<ul style="list-style-type: none"> • School organizational chart • Tier I team meeting minutes • Continuous School Improvement Plan • Budget for Tier I linked to CSIP 	<p>0 = Tier I team does not yet exist or does not include all identified members.</p> <p>1 = Tier I team exists with all identified members, but participation of these members is below 80%.</p> <p>2 = Tier I team exists with all identified members, and participation of all roles is at or above 80% (if there are 10 meetings throughout the year every member attends at</p>

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<p>school environment, and adult/staff behavior (c) coaching and technical assistance, (d) knowledge of student strengths and school-wide academic and behavior patterns, (e) knowledge about the operations of the school across grade levels and programs.</p>	<p>and/or transportation (gift cards, volunteer hours for students, access to technology, etc.).</p>		<p>least 8 of the 10 meetings).</p>
<p>“Share the power”</p> <p>1.2 Team Operating Procedures: Team procedures include structures and practices that prompt the use of data for decision making and communication to enable all stakeholders to have a voice in the process and outcomes. Teams will use historical, quantitative, and qualitative data for analysis and examine the systems and policies for potential changes, rather than placing the responsibility for change on students and families. Having a defined set of procedures holds the team responsible for ensuring equitable implementation and assessing student data for equitable impact.</p> <p>Tier 1 team meets at least monthly* (in-person or virtually) and has (a) regular meeting format/agenda during a time when all stakeholders (family,</p>	<p>a) Teams focus on changing the system rather than the students and engage in explicit conversations around ethnicity/race and the impact of practices. b) Meeting norms are established and co-created with all representatives to ensure a shared power dynamic. c) Facilitator role includes (a) creating a safe space for all team members (b) ensuring that every voice is being heard and centering family and community voices and (c) using culturally inclusive decision-making protocols. d) Teams have ongoing, timely procedures for communicating with their school community (families, students, and</p>	<ul style="list-style-type: none"> • Tier 1 team meeting agendas and minutes • Tier 1 meeting roles descriptions • Tier 1 action plan • Newsletters • Website links to Tier 1 meeting minutes, TFI, Action Plan 	<p>0 = Tier 1 team does not yet use a) a regular meeting format/agenda, b) record minutes, c) have defined meeting roles and norms that ensures equal power and voice among stakeholders, d) have a current action plan, and/or meets when family members are not able to attend.</p> <p>1 = Tier 1 team has at least 2 but not all 4 features.</p> <p>2 = Tier 1 team has all four features including centering student and family voice.</p>

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<p>students, community members, elders) can participate, (b) meeting minutes, (c) defined meeting roles and norms that ensures equal power and voice among stakeholders in the process (including a Student/Family/Community Liaison), and (d) a current action plan.</p> <p>*Teams should meet as often as needed to prioritize a safe and welcoming school environment for students and families furthest away from educational justice.</p>	<p>community members) to solicit input, communicate questions, concerns, or needs to the Tier I Team.</p> <p>e) Teams ensure that meeting minutes, goals, data, and decisions are shared with and readily accessible to the school community.</p>		
<p>“All Means All”</p> <p>1.3 (Community/Shared/Agreements) School-Wide Expectations: School teams partner with stakeholders to identify 3-4 positively stated school-wide expectations that are informed by and reflective of the cultural values of the surrounding community. Within a culturally responsive framework, school-wide expectations focus on high standards for all staff and students. School-wide expectations are taught and learned, and representative of the students’ cultures. School-wide expectations include examples of social skills and practices by setting/location for both students and staff to promote positive relationships and foster predictable and safe learning</p>	<p>a) Teams provide staff, students, families and community with full orientation and ongoing opportunities to examine and give input regarding school-wide expectations. This is to ensure that they reflect the values and norms of the community, particularly from communities of color and specifically Black boys and youth.</p> <p>b) Teams partner with stakeholders to examine expectations for implicit bias and institutional racism, to ensure that expectations are truly universal.</p> <p>c) Teams create an environment where feedback regarding implicit bias and institutional</p>	<ul style="list-style-type: none"> • TFI Walkthrough Tool (team/ community member, district coach, etc.) • Staff/Community handbook • SEL Standards • Surveys (if applicable) • Matrices/Posters • Other walk-through data (SEL, Supportive Supervision, etc.) 	<p>0 = Expectations have not yet been identified, are not reflective of the school community, not all positive, or are more than four in number.</p> <p>1 = Four or fewer expectations exist that are reflective of the school community, positive, posted, and identified for specific settings/locations (i.e. matrix), identified for staff or students, but not both.</p>

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<p>environments (i.e., school teaching matrix).</p>	<p>racism is welcome and part of the evaluation of safety and social climate of the school (i.e. expectation matrix names and empowers staff and students on how to provide feedback, especially students and staff of color.)</p> <p>d) School staff model expectations explicitly working to interrupt implicit bias and historical harm. Staff refer to expectations regularly in daily interactions.</p> <p>e) School-wide expectations are posted with images that honor, value, and are representative of the community.</p> <p>f) School-wide expectations are consistent, observable, and measurable to reduce subjectivity and implicit bias, increasing a sense of safety and belonging.</p> <p>g) Staff and student expectation matrices name SEL competencies/standards and incorporate feedback from stakeholders.</p> <p>h) Routines are intended to create safety, structure, and predictability during school day transitions; however, this is not mutually exclusive to joy, laughter, healthy social interaction, and/or noise.</p>		<p>2 = Four or fewer expectations exist that are reflective of the school community, positive, posted, and identified in the school matrix by setting/location, identified for both staff and students, verified by interviews and walk-through data (i.e. majority of staff are able name and describe the staff and student school-wide expectations).</p>

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	i) Links to examples (visual cues: matrices, videos)		
<p>“If the students feel safe, then the entire school is safe.”</p> <p>1.4 Teaching School-wide Expectations: School-wide expectations are not intended to police, indoctrinate, or assimilate students to dominant cultural norms. In addition, expectations are fluid, representative, and re-evaluated by the community at least annually. The purpose of teaching school-wide expectations is to include all stakeholders in establishing a welcoming and positive climate and culture for all students and the school community. The Tier I Team provides multiple opportunities to orient staff, students, and school community to the school-wide expectations. The Tier I Team uses the school-wide matrix, lesson plans, and school-wide events to teach school-wide expectations in different settings and locations. Teams have a procedure and schedule to teach the skills and promote practices that foster positive relationships.</p>	<p>a) Teams and school staff incorporate real life experiences and the values of students into expectation lessons.</p> <p>b) Teams work with stakeholders to examine the teaching of expectations for implicit bias and racism, to ensure that the teaching practices are inclusive. Staff create an environment where students are empowered to provide feedback regarding implicit bias, racism, and ensure safety for Black boys and youth and students of color and furthest from educational justice. (i.e. when teaching expectations, staff empowers students to provide feedback, especially students of color.)</p> <p>c) Staff interactively teach and provide opportunities to learn the expectations in the setting where they occur. Examples: Teaching expectations for the cafeteria in the cafeteria, with cafeteria staff, in multiple languages.</p>	<ul style="list-style-type: none"> • TFI Walkthrough Tool (team/ community member, district coach, etc.) • Professional development calendar • Lesson plans • Informal walkthroughs • Calendar of teaching schedule and events 	<p>0 = School-wide expectations are not yet taught</p> <p>1 = School-wide expectations are taught informally or inconsistently and/or don't apply to all stakeholders</p> <p>2 = Formal system that actively involves all stakeholders and includes written schedule is used to teach school-wide expectations across classroom and campus settings, verified by interviews and walk-through data (i.e. majority of students are able to name and describe the school-wide expectations).</p>

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	<p>d) Teams seek feedback on lesson plans from school staff, students, families, and community members.</p> <p>e) Teams include family and community members as teachers of expectations.</p>		
<p>“Culture overrides practice.”</p> <p>1.5</p> <p>Feedback and Acknowledgement: Feedback and acknowledgement are grounded in developing positive and authentic day to day interactions that build relationships with students, families, and community, as well as contribute to the positive climate and culture of the school. Teams develop and use acknowledgment systems that are co-created with stakeholders and are meaningful and authentic. Recognition systems reflect the voice and values of the community. They should honor individual and community brilliance, effort, strengths, gifts, talents, growth, resilience, and contributions to community wellness. Seeing and acknowledging the brilliance of students contributes to community and culture and supports the development of students’ identities as scholars.</p>	<p>a) An acknowledgment and feedback system can be a vehicle to foster positive relationships and school climate across all community stakeholders (human to human, upholding humanity). Staff are responsible to provide consistent positive interactions (greetings at the door, thresholding, smiling, nodding, thumb’s up, fist bumps, etc.)</p> <p>b) 5:1 – The 5 to 1 ratio, also known as the “magic ratio” is a practice in which educators increase the number of positive interactions with students as compared to corrective interactions. – insert link</p> <p>c) Teams actively communicate and seek feedback from students, families, and the community about preferences for acknowledgement and perceptions of the current</p>	<ul style="list-style-type: none"> • *TFI Walkthrough Tool (used by at least 90% of staff, received by at least 50% of students) • Staff/Community Handbook • Climate survey • *School walk-through data (e.g. 5:1 in classroom and common areas) • Focus Groups with Black boys and youth (data on adult behavior, common area, and classroom data collection) 	<p>0 = Formal system for acknowledging students is not yet in place and/or data indicates that specific groups, especially Black boys and youth, are underrepresented in acknowledgement criteria and/or overrepresented in office referrals/discipline/missed instruction log data.</p> <p>1 = Formal system for acknowledging students is in place, data indicates that specific groups, especially Black boys and youth, are underrepresented in acknowledgement criteria and/or overrepresented in office</p>

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	<p>systems at least annually. (examples/non-examples, scenario examples illustrating cultural collisions)</p> <p>d) Teams partner with community members in the development of the acknowledgement system to foster positive relationships and extend shared community values in the use of reinforcements in community settings (i.e. local businesses, restaurants posting the school-wide expectations, punch cards, gift cards, etc.).</p> <p>e) Teams use fidelity data to assess the benefit, impact and equity of the acknowledgment system for individuals and groups (e.g. racial/ethnic, gender, ability, etc.) with valid tools (e.g., TFI Walkthrough Tool, Stakeholder Input and Satisfaction Survey) multiple times throughout the school year.</p> <p>f) Teams use outcome data. If there are students who have received multiple referrals, teams audit the frequency of use of acknowledgement and feedback in the re-teaching process. Teams ensure Tier I practices, specifically 5:1 and school-wide acknowledgment, are being implemented across classrooms and common area settings.</p>		<p>referrals/discipline/missed instruction log data.</p> <p>2 = Formal system for acknowledging student behavior is used by at least 90% of staff, received by at least 50% of students, and there are culturally responsive practices that are documented. Additionally, Black boys and youth are equitably represented in acknowledgement criteria.</p>

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	<p>g) Teams are utilizing recommended practices/strategies from African American Male Achievement Initiative, Department of Racial Equity Advancement, and/or other community partners.</p>		
<p>To love all children, we must struggle together to create schools we are taught to believe are impossible. Schools built on justice, love, joy and anti-racism." Dr. Bettina Love</p> <p>I.6 Classroom Procedures: Classroom culture is founded on relationships and valuing the strengths and interests of each student. Educators and students contextualize the school-wide expectations by co-creating classroom routines and procedures through sharing power and mutual responsibility. Educators ensure that all students in the class can see their home lives, histories, cultures and home languages incorporated into the classroom environment, curricula, and instructional practices on a consistent basis. Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum</p>	<p>a) Students see themselves and their experiences in classroom imaging (as contributed by students and families) and materials (e.g., culturally-specific libraries).</p> <p>b) Educators create the space for students to share elements of their home life, culture, and family history in class.</p> <p>c) Educators engage in frequent positive communication with families, prioritizing listening. Examples can include a beginning of the year phone call home (advisory for</p>	<ul style="list-style-type: none"> • Staff/Community Handbook • Classroom routines and procedures posted • Informal walk-throughs/look-fors (what do we see displayed on classroom walls and on bookshelves?) • Data based decision making and progress monitoring resulting in higher levels of engagement 	<p>0 = Educators have not yet co-created routines and procedures with students and/or are not yet implementing Tier I consistently</p> <p>I = Classroom routines and procedures are co-created in partnership with students and educators are implementing Tier I consistently</p>

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<p>of responses/strategies) are implemented within classrooms and consistent with school-wide systems.</p>	<p>secondary), sending home positive student acknowledgments, community circles, student led conferences, townhalls, and community-based location visit (neutral space such as library or coffee shop). Educators proactively inquire best modes of communication for individual families.</p> <p>d) Educators will share with family updates regarding classroom progress. Examples can include weekly classroom bulletin, phone calls, conferences, and emails.</p>	<p>(reviewing/analyzing data such as MIL, attendance, frequency of positive contact with families)</p> <ul style="list-style-type: none"> • Signage in representative languages 	<p>2 = Classroom routines and procedures are co-created in partnership with students and families to establish a positive and inclusive classroom climate, and Tier 1 practices are implemented in accordance.</p>
<p>“All behavior is communication”</p> <p>1.7 Behavior Definitions: School staff take responsibility for teaching skills and behaviors that support learning, while honoring and valuing student and community identity and culture. Before a determination is made that a behavior is interfering with learning in the school setting and new skills need to be taught, school staff commit to reviewing behaviors/data that check for structural racism, implicit bias, and assimilating practices. Behavior determinations must be grounded in purpose and reflective of community values, including the wellbeing of the</p>	<p>a) Teams actively seek input from stakeholders regarding behavior labels/categories and definitions. For example, definitions of and responses to subjective behaviors such as defiance and disrespect have disproportionately and negatively impacted Black boys and youth and students of color. (add article and historical SPS district data)</p> <p>b) Teams provide information and seek feedback in multiple languages and modes of delivery</p>	<ul style="list-style-type: none"> • Staff/Community Handbook • School policy • SEL, and Abolitionist Teaching Lesson Plans and Calendar for teaching • Instructional engagement form (MIL) • Response to behavior flowchart 	<p>0 = No clear behavior definitions exist, and procedures to support behavior are not clearly documented and/or reactive.</p> <p>1 = Definitions and procedures for students social and academic success are clearly defined, documented and taught to students. Staff are oriented to policies; however, they are not</p>

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<p>individual, classroom, and school community (e.g., to keep students safe). Differences between school and home/community definitions of behaviors are discussed and mitigated with families and community so that school expectations and response to behaviors truly reflect the communities they serve. School has clear definitions for behaviors that support/interfere with academic and social success, a clear plan to teach expectations, and a clear policy/procedure (e.g., flowchart) for addressing office-supported versus classroom-supported behavior.</p>	<p>(e.g., written, audio, visual) regarding behavior categories and responses to behavior that build and improve partnership with students and families.</p> <p>c) Policies/procedures are revisited at least once annually, and staff are given the opportunity to practice responding to classroom supported behaviors at least twice per year and/or as data indicates a need.</p> <p>Hyperinks/examples to effective practices/opportunities to respond</p>		<p>provided opportunities to practice responses to student behavior that promote connection and relationship. Stakeholders may or may not be provided the opportunity to inform and provide feedback regarding behavior policies and procedures.</p> <p>2 = Definitions and procedures for students social and academic success are clearly defined, documented and taught to students. Staff are oriented to policies at least one time per year and are provided opportunities to build fluency with practices that build relationships, increase student engagement, and promote anti-racist practices two or more times per year. Stakeholders are provided the opportunity to inform and provide feedback regarding behavior policies and procedures.</p>

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<p>Never forget that justice is what love looks like in public.” Dr. Cornell West</p> <p>1.8 Restorative Practices: School policies and procedures describe and emphasize proactive, instructive, and restorative approaches to support student success, that are implemented consistently. Teams employ and support an instructional approach to discipline that emphasizes teaching pro-social skills (eliminating punitive exclusionary discipline and zero tolerance policies). Teams examine policies and disciplinary practices for disproportionate impact on Black boys and youth and students of color and to dismantle hierarchical power versus purpose practices (i.e., policies and practices that reflect the preferences of staff versus those with a clear purpose linked to educational outcomes).</p>	<p>Note: We recognize that discipline policy is written at the district level, while disciplinary practices and procedures are implemented at the school level; the responsibility for interrupting systemic racism is both an individual and institutional moral obligation. The following are some strategies to interrupt systemic racism in disciplinary practices:</p> <ol style="list-style-type: none"> a) Provide ongoing professional development on antiracism and implicit bias b) Analyze discipline trends for disproportionate impact on Black boys and youth. c) Review discipline behavior categories for implicit bias and subjectivity d) Solicit feedback from students, families and community on discipline policies/procedures re: alignment with community values, expectations, and wellbeing (i.e. restorative practices – practices and programs that preserve/ restore 	<ul style="list-style-type: none"> • Discipline related policies • Staff/Community Handbook • Code of Conduct • Formal/Informal Stakeholder interviews/surveys • Website • SEL Curriculum 	<p>0 = Documentation contains only reactive and punitive consequences</p> <p>1 = Documentation includes and emphasizes proactive approaches</p> <p>2 = Documentation includes and emphasizes proactive, instructive, and restorative approaches to discipline and Tier I and administrator reports consistent use. Tier I team reviews discipline data to ensure equitable disciplinary outcomes for all students, especially Black boys and youth.</p>

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	<p>the well-being of the classroom) (include link)</p> <ul style="list-style-type: none"> e) Examine staff cultural norms for bias, oppression, and dehumanizing practices f) Teams and staff review existing discipline policies to ensure that inclusionary practices are implemented. Exclusionary practices are used for immediate safety purposes only, and always with an instructional component and social support. *Assessing safety is highly subjective based on adult bias. Discipline processes should include an explicit check for adult bias and considerations for developmental appropriateness. (Link to examples of flowcharts and behavior definitions.) g) Staff are trained to remain calm, to utilize de-escalation techniques, demonstrate integrity and when disciplinary incidents occur, staff will respectfully support students working to maintain each students' worth and dignity. 		
<p>“I don’t listen to what you say because I see what you do.” James Baldwin</p>			

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<p>1.9 Professional Development: The goal of professional development is to improve the educational experience and outcomes for all students, especially students of color and specifically Black boys and youth. In order to create equitable systems, schools participate in ongoing trainings that build understanding of institutional racism and examine the impact of current practices on students furthest away from educational justice. If we do not personally and professionally engage in this work, we are personally complicit for the harms resulting from systemic racism. Tier I teams will orient all staff on 6 core Tier I effective practices: (a) define, teach, and acknowledge school-wide expectations (b) provide positive feedback and behavior specific praise at 5:1 ratio (or higher) (c) continuum of responses/strategies to increase student engagement (d) opportunities to respond (e) relationship-based interactive support (f) requesting tiered support and/or coaching. *Each of these practices are susceptible to implicit bias and if implemented without reflection could perpetuate harm.</p>	<ul style="list-style-type: none"> a) Teams are committed to a reflective and ongoing cycle of learning, evaluating, and improving and are committed to dismantling racist practices. b) Teams reduce silos and increase collaboration (i.e. schools actively collaborate across teams and all stakeholders are active participants). c) Professional development opportunities are identified based on system and student/staff/community data. d) Teams partner with local community supports and families to provide professional development that orients staff to the community cultures, values, and historical perspectives. e) Teams have procedures to provide staff with explicit training and practice in specific skills for enhancing shared power structures within the school and classroom community and examining implicit bias and racism. f) Teams access school, community, and district resources to provide staff with explicit training and practice in Educator Self-Care, Verbal De-escalation, Adverse Children 	<ul style="list-style-type: none"> • Professional development calendar aligned to the SPS Strategic Plan and CSIP • Tier I is documented in Staff/Community Handbook • Staff Perception of Behavior and Discipline Survey • Request for Tiered Support/Coaching Form • Climate Survey Data • SEL lessons/ curriculum • Restorative Practices Measures • Staff retention 	<p>0 = No plan/process to develop/orient staff is in use yet.</p> <p>1 = Plan/process is written; however, all components are not yet in use.</p> <p>2 = Formal plan/process is written and all components (all staff trainings that build understanding of institutional racism and examine the impact of current practices and 6 core Tier I Effective practices) are in use.</p>

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	Experiences (ACEs), Educator Wellness, Strengths Based Approaches, and all Classroom Practices.		
<p>Spirit Building Not Spirit Breaking</p> <p>1.10 Student/Family/Community Involvement: Student, family, and community partnerships are vital to cultivating safe, welcoming and anti-racist culture and improving the experiences and outcomes for Black boys and youth. These partnerships center student, family, and community voice to ensure the systems that have been co-created in items 1.1-1.9 are having their intended outcome. This will be achieved by understanding historical harm and current experiences to inform the improvement of school systems for students and families furthest from educational justice. It is the responsibility of school staff to develop authentic and collaborative relationships with the community and to establish systems that center their feedback.</p> <p>Stakeholders (students, families and community members) provide input on all Tier I systems 1.1-1.9 (e.g. school-wide expectations,</p>	<p>a) School staff and teams explore the tension and nuances of the cultural tenets between individualism and collectivism. School staff and teams seek representation of students and families furthest from educational justice, understanding that many voices are needed to represent any group. (reference <i>Culturally Responsive teaching and the Brain</i>, chapter 2)</p> <p>b) School staff and Team’s outreach to community includes listening to and learning from communities furthest from educational justice and enacting practices that align with their feedback/input on Tier I systems (Community Circles, Surveys, Focus Groups, Community based meetings, etc.) This should include incentives for participation (e.g. drawings, gift cards, parking spots, swag, etc.)</p> <p>c) School staff and Teams share all information with stakeholders</p>	<ul style="list-style-type: none"> • Formal/Informal Stakeholder interviews/surveys (climate survey, Instagram/Snapchat surveys, backpack mail, etc.) • Voting results from community/family events (e.g. school-wide agreements, acknowledgements, etc.) • Team meeting minutes • School newsletters/ website • Sign-in sheet data from front office and/or community space 	<p>0 = Tier I Systems 1.1-1.9 are not co-created with all stakeholders. There is no documentation indicating stakeholder feedback to inform Tier I foundations.</p> <p>1 = There is documentation of input on Tier I foundations, but not within the past 12 months or input is not from all stakeholders.</p> <p>2 = Documentation exists that students, families and community members have provided feedback on Tier I practices within the past 12 months and there are culturally responsive practices that are documented.</p>

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<p>feedback/acknowledgement, restorative practices) at least every 12 months and/or as data indicates a need.</p>	<p>and ensure a system of feedback in multiple languages and modes of delivery (e.g. written, audio, and visual) for transparency of process.</p> <p>d) School staff and stakeholders partner and share volunteer opportunities in the community and in the school (e.g. cultural community based celebrations, school/classroom celebrations, mentoring opportunities, etc.)</p> <p>e) When possible, schools will dedicate a space (classroom, office, part of the library/common area, resource center, etc.) that is warm, welcoming, and safe for families and community. This will provide a space for families to share feedback and access resources and support.</p> <p>f) School staff provide opportunities for anonymous and/or confidential feedback with opportunity for follow-up from school staff.</p>		
<p>Relational Not Transactional</p> <p>1.11 Faculty Implementation: Center relationships and connection with students. The practices outlined below are intended to be relationship-based interactions. School staff are actively</p>	<p>a) Utilize climate survey data that focuses specifically on staff/student relationships, breaking down data by demographics.</p>	<ul style="list-style-type: none"> • Tier I Self-Assessment Survey • Informal data (conversations, 	<p>0 = Faculty are not shown data at least yearly and do not provide input.</p>

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<p>implementing Tier I practices, demonstrate commitment to and pride in the system. School staff accept responsibility for sustaining practices that are outlined above and co-created with all stakeholders. Tier I Team collects staff behavior data on universal foundations, such as: defining, teaching, and acknowledging school-wide expectations, providing positive feedback and behavior specific praise at a 5:1 ratio (or higher), engaging in a continuum of responses/strategies to increase student engagement, providing opportunities to respond, and relationship-based interactive support (Move, Use Names, Scan, Acknowledge, Correct – discreetly.) Tier I Team collects the school-wide data 3 times per year and shares this data with all staff and stakeholders.</p>	<ul style="list-style-type: none"> b) TFI walk-through relationship question (TBD) c) School staff/teachers collect and use formative (informal) data around relationship, wellness, and SEL (Danielson 2a creating an environment of respect and rapport). d) Periodic inventory of how many staff are implementing core components of Tier I. e) Teams have a process for frequently facilitating two-way communication between the school administration, leadership team and faculty. f) Teams have procedures for school staff to play an active role in planning and delivery of school-wide activities. g) School staff are acknowledged for their participation in Tier I systems. h) Teams collect and use feedback from school staff regarding their perceptions of and suggestions for Tier I systems at least annually. i) Link data section to small group of Black boys and youth and wellness. 	<p>Community Circle reflections, etc.)</p> <ul style="list-style-type: none"> • Staff/Team meeting minutes summarizing patterns, trends, and implications based on universal foundations data • Updated and implemented action plans • Revised TFI walk-through • Measures of student identity, safety, belonging and joy 	<p>1 = Faculty have been shown and/or provide data (formal and informal) more than yearly OR have provided feedback on Tier I foundations within the past 12 months, but not both. Data indicates that 50-89% of staff are implementing core Tier I practices.</p> <p>2 = Faculty actively examine Tier I practices and universal foundation data (formal and informal) at least 3 times per year for continuous improvement. Data indicates that 90% of staff are implementing core Tier I practices.</p>
<p>“The absence of misery does not mean the presence of joy.” Dr. Shawn Ginwright</p>			

Feature	Practices/Strategies	Data Sources	Scoring Criteria
<p>I.12 Universal Data: Universal data* will be accessed to promote student joy, love, and community. In this data we will center student wellness. Using a restorative framework allows team to look at data collection on an individual/systems accountability level and it allows teams to track and repair harm that was done. We will do this through a restorative framework. Using Tier I data and trends of the entire school system to shape adult behavior and practices. Teams will regularly disaggregate universal data as an effective and objective way to assess and monitor equity in student outcomes.</p> <p>*Universal data includes data related to restorative practices, achievement, climate survey, attendance, classroom practices self-assessment, Missed Instruction Log, Core Tier I practices, etc.</p>	<ol style="list-style-type: none"> a) Teams examine data for common reasons (Vulnerable Decision Points) for adult behavior and enact plans to address those reasons. “What is predictable is preventable.” b) Tier I team reviews disaggregated universal data monthly and shares data with stakeholders at least quarterly. This includes formal and informal data. Teams identify disproportionality in Missed Instruction Log (MIL) entries, suspensions, achievement and special education placement data at least quarterly. c) Teams define trends in disaggregated data to identify specific situations when disproportionality is more likely to be evident (e.g. behaviors, locations, time of day, etc.) to eliminate harm and foster engagement. d) Teams use demographic data to partner with their communities to ensure that practices are culturally responsive, immediately address and eliminate harmful practices and which are mindful of implicit bias. e) School teams examine academic and behavioral patterns to make 	<ul style="list-style-type: none"> • School/District policy • Team meeting minutes • Student outcome data • Access to universal data (restorative practices, achievement, climate survey, attendance, classroom practices self-assessment, Missed Instruction Log, Core Tier I practices, etc.) • Tracking forms for partnering with community groups (sign-in forms) • Formal/informal stakeholder interviews/surveys (climate survey, Instagram/Snapchat surveys, backpack mail, etc.) 	<p>0 = Universal Data is not collected and/or there is no evidence that data is being shared.</p> <p>1 = Universal Data is collected and some evidence that data is shared with staff and stakeholders.</p> <p>2 = Universal Data is collected and used with a precision statement and action plan for continuous improvement of practice and systems at least monthly. Data is shared with staff and stakeholders at least quarterly.</p>

Feature	Practices/Strategies	Data Sources	Scoring Criteria
	<p>strategic school-wide changes to both the environment and adult practices (not at the individual student level).</p> <p>f) School teams develop and examine restorative data tracking tools (Accountability Contracts, Written Agreements, etc.).</p>		
<p>“If you close your eyes to facts, you will learn through accidents.” African Proverb</p> <p>1.13 Data-based Decision Making: The purpose of data is to define, inform, verify, check fidelity, summarize and share to address/dismantle structural and institutional racism. The essence of this process is to increase student joy, promote positive relationships, and improve outcomes for students, leading to a safe and welcoming environment.</p> <p>Data will be used to co-create precise well-defined problem(s) and barriers to community wellness. Teams will identify problem(s) in the school community (precision statement: add link) and action plan to identify adult and/or student skills/practices and environmental changes that will promote and/or restore community wellness.</p>	<p>a) Teams have procedures to ensure that data is shared frequently with stakeholders for input and feedback. Teams have a regular communication cycle in order to record and respond to stakeholder feedback.</p> <p>b) Teams examine the data for patterns that would indicate a need for systemic change.</p> <p>c) When concerning patterns are noted, teams develop action plans with short-term (immediate) response and long-term (information gathering/professional development) solutions.</p> <p>d) Precision statement (link)</p> <p>e) Action Plan (Link)</p> <p>f) Equity-based problem solving (Link)</p>	<ul style="list-style-type: none"> • Data decision rules (link) • School-wide precision statements (link) • Staff professional development calendar • Staff/Community Handbook • Team meeting minutes • Action Plan 	<p>0 = No process/protocol exists, or data is reviewed but not used.</p> <p>1 = Team uses universal data to create precision statements that identify adult and/or student skill/practices and environmental changes that reduce patterns of racism and inequity and identifies patterns promoting student and community wellness. Teams have a regular communication cycle to record and respond to stakeholder feedback. Teams engage in this</p>

Feature	Practices/Strategies	Data Sources	Scoring Criteria
<p>Tier I Teams engage in monthly data-based decision making, with a specific focus on anti-racism and equity. Data that is collected and used must reflect priorities identified by community stakeholders, as well as district personnel. Teams and school staff take responsibility for the outcomes for each student. Racist and inequitable outcomes are examined from a systems perspective.</p>			<p>process less than monthly.</p> <p>2 = Team uses universal data to create precision statements that identify adult and/or student skill/practices and environmental changes that reduce patterns of racism and inequity and identifies patterns promoting student and community wellness. Teams have a regular communication cycle to record and respond to stakeholder feedback. Teams engage in this process monthly.</p>
<p>“Fidelity is the sister of justice.” Horace</p> <p>I.14 Fidelity Data: Teams, staff and stakeholders are committed to an anti-racist and equitable Tier I system implementation. Fidelity data safeguards that we consistently implement systems and practices as they are intended and outlined above in items I.1-I.13. Tier I team completes the TFI annually to insure fidelity and continuous improvement.</p>	<p>a) Teams and coaches identify and use data when completing walk-throughs that check for fidelity of practices and evidence of universal systems. Walk-through interviews ensure equitable and targeted and representation of all school and community stakeholders.</p>	<ul style="list-style-type: none"> • TFI Summary Report • TFI Action Plan • CSIP (Safe and Welcoming Environment) • School policy • Staff/Community Handbook • School newsletters 	<p>0 = No Tier I School-wide Tier I fidelity data collected.</p> <p>1 = Tiered Fidelity Inventory data is collected and has evidence of anti-racist and equitable Tier I</p>

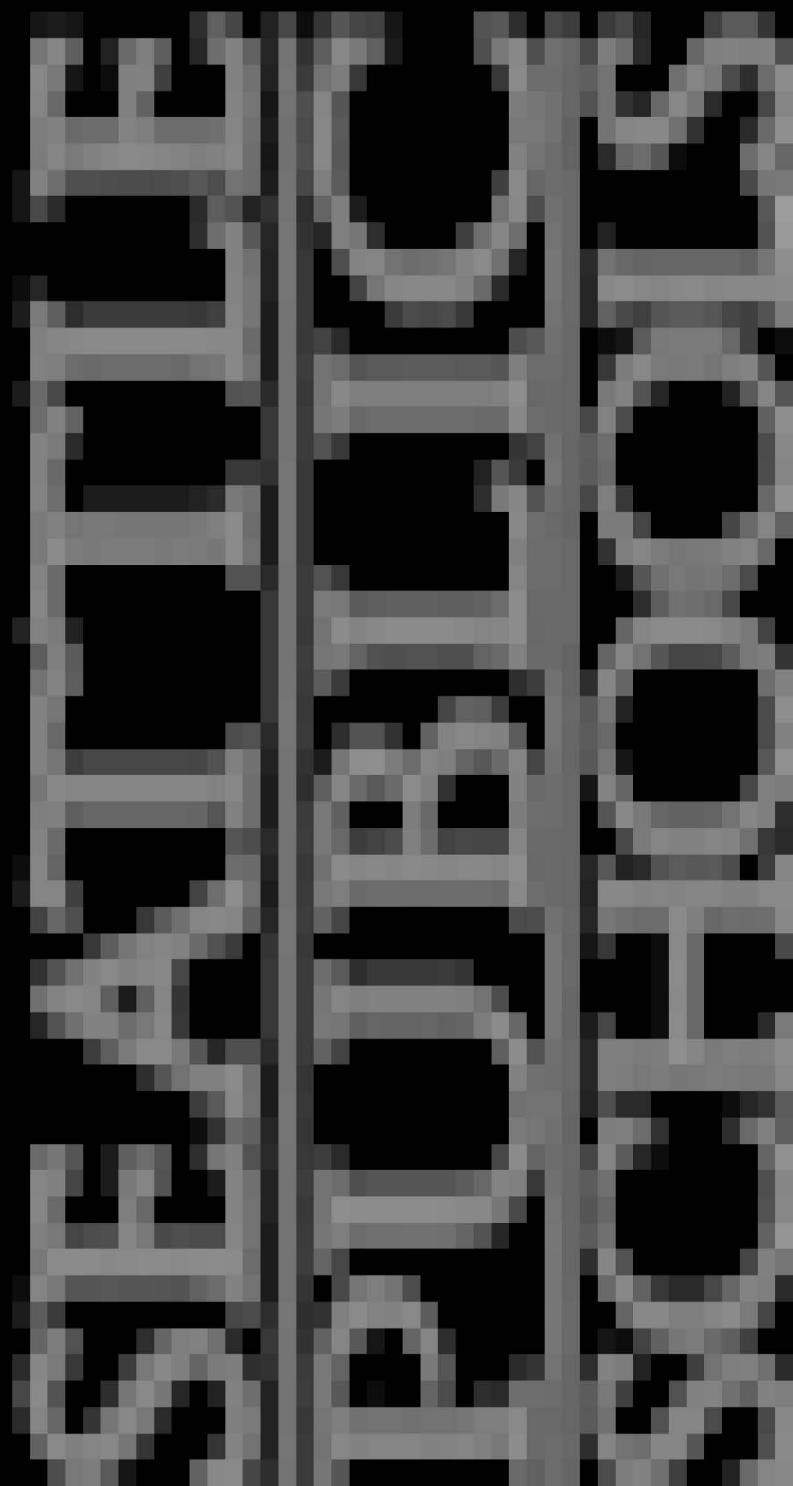
Feature	Practices/Strategies	Data Sources	Scoring Criteria
	<ul style="list-style-type: none"> b) Teams have procedures to collect and use feedback from students, families and community members regarding perceptions of fidelity of implementation for continuous improvement. c) Teams collect feedback in multiple languages and modes of delivery (e.g. written, audio, visual, etc.) 	<ul style="list-style-type: none"> • School website • School-wide expectations and poster in multiple languages 	<p>systems; however, it is not completed annually.</p> <p>2 = Tiered Fidelity Inventory data is collected and has evidence of anti-racist and equitable Tier I systems to ensure fidelity and continuous improvement. The TFI is completed annually.</p>
<p>“All students will feel seen, heard, felt, and validated.” M. Stubblefield</p> <p>I.15 Annual Evaluation: The annual evaluation is used to determine whether the co-created anti-racist Tier I practices and strategies were effective in achieving their purpose. The purpose of Tier I is to improve the day-to-day lived experience of students and families, by establishing safe, restorative, supportive, and welcoming environments that represent and center the voice of students, families, and communities, specifically the Black boys and youth we serve. Centering stakeholder (students, family and community) feedback is an essential aspect of this evaluation, demonstrating</p>	<ul style="list-style-type: none"> a) Year-end culminating event that showcases and celebrates students, classrooms, staff, families, and community. Tier I team members will share annual evaluation outcomes and summary. The purpose of this event is to celebrate successes, share information, gather feedback, answer questions, prompt deeper conversations, and gather recommendations for further growth and development. b) Annual evaluation results are available in multiple languages 	<ul style="list-style-type: none"> • Summary of school-wide outcome data reflecting multiple perspectives (attendance, restorative practices summary, Missed Instruction Log, student/staff community climate surveys, referral and achievement data, etc.) • Summary of classroom culture/climate data 	<p>0 = No evaluation takes place, or evaluation occurs without data.</p> <p>1 = Annual evaluation reflecting multiple perspectives is shared with all stakeholders to celebrate successes and target areas for further growth regarding anti-racist Tier I practices and continuous improvement.</p> <p>2 = Annual evaluation reflecting multiple</p>

Feature	Practices/Strategies	Data Sources	Scoring Criteria
<p>accountability and transparency to stakeholders regarding all efforts toward Tier I implementation and effectiveness.</p>	<p>and modes of delivery (e.g. written, audio, and visual).</p> <p>c) Tier I Team shares disaggregated data (examples of disaggregated data are race, ethnicity, grade level, gender, etc.) patterns to reveal whether systems were effective and equitable, specifically assuring an equitable experience for Black boys and youth.</p> <p>d) The perspectives of community stakeholder groups are represented in annual evaluation and provides guidance in the school improvement process.</p>	<p>reflecting student, family, and staff perspectives (number of classroom community circles, in-class surveys soliciting feedback related to safe and welcoming environment, student identity, safety, voice and well-being)</p> <ul style="list-style-type: none"> • TFI Summary Report • TFI Action Plan • CSIP (Safe and Welcoming Environment) • Changes in school policy • School newsletters • School website • District reports 	<p>perspectives is shared with all stakeholders, combined with quarterly progress monitoring efforts to celebrate successes and target areas for further growth regarding anti-racist Tier I practices and continuous improvement.</p>

I.11 faculty or school staff? We use school staff in entire document

Change Team(s) to Tier I Team?





From: "Healy, Ryan M" <rmhealy@seattleschools.org>
To: "Warren, Dan" <djwarren@seattleschools.org>, "Upshaw, Jerome" <jeupshaw@seattleschools.org>, "Hagerty, Patricia L" <plhagerty@seattleschools.org>, "Mattfeld, Christine R" <crmattfeld@seattleschools.org>, "Kunkel, Kai B" <kbkunkel@seattleschools.org>
Cc: "Romanuk, Erin V" <evromanuk@seattleschools.org>, "Colasurdo, Jill L" <jlcolasurdo@seattleschools.org>, "York, Nikki" <niyork@seattleschools.org>, "DeCano, Polo A" <padecano@seattleschools.org>
Subject: Classroom Practices Modules Group
Sent: Mon 4/26/2021 9:41:39 PM
[image002.png](#)
[Seattle TFI Draft.pdf](#)

Healy, Ryan M has shared a OneDrive for Business file with you. To view it, click the link below.

 [SPS_PBIS_Classroom Practices Tool for Remote Learning 9.16.20.docx](#)

Hello all! Happy Monday! I am looking forward to connecting with you all on Wednesday for our Classroom Modules PD group.

I want to thank you all in advance for coming together on this to create a series of Classroom Practice Module PDs which are intended to elevate the Seattle TFI items (1.6, 1.9. and 1.8). I am excited to be committed to this work alongside with you all and your individual expertise and experiences. I know you are all busy right now and want you to know how much I appreciate everyone's commitment to this important work. I also know that all of our work is deeply interconnected and we all care deeply about it - which makes it all that much more fun and meaningful!

In preparation for our meeting this week, I have connected with some of you about what you hope our outcomes can be and focus for Wednesday. Here is an agenda below, and if you have any additional input please don't hesitate to let me know if you have any additional thoughts or insight.

Agenda Below:

- Setting the Vision, Context and Purpose for Moving Forward with Classroom Modules
 - Uplift Seattle TFI (especially 1.6, 1.9 & some of 1.8)
 - Commitment to antiracist policy & practice, culturally responsive practices, strategies for interrupting implicit bias and anti-racist SEL.
 - Dual capacity for delivery (streaming online and/or in-person)
 - What's already finished, what's our time line, and who else can we work with in this process?
- Creating Teams for workstreams
 - Classroom Self-assessment Tool - In the attachment is the self-assessment audit tool, and I know Tricia is working on collaborating with community partners to refine this to meet the needs of our students.
 - Dividing up Modules into teams – I suggested some potential teams below.
 - All PDs are to have an antiracist lens, culturally responsive and incorporate strategies for interrupting implicit bias.
- Next Meeting and Next Steps
 - Important dates
 - Meet as a whole team two weeks out
 - Separate module teams meet in between now and then to report back.

Here are some important additional things to know regarding this:

- Here is where we can house all of our [Classroom Practices Modules](#) under the [Behavioral Health Resources](#)
- I attached a copy of the Classroom Self-assessment tool that Tricia, Jay and Christine have all worked on
- I attached the TFI so that you may reference 1.6, 1.9 and 1.8 (I copied and pasted 1.6 and 1.9 below... for reference)

<p>To love all children, we must struggle together to create schools we are taught to believe are impossible. Schools built on justice, love, joy and anti-racism." Dr. Bettina Love</p> <p>1.6 Classroom Procedures: Classroom culture is founded on relationships and valuing the strengths and interests of each student. Educators and students contextualize the school-wide expectations by co-creating classroom routines and procedures through sharing power and mutual responsibility. Educators ensure that all students in the class can see their home lives, histories, cultures and home languages incorporated into the classroom environment, curricula, and instructional practices on a consistent basis. Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum</p>	<p>a) Students see themselves and their experiences in classroom imaging (as contributed by students and families) and materials (e.g., culturally-specific libraries).</p> <p>b) Educators create the space for students to share elements of their home life, culture, and family history in class.</p> <p>c) Educators engage in frequent positive communication with families, prioritizing listening. Examples can include a beginning of the year phone call home (advisory for</p>	<ul style="list-style-type: none"> • Staff/Community Handbook • Classroom routines and procedures posted • Informal walk-throughs/look-fors (what do we see displayed on classroom walls and on bookshelves?) • Data based decision making and progress monitoring resulting in higher levels of engagement 	<p>0 = Educators have not yet co-created routines and procedures with students and/or are not yet implementing Tier 1 consistently</p> <p>1 = Classroom routines and procedures are co-created in partnership with students and educators are implementing Tier 1 consistently</p>
<p>1.9 Professional Development: The goal of professional development is to improve the educational experience and outcomes for all students, especially students of color and specifically Black boys and youth. In order to create equitable systems, schools participate in ongoing trainings that build understanding of institutional racism and examine the impact of current practices on students furthest away from educational justice. If we do not personally and professionally engage in this work, we are personally complicit for the harms resulting from systemic racism. Tier 1 teams will orient all staff on 6 core Tier 1 effective practices: (a) define, teach, and acknowledge school-wide expectations (b) provide positive feedback and behavior specific praise at 5:1 ratio (or higher) (c) continuum of responses/strategies to increase student engagement (d) opportunities to respond (e) relationship-based interactive support (f) requesting tiered support and/or coaching. *Each of these practices are susceptible to implicit bias and if implemented without reflection could perpetuate harm.</p>	<p>a) Teams are committed to a reflective and ongoing cycle of learning, evaluating, and improving and are committed to dismantling racist practices.</p> <p>b) Teams reduce silos and increase collaboration (i.e. schools actively collaborate across teams and all stakeholders are active participants).</p> <p>c) Professional development opportunities are identified based on system and student/staff/community data.</p> <p>d) Teams partner with local community supports and families to provide professional development that orients staff to the community cultures, values, and historical perspectives.</p> <p>e) Teams have procedures to provide staff with explicit training and practice in specific skills for enhancing shared power structures within the school and classroom community and examining implicit bias and racism.</p> <p>f) Teams access school, community, and district resources to provide staff with explicit training and practice in Educator Self-Care, Verbal De-escalation, Adverse Children</p>	<ul style="list-style-type: none"> • Professional development calendar aligned to the SPS Strategic Plan and CSIP • Tier 1 is documented in Staff/Community Handbook • Staff Perception of Behavior and Discipline Survey • Request for Tiered Support/Coaching Form • Climate Survey Data • SEL lessons/curriculum • Restorative Practices Measures • Staff retention 	<p>0 = No plan/process to develop/orient staff is in use yet.</p> <p>1 = Plan/process is written; however, all components are not yet in use.</p> <p>2 = Formal plan/process is written and all components (all staff trainings that build understanding of institutional racism and examine the impact of current practices and 6 core Tier 1 Effective practices) are in use.</p>

Potential Divide-up/scope and sequence of Modules:

- **Module 1:** Strengths Based classroom/Environment & Self -Assessment – *Christine, Jay and Tricia*
- **Module 2:** Welcoming Routines & Procedures -- *Tricia, Dan and Ryan*
- **Module 3:** Provide positive feedback and behavior specific praise at 5:1 ratio (or higher) – 5:1 and Behavior Specific Praise – *Christine and TBD.*
- **Module 4:** Continuum of Response to Behavior – *TBD*
 - Integrating elements of 1.8 and Verbal De-escalation.
- **Module 5:** Relationship-based interactive support (formerly known as active supervision) – *Jill and TBD*
- **Module 6:** Increasing opportunities to respond (through connections and engagement) - *TBD*

That's it for not. Please let me know if you have any additional thoughts. Thanks all!

Ryan



Ryan M. Healy, M.Ed.

Pronouns: He/Him

Consulting Teacher/Behavioral
Health Coach

Coordinated School Health

rmhealy@seattleschools.org

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From: "Howard-Powell, Shari" <sdhowardpowell@seattleschools.org>
To: "Colasurdo, Jill L" <jlcolasurdo@seattleschools.org>, "DeCano, Polo A" <padecano@seattleschools.org>, "Upshaw, Jerome" <jeupshaw@seattleschools.org>, "Hirsch, Natalie T" <nthirsch@seattleschools.org>, "Bryant, Deron A" <dabryant@seattleschools.org>, "Tyshler, Alexandra" <altyshler@seattleschools.org>, "Lorow, Susan E" <selorow@seattleschools.org>, "May, Katherine J" <kjmay1@seattleschools.org>, "Miller, Alison T" <atmiller@seattleschools.org>, "Amsden, Hollis M" <hmamsden@seattleschools.org>, "Kierstead, Kimberly" <kwkierstead@seattleschools.org>
Cc: "Howard-Powell, Shari" <sdhowardpowell@seattleschools.org>
Subject: May 3 PBIS Meeting Agenda
Sent: Wed 4/6/2022 5:27:01 AM

Hello Team,

Our next PBIS Meeting will be Tuesday May 3rd.

We didn't get through our agenda this afternoon but we will be able to continue the same agenda on May 3rd, with a few inclusions.

We had a lot of discussion based on the data from ATLAS on the blue slips being written by staff at TM. Team decided that teachers and staff needed a refresher on playground and recess problem solving skills. Ms. Lorow and Ms. Tyshler noticed an increase in blue slips written in Feb. 2022-34 written to Mar. 2022 39 written. A pattern was seen on students needing guidance on solving problems with each other.

May 3rd Agenda-(Which contains points that were not covered at the April 5 Meeting)

- Norms
- TM Concerns/Discipline Review of Trends-(Lunchroom/Football/Recesses)
- Reset and Review a Goal for the end of the year (Dress up Week in June, award in May, end of year?) and Pup Point Reward-coincides with Testing
- Review March 22nd PBIS Meeting Notes concerning 1.1 TFI -Outreach will begin in the Fall, 2022

(Know that this will be an Expectation plan for September, 2022)

- In summary-Hollis and I will work with the K-2 teachers to revise the booster lesson and PowerPoint around playground and behavior expectations.
- Ms. Lorow will send out an email to 3-5 staff for input and work on the 3-5 booster lesson and PowerPoint with Mr. Hawkins included in order to address behaviors.
- Ms. Lorow will email Ms. Matsui and inquire about problem solving lessons that can be given to teachers to help with problem solving. -(Resources-Ruler, 2nd Step and SEL dept.)
- Team discussed that students would need some kind of cool-down activity before entering the lunchroom from recess. Right now there is a lot of "gray area" in recess and in order for students to be successful there needs to be a clear and concise plan/reminder for "How to solve Disagreements" and decrease "fighting, hitting or forceful behavior with one another."
- The plan is to try to roll out the new K-2 and 3-5 lesson plans/PowerPoints before the next PBIS meeting in May so TM can finish strong.
- The team talked briefly about Pup Points for students having a new goal related to "Taking care of each other by positive problem solving" with their peers on the playground or at recess.
- I sent the K-2 and 3-5 lesson plans and PowerPoints to the PBIS Team for the lesson plans to be revised in order to be more current.
- Jill and Polo apologized to the Team for how the TFI presentation may have come off as a bit overwhelming and reflected on their approach. They both appreciate our work on Race and Equity at our school and can't wait to work on the TFI inventor together.
- On March 22nd the PBIS Team at TM had a meeting about TFI 1.1 and brainstormed ideas about the focus and next steps. Please see below.

"Nothing about us without us."

I.1 Team Composition: Tier I Teams partner with stakeholders and ensure voice and broad representation of all families and communities, students of color, and specifically Black boys and youth. Representation should not be confused with tokenism (recruiting a small number of people from underrepresented groups in order to give the appearance equality.) Stakeholders include a Tier I team systems facilitator, a school administrator, student representation/consultation, family representation, and individuals able to provide critical perspective and information. These include:

(a) knowledge of cultural representation of the students and community and historical context
 (b) knowledge of behavior as a form of communication and a response to experiences known and unknown, school environment, and adult/staff behavior
 (c) coaching and technical assistance,
 (d) knowledge of student strengths and school-wide academic and behavior patterns,
 (e) knowledge about the operations of the school across grade levels and programs.

Practices/Strategies	Data Sources	Scoring Criteria
a) Student/Family participation is valued, and roles are clearly outlined and defined. *Partner with multiple students differing in perspective (consider term limits). b) If team size is a concern, consider the use of subcommittee structure and have families represented on subcommittees. c) Families influence system components (e.g., School-wide expectations language, celebrations/acknowledgements, etc.). d) Families assist in reporting team meeting discussions and data to stakeholders. e) Family members, students, and community liaisons are compensated, including childcare and/or transportation (gift cards, volunteer hours for students, access to technology, etc.).	<ul style="list-style-type: none"> School organizational chart Tier I team meeting minutes Continuous School Improvement Plan Budget for Tier I linked to CSIP 	0 = Tier I team does not yet exist or does not include all identified members. 1 = Tier I team exists with all identified members, but participation of these members is below 80%. 2 = Tier I team exists with all identified members, and participation of all roles is at or above 80% (if there are 10 meetings throughout the year every member attends at least 8 of the 10 meetings).

Notes: _____

[Type here]

Colasurdo, Upshaw, Haizlip, Webster, Hagerty, Stubblefield, Warren & DeCano

version 2

-
- **March 22nd TM PBIS Staff Meeting Notes-Thank you Alison**
- We would like to partner with stakeholders and create a team of people to *help create a learning environment that is loving, joyful, and safe; where every student is able to fully be themselves. We recognize that you all (students, families, and community members) are the experts of your community, and it is our hope that we will work in partnership to co-create a safe and welcoming environment that centers student and community voice.*
- This looks like revising and creating systems (define systems) at Thurgood Marshall and using data to help determine what is working and not working within these systems so that every students is able to _____ and feels _____. *We will meet _____.*
- We want to have a team that represents our community so we can meet these goals. Here are some things we've done in the past.
 - Which of these ideas worked?
 - Other ideas?
 - Reach out to Trinia about Black Family Advocacy
 - Reach out to Angie Jenkins about Equity Action Teams
 - Ask Danny if families he is working with might be interested in participating
 - Potential Plan
 - Show expectations—with lens to revise/edit so that family voices are represented and centered
 - What needs to shift so we have structure that leads to joyful learning and progress more joy and community voice
 - Love opinion on expectations—what's your experience like
 - Are these reasonable/realistic/worded correctly?
 - Does your child feel joy at school? What would help your child feel welcome at school?
 - Do invitation now and start feedback loop—like we recruit for BLT—do in May and start in September—give time commitment

Any questions or concerns please don't hesitate to reach out-Thanks everyone,

Encouraging Academic Excellence From All Children
 Shari D. Howard-Powell

2nd grade Scholars/AL
Thurgood Marshall Elementary School
2401 S. Irving St.
Seattle, WA 98144
(206) 252-2800
sdhowardpowell@seattleschools.org



Book a Meeting during My Office Hours.

I am available daily from 3:30-4:30pm Monday, Tuesday, Thursday and Friday.
Wednesdays 2:20-2:45pm
Text via: TalkingPoints app

“Nothing about us without us.”

I.1 Team Composition: Tier I Teams partner with stakeholders and ensure voice and broad representation of all families and communities, students of color, and specifically Black boys and youth. Representation should not be confused with tokenism (recruiting a small number of people from underrepresented groups in order to give the appearance equality.) Stakeholders include a Tier I team systems facilitator, a school administrator, student representation/consultation, family representation, and individuals able to provide critical perspective and information. These include:

- (a) knowledge of cultural representation of the students and community and historical context
- (b) knowledge of behavior as a form of communication and a response to experiences known and unknown, school environment, and adult/staff behavior
- (c) coaching and technical assistance,
- (d) knowledge of student strengths and school-wide academic and behavior patterns,
- (e) knowledge about the operations of the school across grade levels and programs.

Practices/Strategies	Data Sources	Scoring Criteria
<ul style="list-style-type: none"> a) Student/Family participation is valued, and roles are clearly outlined and defined. ³Partner with multiple students differing in perspective (consider term limits). b) If team size is a concern, consider the use of subcommittee structure and have families represented on subcommittees. c) Families influence system components (e.g., School-wide expectations language, celebrations/acknowledgements, etc.). d) Families assist in reporting team meeting discussions and data to stakeholders. e) Family members, students, and community liaisons are compensated, including childcare and/or transportation (gift cards, volunteer hours for students, access to technology, etc.). 	<ul style="list-style-type: none"> • School organizational chart • Tier I team meeting minutes • Continuous School Improvement Plan • Budget for Tier I linked to CSIP 	<p>0 = Tier I team does not yet exist or does not include all identified members.</p> <p>1 = Tier I team exists with all identified members, but participation of these members is below 80%.</p> <p>2 = Tier I team exists with all identified members, and participation of all roles is at or above 80% (if there are 10 meetings throughout the year every member attends at least 8 of the 10 meetings).</p>

Notes: _____



From: PBIS Training Events <pbis@seattleschools.org>
To: "Bell, Stacia M" <sbell@seattleschools.org>, "Bice, Leanne M" <lbice@seattleschools.org>, "Butler, Beatrice" <babutler@seattleschools.org>, "Byeman, Karen L" <klbyeman@seattleschools.org>, "Carlson, Brigid M" <bmcarlson@seattleschools.org>, "Clement, Angela M" <amclement@seattleschools.org>, "Colasurdo, Jill L" <jlcolasurdo@seattleschools.org>, "Daniels, Mark A" <madaniels@seattleschools.org>, "Davis, Dazanne" <dldavis@seattleschools.org>, "Deese, Rena S" <rskido@seattleschools.org>, "DeMarco, Alba T" <atdemarco@seattleschools.org>, "Fennimore, Grace C" <gcfennimore@seattleschools.org>, "Floer, Martin" <mfloer@seattleschools.org>, "Freeman, Timothy" <tjfreeman@seattleschools.org>, "Friesen, Rachel L" <rlfriesen@seattleschools.org>, "Gary, Robert" <rgary@seattleschools.org>, "Golger, Kara S" <ksgolger@seattleschools.org>, "Greenstein, Jennifer" <jgreenstein@seattleschools.org>, "Grygleski, Shelly" <shgrygleski@seattleschools.org>, "Hagerty, Patricia L" <plhagerty@seattleschools.org>, "Hawkinson, Nicole R" <nrhawkinson@seattleschools.org>, "Healy, Ryan M" <rmhealy@seattleschools.org>, "Hoisington, Stacy L" <slhoisington@seattleschools.org>, "Houston, John M" <jmhouston@seattleschools.org>, "Jackson, Chrissy" <cdjackson@seattleschools.org>, "Jacobs, Amanda M" <amjacobs@seattleschools.org>, "Katz, Micaela V" <mvkatz@seattleschools.org>, "Kay-Fredrickson, Stephanie H" <shkayfredric@seattleschools.org>, "Kilbane, Grace K" <gkkilbane@seattleschools.org>, "Kunkel, Farrah M" <fmkunkel@seattleschools.org>, "Larson, Kyli S" <kylarson@seattleschools.org>, "Leybold, Tana P" <tpleybold@seattleschools.org>, "Liu, Stephen W" <swliu@seattleschools.org>, "Lorca, Jimmie B" <jblorca@seattleschools.org>, "Lyons, Jana M" <jmlyons@seattleschools.org>, "Mahoney, Amy R" <armahoney@seattleschools.org>, "Malone, Ilana" <ilmalone@seattleschools.org>, "Matter, Jennifer" <jematter@seattleschools.org>, "Maynard, Katy" <kcmaynard@seattleschools.org>, "McDaniel, Mary" <mamcdaniel@seattleschools.org>, "McVicar, Lauri" <lmcvicar@seattleschools.org>, "Metz, Jill M" <jmmetz@seattleschools.org>, "Moroles, Sunny" <smoroles@seattleschools.org>, "Norman, Doreen" <dnorman@seattleschools.org>, "Noyes, Lisa" <lnoyes@seattleschools.org>, "Patrick, Kendra D" <kdpattick@seattleschools.org>, "Quigley, Sue" <saquigley@seattleschools.org>, "Roberson, Anita B" <abroberson@seattleschools.org>, "Robertson, Brian A" <barobertson@seattleschools.org>, "Robinson, Jerri A" <jarobinson@seattleschools.org>, "Sammons, RJ" <rjsammons@seattleschools.org>, "Seni, Ave F" <afseni@seattleschools.org>, "Shields, Elizabeth" <elshields@seattleschools.org>, "Sullenszino, Julie M" <jmsullenszin@seattleschools.org>, "Thomas, Christopher N" <cnthomas@seattleschools.org>, "Thomasson, LaNita" <lthomasson@seattleschools.org>, "Thornock, Bradley R" <brthornock@seattleschools.org>, "Warner, Karen C" <kcwarner@seattleschools.org>, "Warren, Dan" <djarwarren@seattleschools.org>, "Willette, Renee M" <rmwillette@seattleschools.org>, "Winkley, Kate N" <knwinkley@seattleschools.org>, "Witter, Samuel D" <sdwitter@seattleschools.org>, "Wynter, Jesselyn Y" <jyfinkley@seattleschools.org>, "York, Nikki" <niyork@seattleschools.org>, "Yousuf, Atia" <atyousuf@seattleschools.org>
Cc: "Barrett, Rachel" <rabarrett@seattleschools.org>, "Chandler, Christina I" <cichandler@seattleschools.org>, "DeCano, Polo A" <padecano@seattleschools.org>, "Elsaharty, Hyam S" <hselsaharty@seattleschools.org>, "Fischer, Niki R" <nrfischer@seattleschools.org>, "Kamp, Shawn M" <smkamp@seattleschools.org>, "Kunkel, Kai B" <kbkunkel@seattleschools.org>, "Limon, Debra L" <dllimon@seattleschools.org>, "Love, Lisa" <llove@seattleschools.org>, "Mattfeld, Christine R" <crmattfeld@seattleschools.org>, "Romanuk, Erin V" <evromanuk@seattleschools.org>, "Yoho, Lauren" <layoho@seattleschools.org>, "Holmes, Denise" <dlholmes@seattleschools.org>, "Pacheco, Jocilyn D" <jdpacheco@seattleschools.org>, "Stewart, Kyler G" <kgstewart@seattleschools.org>, "Suman, Joshua J" <jjsuman@seattleschools.org>, "Manni, Jessica M" <jmmanni@seattleschools.org>, "Diaz, Julia S" <jsdiaz@seattleschools.org>, "Reynolds, Jake J" <jjreynolds@seattleschools.org>, "Musazghi, Anday M" <ammusazghi@seattleschools.org>, "Upshaw, Jerome" <jeupshaw@seattleschools.org>, "DeGroot, Ann K" <akdegroot@seattleschools.org>, "Fox, Anne D" <adfox@seattleschools.org>, "Gallegos, Chelsea R" <crgallegos@seattleschools.org>, "McCullough, Melissa (Melissa.M.McCullough@kp.org)" <melissa.m.mccullough@kp.org>, "Rossi, Leigh A" <larossi@seattleschools.org>, "Baguyo, Shane I" <sibaguyo@seattleschools.org>, "Randolph, Summer" <surandolph@seattleschools.org>, "Morris, Thomas O" <tomorris@seattleschools.org>, "Beers, Matt S" <mmsbeers@seattleschools.org>, "Kinion, Aaron J" <ajkinion@seattleschools.org>, "Fitch, Nicole S" <nsfitch@seattleschools.org>, "King, Stephanie" <sjking@seattleschools.org>, "Meany, Lizabeth A" <lameany@seattleschools.org>, "Creagh, Rebecca" <recreagh@seattleschools.org>, "Marshall, Eric R" <ermarshall@seattleschools.org>, "Sales, Ashley J" <ajsales@seattleschools.org>, "Barajas, Guadalupe E" <gebarajas@seattleschools.org>, "Paine, Em M" <empaine@seattleschools.org>, "Rixen, Nicole" <nrixen@seattleschools.org>, "Sander, Patricia" <PSANDER@seattleschools.org>

Subject: PBIS School Team Training - Group B

Sent: Tue 1/28/2020 5:40:41 PM

[image001.png](#)

[District Initiated Substitute Request 2019-20.pdf](#)

Good Morning,

The re-scheduled Feb 13 PBIS Training does require new DI forms to be sent in. Thank you to schools who have already submitted their forms! Feb 6 is the current deadline to submit your DI forms. Feel free to submit them earlier if you are able, thank you and have a great day, Pamela.

New Communication and Scheduling Tool – **Please reply accept or decline** to help us track PBIS Training Attendance Counts, thank you!

Hello PBIS School Leaders,

Your cancelled Jan 15 PBIS Training is rescheduled for Feb 13. Attached you will find the District Initiated Substitute Request Form. Please complete the form and send to Pam Suaiaunoa no later than the deadline date noted in step four.

IMPORTANT: please remember to arrive with your district ID badge to support school/student safety, Thank you.

What	Tier II PBIS School Team Training – Group B
Date	Thursday, Feb 13, 2020
Hours	8:30 AM – 3:30 PM
Where	Meany Middle School – Room 30 301 – 21 st AVE East Seattle WA 98122

Central Office funding supports up to 3 substitutes per school team. Please follow steps below:

1. **Complete** the **District Initiated Substitute Request** form (attached)
2. **Include** all attending **team members**; note classified and certificated
3. **List** name of **pre-arranged substitutes** you have contacted and arranged coverage for the PBIS Training
4. **IMPORTANT: Submit completed form to [Pam Suaiaunoa](#) by Thursday, February 6, 2019**

Notes:

Do not enter sub requests directly into AESOP or submit DI form directly to the SubOffice, these actions will create funding errors. The correct budget source will be coded at time of submission of DI form to Coordinated School Health.

Clock hours will be available and, as in the past, team members should be prepared to provide for their own beverages and lunch. Should you have further questions please contact your Behavioral Health coach. We are looking forward to seeing you all soon!

Thank you,

Your Behavioral Health Team



DISTRICT/AGENCY INITIATED SUBSTITUTE REQUEST

INSTRUCTIONS: Call Sub Office before planning a workshop or meeting to reserve date. Complete additional form(s) if the days to be served are not consecutive. Human Resources requires ten (10) working days' notice for processing. **FUNDING SOURCE information IS REQUIRED.** If an outside agency is paying the sub cost, documentation must be attached. If not provided, the DI sub will be charged to the site workshop sub account. Print completed forms and mail to Human Resources, mailstop 33-192 or fax to 206-743-3022.

DATE: _____	CONTACT NAME/PHONE No: _____							
FUNDING SOURCE (Check one): <input type="checkbox"/> SCHOOL BUDGET <input type="checkbox"/> OTHER (Explain): _____								
TYPE OF SUBSTITUTE AND REASON (Check one):			FUNDING SOURCE (General Fund):			FUNDING SOURCE ASB		
Certificated:			FUND	COST CENTER	CI	FUND	COST	CI
<input type="checkbox"/>	Workshop/Other DI (Class name & sponsor): _____		2 0 4 3	-----	-----	7 0	--	----- 5 0 5 0
<input type="checkbox"/>	Class overload		-----	-----	2 0 4 3	7 0	--	----- 5 0 5 0
<input type="checkbox"/>	Vacant position already in budget		-----	-----	2 0 4 1	7 0	--	----- 5 0 5 0
Classified:			FUND	COST CENTER	CI	FUND	COST	CI
<input type="checkbox"/>	Workshop/Other DI (Class name & sponsor): _____		3 0 4 3	-----	-----	7 0	--	----- 5 0 5 0
<input type="checkbox"/>	Class overload		-----	-----	3 0 4 3	7 0	--	----- 5 0 5 0
<input type="checkbox"/>	Vacant position already in budget		-----	-----	3 0 4 1	7 0	--	----- 5 0 5 0

EMPLOYEE INFORMATION

Date(s)	Certificated (Check one)			Classified Hours		Employee Name/Job Title	School/Program	Grade/Subj	Substitute Name	Agreed
	AM	PM	All day	From	To					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Approval: Principal/Manager _____



From: "Lee, Megan C" <mcleee@seattleschools.org>
To: "Pilapil, Trisha B" <tbpilapil@seattleschools.org>, "Glenn, Christopher" <cdglenn@seattleschools.org>
Cc: "Garcia-Andresen, Annabel L" <algarciaandres@seattleschools.org>, "Hagerty, Patricia L" <plhagerty@seattleschools.org>
Subject: FW: Dunlap Tier II Supports Handbook March 2021
Sent: Wed 12/1/2021 11:13:08 PM
[Dunlap Tier II Supports Handbook March 2021.docx](#)
[Dunlap CICO Handbook.docx](#)

Lee, Megan C has shared a OneDrive for Business file with you. To view it, click the link below.

 PBIS Handbook.docx

Here you go!

From: Hagerty, Patricia L <plhagerty@seattleschools.org>
Sent: Wednesday, March 24, 2021 11:53 AM
To: Glenn, Christopher <cdglenn@seattleschools.org>; Pilapil, Trisha B <tbpilapil@seattleschools.org>; Phillips, William J <wjphillips@seattleschools.org>
Cc: Garcia-Andresen, Annabel L <algarciaandres@seattleschools.org>; Lee, Megan C <mcleee@seattleschools.org>
Subject: Dunlap Tier II Supports Handbook March 2021

Hello DES Tier II Team,

I'm on page 4 of the handbook, but lots of revisions were done if you look at the old one. I can have the rest of this draft finished today. Would love to have you take a look at the old briefly and the new to get a feel for the changes. I attached both.

Is there a time and day identified for coach/mentor training? It would be great to have 90 minutes or at least an hour with some room for questions, scenarios.

Other thoughts in getting this going

Monthly Coach Check In

Parent permission

Revised Daily Pride Card

Entering the data

Tier II Meeting Schedule

Other Tier II Support Descriptions and person for point of contact would be great to include

Thanks all! I look forward to connecting. CC'ing Megan and Annabel for Tier I communication loop.

Take good care,

Tricia



CHECK-IN CHECK-OUT HANDBOOK



Adapted by Zachary Gore
from Bakersfield School District CICO Handbook
and materials at: <http://www.pbisworld.com/>



CHECK-IN CHECK-OUT

Why should I do it?

- Improves student accountability.
- Increases structure.
- Improves student behavior and academics when other interventions have failed.
- Provides feedback and adult support on a daily basis.
- Improves and establishes daily home/school communication and collaboration.
- Improves student organization, motivation, incentive, and reward.
- Helps students to self-monitor and correct.
- Internalizes success and accomplishment of goals.
- Students get involved and excited about the program, enjoying the structure, support, and incentives of the intervention.
- Leads to maintenance free responsible behaviors, habits, and effort.

When should I do it?

- When a student has failed to respond to other interventions and general class management techniques and interventions.
- When a student is completing little to no work.
- When a student is not doing homework.
- When a student is not participating, being involved, or taking part in the learning process.
- When a student has emotional issues, like anxiety, frustration, etc.
- When a student has attention, focus, and impulsivity issues.
- When a student has very poor organization.
- When a student is exhibiting behavioral problems.
- When a student demonstrates low motivation and effort.

How do I do it?

CICO has slight variations from program to program and school to school, but generalized and at its core, this is how to do CICO:

- A student checks in with a specific adult at the start of the school day (each school site has assigned individuals to check-in with students). The adult gives the student a point sheet that lists the goals the student is working on. The adult speaks briefly with the student, reminding them what they need to focus on or any other things to help the student work toward their goals. The idea is to encourage the student and not say negative comments or blame.
- The student goes through their day with the point sheet, working on their goals and having each teacher check how well they did on each goal on their sheet.
- At the end of the day, the student checks out with the same adult they checked in with. The adult briefly talks with the student, asking them how they feel they did, what they did well on, and what they need to work on. The idea is to encourage the student and not make negative blaming statements.
- The student takes their point sheet home to show and discuss with their parent/guardian.
- The parent signs and discusses the point sheet, what the student did well, and what they need to work on. The idea is for the parent to encourage the student and not say negative or blaming comments.
- The student returns the next morning to hand in their sheet. The adult along with the student enter their daily points into a point tracker, and the student receives a new sheet from their CICO adult, starting the process over.

The Tier II Team decides what the overall average point goal is for each week (e.g., 80% of the points each week). The weekly average point goals may be used along with a reward system where the student receives a reward at the end of the week for obtaining their weekly average point level. Depending on the student, you may need to start rewards for reaching the point goal on a daily basis and work up to a week, so instead of reaching 80% of their points for a week, they only need to reach 80% of their daily points for a reward.

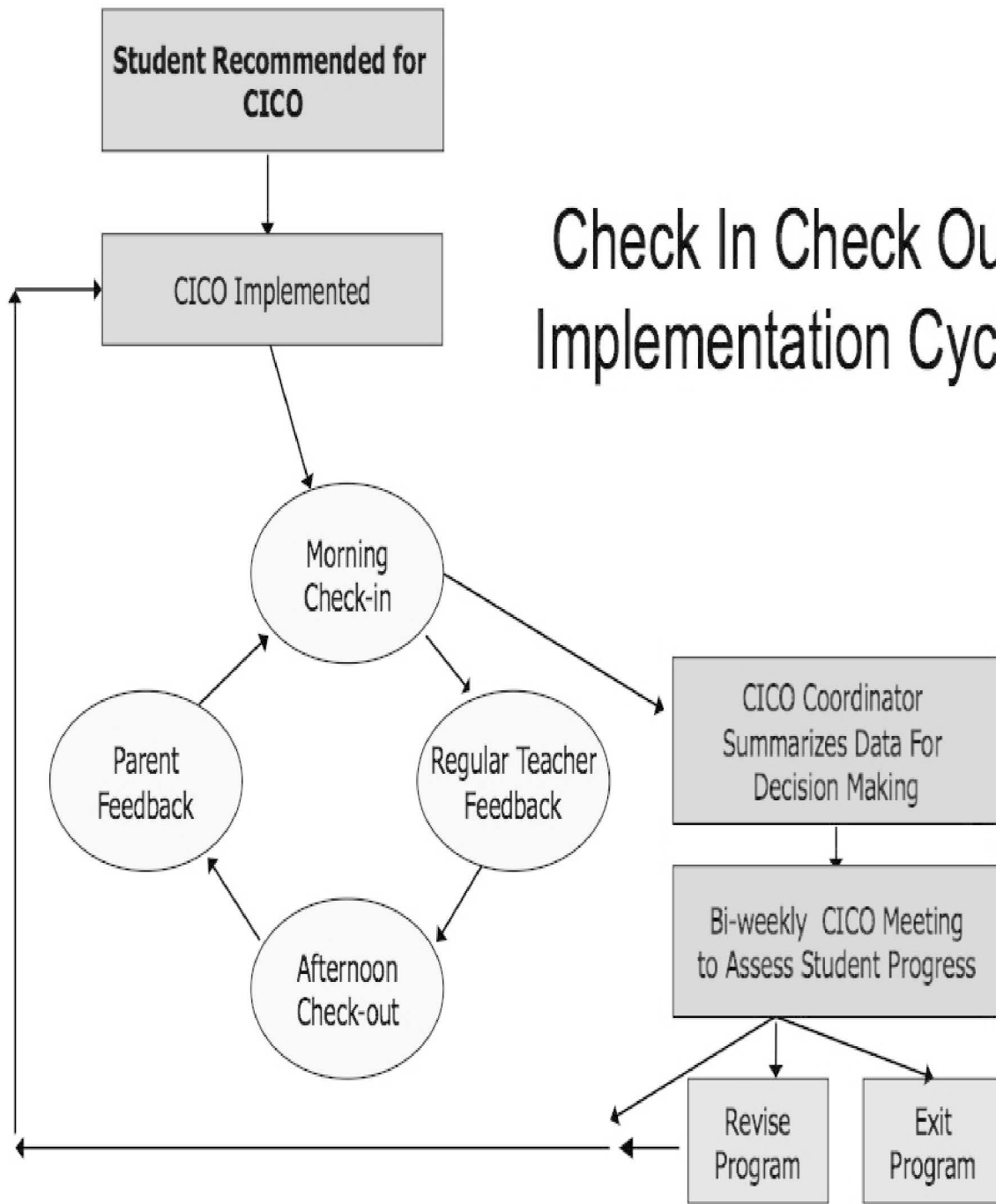
Program Overview

- The CICO process will provide systematic performance feedback for students who have been identified as needing Tier 2 support. This intervention is most appropriate for students who seek or enjoy adult attention.
- This intervention also provides a positive communication link between home and school. The intervention sets students up for success each morning and can be faded to develop student self-management.
- This intervention is designed to enhance student engagement and foster school completion with academic and social competence. The intervention is implemented by a trained coach.
- The coach checks on students daily assessing their engagement with school and learning through close monitoring of their attendance, behavior and grades.
- The coach connects with students, offering targeted and/or individualized intervention (based on degree of disengagement) in partnership with school personnel, families, and community service providers.
- The CICO process will provide systematic performance feedback for students who have been identified as needing Tier II support.
- This intervention is most appropriate for students who seek or enjoy adult attention. This intervention also provides a positive communication link between home and school.

Check-In Check-Out Training (first five days of implementation)

- The goals for the first five days of CICO are that the student, parents/guardians and teachers become familiar with the program and that the student experiences success.
- The student understands the use of the CICO card and the point reward system.
- The student uses the CICO Daily Point Card (DPC) during the day and receives points for positive behavior. He/she receives a daily treat at check-out time for using it. This treat is non-contingent on daily behavior. The student spends points at least once during the week.
- Teachers and all who are involved in check-ins and check outs during the day are supportive, encouraging, and positive with the student.
- The coach (person doing check out at the end of the day) uses the CICO form website to keep track of points earned daily and fills out the DPC, which goes home to parents/guardians.
- Parents/guardians know how students are doing each day when they receive the DPC.

Check In Check Out Implementation Cycle





Check-In Check-Out (CICO)

Date: _____

Student: _____

Parent/Guardian: _____

Congratulations! Your child has been selected to participate in a program at our school. We would like to include _____ in a behavior intervention program called Check-In Check-Out (CICO).

To participate, your child will report to their CICO coach, _____, first thing every morning after arriving to school. During this brief meeting, the CICO coach will review our schoolwide behavior expectations, provide a reminder about daily and weekly goals, and be sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Next, throughout the school day, your child's teachers will give specific feedback about performance (Demonstrating Respect, Responsibility, and Safety.) Teacher feedback will be documented using a Daily Point Card (DPC). At the end of the school day, students in the CICO program return to the coach they met with during the morning check in. For this afternoon check out period, coaches help students count and record the number of points earned for appropriate behavior that day. In addition, the facilitator provides positive comments, encouragement for ongoing success and additional instruction if students struggled with a particular period of the day. Finally, your child will be able to earn incentives for meeting behavioral goals.

To support each child's success, we ask parents/guardians to make sure children arrive on time each day for the morning check in and that they review and sign the DPC. A copy of this DPC will be sent home from school each day. We suggest celebrating the successes, briefly noting the challenges, and avoiding contingent consequences.

Most children who participate in the program show rapid gains, enjoy working with the coach, and benefit from additional attention provided by their classroom teacher. While your child is in the program, our school's Tier II Team will monitor data closely. After your child meets his/her program goals we will celebrate with a graduation ceremony.

Sincerely,

_____ and _____
Classroom Teacher Program Coordinator

Parent/Guardian Phone Contact Script

This is a suggested “script” for calls to parents of children referred to the program. This call is to inform the parents/guardian about the program and answer any questions or concerns about the program.

Hello [parent/guardian name], this is [staff name/title] from Dunlap Elementary. I want to let you know about a new program at our school that we are excited about. It is called Check-In Check-Out. The CICO Program is designed to give more support to some of our students who may have trouble finishing their work, staying on task, or following our school-wide expectations. This program has been in place at other schools and students in the program usually improve their school behavior and enjoy participating, as well.

We, here at Dunlap, think that this program would help [child's name] be more successful at school. For your child to be included, we need your consent and that is why I am calling you today.

I will send a consent form and letter explaining the program that will provide you details and get your signature if you would like to include your student in the program. I will send the forms home this evening and would appreciate it if you could return the consent form signed with your child tomorrow morning. Do you have any other questions?

If you do have questions after you read the packet, you can give me a call at _____.

Thanks so much for your help!

FREQUENTLY ASKED QUESTIONS

Q: How was my child chosen for this program? Is it because he is a bad kid?

A. Students can be nominated through the tier 2 team process. CICO is a program that is effective for a variety of students with a variety of needs. We offer the program to help the students who need a little extra support. Many students benefit from CICO and the need for additional support is completely normal and expected.

Q: How will my child benefit from CICO?

A. CICO is a positive behavior support. Through this program, [child's name] will receive multiple opportunities to positively interact with invested adults at school. Every morning and afternoon, s/he will check in/check out with the same adult. Throughout the day, s/he will carry a Daily Point Card, which teachers will use to rate your child's behavior at frequent intervals. As a result, your child will benefit from recurring feedback regarding his/her behavior, positive adult attention, and positive reinforcement for exhibiting the desired pro-social behaviors. Finally, all participating students are expected to bring their DPC home daily to share their progress with parents/guardians.

Q: How long do students usually participate in the CICO program?

A. Students tend to be part of the CICO program for 6-8 weeks. Our goal for the student is to be a successful "self-manager", so the duration of implementation is dependent on your child's progress.

Q: How are decisions made regarding implementation?

A. Our PBIS team includes teachers, principal, behavioral Intervention Specialist and school psychologist. The team meets regularly two times a month to review the students' progress in the program. All decisions are determined by the group, including teacher and parent/guardian input.

Q: How can I help at home?

A. Research shows that programs like CICO are most successful when the home and school work collaboratively together to support the child. We suggest keeping the interactions positive: celebrating the successes, briefly noting the pitfalls, and avoiding contingent consequences. CICO is a positive support, intended to motivate the student to exhibit pro-social behaviors at school.

Check-In Check-Out (CICO) Progress Letter

Date _____

Student Name _____

Grade _____

Dear _____

(Parent/Guardian Name)

As you know, your child has been participating in the CICO Program here at Dunlap Elementary School. Although your child is bringing home a copy of the Daily Point Card for you to sign, we thought you might like to see the enclosed graph showing your child's progress for the last month. Overall, it looks as if your child is making good progress and is benefiting by participating in the program.

If you have any questions about this graph or about the CICO Program, please feel free to email me at zrgore@seattleschools.org or give me a call at 206-252-7054.

Thank you so much for your continued support of the CICO Program.

Sincerely,

Zachary Gore

CICO Program Coordinator

Check-In Check-Out Teacher Information

1. The CICO program consists of the following components:
 1. Morning “check in” with _____ in _____
 2. Teacher feedback 3-5 times each day
 3. Afternoon “check out” with _____ in _____
 4. Daily home report

2. Each morning, the student will walk directly to _____ to check in. The student will receive his/her daily point card. In addition, the Daily Point Card will be turned in. If the student comes to class before checking in, please remind them to go to _____.

3. During the day, you will provide feedback to the student in the form of points. A “2” indicates great job, a “1” indicates okay, and a “0” indicates a hard time. Please mark the student’s card at the appropriate time, and provide specific verbal feedback about the rating.

4. At the end of the day, the student will walk to _____ to check out. There are several students who need to check out, so please send the student down at the appropriate time. The student will then turn in the card, points will be recorded, and the home report will be completed.

5. Data will be graphed on a regular basis. Copies of the student’s graph will be placed in your mailbox. Please contact **Zachary Gore** if it appears that the program is not working, or if you have other concerns. Thank you for your efforts.

Typical Problems and Solutions

1. The student forgets to “check in”

This is very common, especially for younger students. If the student arrives, and forgets to check in, send him/her to Program Coordinator. It is important that the student checks in. If the problem becomes consistent (2-3 days per week), contact Program Coordinator to come up with a plan.

2. The student loses the card

Pick a place in the classroom to keep the card. You may also tape the card to the student’s desk. Provide verbal reminders to the student to “remember your card.” Do not allow the student to carry the card to lunch or recess unless it is necessary. Start a new card (in your package).

3. The student “loses” the card if they are having a bad day

If the student says that the card is lost after having a bad day, begin to use a new card. If you remember the ratings that you previously gave, record on the new card. Keep the card with you for the rest of the day, but still briefly meet with the student to provide the ratings and feedback.

4. The student arrives late to school

Begin a card (from the packet) and start when the student arrives. When the student arrives, explain that you will start the card, and that they may turn in the previous days’ Daily Point Card (DPC) during check out.

5. The student becomes angry and throws the card or rips it up

Discontinue the card for the day. Explain that having the card is a special privilege, and they must not destroy it. The student should still check out at the end of the day if possible.



Check-In Check-Out Agreement

Student Responsibilities:

1. Remember to go to check in and check out in _____
2. Keep track of Daily Point Card (DPC)
3. Be safe while walking down to _____
4. Bring signed home report everyday

Classroom Teacher Responsibilities:

1. Provide a rating on DPC at designated times
2. Provide reminders to attend check-in and check-out
3. Provide support and encouragement to the student
4. Provide updates to CICO staff

CICO Staff Responsibilities:

1. Check students in and out
2. Provide DPCs
3. Provide updates to classroom teachers

CICO Staff

Classroom Teacher

Student

Check-In Check-Out Contract

I, _____, agree to work to on behaviors that demonstrate our schoolwide expectations:

1. Demonstrate Respect by _____
2. Demonstrate Responsibility by _____
3. Demonstrate Safety by _____

I will work with _____ to keep track of my progress. I understand that I will have a chance to earn a reward each week / day when I meet my goals.

I will try hard to do my best to meet these goals every day.

Student Signature

I will do my best to help _____ meet his/her goals everyday

Signature of Coach

CICO Coach-Student Prompts

Tips for Providing Feedback During Check-In and Check-Out

Things to say at check-in...

- Wow! You brought back your Daily Point Card signed!
- You're here on time again – Great!
- Looks like you're all set to go.
- It's great to see you this morning.
- Looks like you're ready for a good day.
- You're off to a good start!
- You look so nice this morning.
- You look happy to be here this morning.
- I like the way you said, "Good morning!"
- Thanks for coming to check in.
- Sounds like you had a good weekend.
- We missed you yesterday (if student was absent). Nice to see you today.

Things to say at check-out....

- You had a great (awesome, terrific, etc.) day!
- You're right on target.
- You're really working hard!
- You are such a good student.
- You met your goal – wow!
- I know it was a tough day. Thanks for coming to check-out.
- We all have bad days once and awhile, I know you can do it tomorrow.
- You look a little frustrated, what happened?
 - If a student looks upset take a few minutes to "just listen"
- Looks like you were having some trouble today. I know you can turn it around tomorrow.

CICO Teacher-Student Prompts

Tips for Providing Feedback While Filling Out a DPC

Teacher feedback is key. This dialogue *is* the intervention. Your **feedback** at the end of an academic block or class should take 1-3 minutes and be presented in a in a **positive** and **constructive** way.

1) **Speak to the student in private.**

2) **Review the positive behaviors together.** Keep in mind, some students may or may not be able to articulate their behavior. Use *specific* examples, when possible.

- You showed respect by giving me eye contact while you waited on the rug.
- You showed respect and responsibility by raising your hand.
- You showed responsibility by walking to the rug and waiting with a calm body.
- You showed safety when you moved to an empty area to use the jump rope.

3) **Score the DPC (Daily Point Card) together.**

- How many points do you think you earned for Respect?
- How many points do you think you earned for Responsibility?
- How many points for Safety?

4) At the end of the day/class, **encourage the student for the next day.**

- Tomorrow is a new day, and a new chance to show respect. Have a good day.
- I am so impressed with your behavior today. I look forward to seeing you do the same on Monday!

Fading Out Process

Things to consider before “Fading out”

- Determining the appropriate time to fade
- Using self-management
- Tips for increasing success during the fading phase
- Graduation and alumni parties
- How to respond if a student wants to continue participating in the program
- Final consideration

Fading Interventions

- Fading refers to a process of gradually removing CICO intervention components for students who have met program goals.
- Students may be faded from an intervention when they have shown sufficient progress and are meeting at least 80% of the total possible points on a daily basis for at least 6-8 weeks.
- Fading is intended not only to remove the intervention gradually, but also to establish self-monitoring by the student.
- Successful graduates of the CICO Program are students who maintain expected behaviors after the daily check in, regular teacher feedback, data collection, check out, and parent/guardian feedback components are no longer provided (i.e., faded).
- To increase the likelihood of student success after graduation, CICO Program components are typically removed through a systematic and thoughtfully planned fashion rather than abruptly ended all at once.
- Students receive instruction for self-management skills **before** the CICO components are faded.
- Schools with a designated Tier 2 Team, which meets on a regular basis and allows time on the agenda for the CICO Coordinator to present student data, are well suited for discussing students who may be candidates for self-management, fading, and graduation from the program.

**After a student completes CICO, students typically miss their coach and request to return to CICO. In efforts to support students after they graduate from CICO, you can have them provide you with their report cards quarterly and reward them by joining you for lunch or an alumni “CICO party.”*

Reverse Request for Assistance: Interventions Change

(Addressed to Student's Teacher)

Student Name _____ Grade _____

Date _____ IEP (circle one) Yes No

Teacher _____

Based on preliminary data, it has come to our attention that the Tier II Intervention (Check-In Check-Out) is NOT having a significantly positive effect on your student (i.e., he/she "is not responding" well to the intervention). Please identify which additional support/s, you feel, would be the best fit for this youth.

1) _____ No change in behavior support requested at this time, please continue CICO.

2) Social/Academic Instructional Groups

_____ Problem-Solving: To learn replacement behaviors for fighting, arguing etc.
(externalizing behaviors)

_____ Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal etc.
(internalizing behaviors)

3) Academic

_____ Academic Behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework etc.

_____ Academic skills/content area

4) Individualized Check-In/Check-Out: Same CICO with one or more of the following changes:

_____ Change location of Check-In and/or Check-Out

_____ Change Check-In/Check-Out person (change adult or use a peer instead)

_____ Change Check-In and/or Check-Out time (or add addition time/s)

5) _____ **Mentoring** (Focus is on connection/relationship between one adult and youth, designed/individualized based on youth needs)

Thank you!

Daily Point Cards (DPCs)

DUNLAP DOLPHIN PRIDE		RESPECT • RESPONSIBILITY • SAFETY																	
Student:	Coach:	MON TUE WED THU FRI	Date:																
	Check-In			Reading			Writing			Math			Specialist			Check-Out			TOTALS
	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	
Respect	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	
Responsibility	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	
Safety	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	
Totals																			___/36
Checked In: Yes or No Checked Out: Yes or No Parent/Guardian Signature: _____ Parent/Guardian Comments (more room on back) _____				2 - Wow! (☺) = Met expectations with positive behavior—0-1 reminders 1 - Good (☹) = Met expectations w/ 2 reminders 0 - Not Yet (☹) = Needed 3 or more reminders Coach Comments (more room on back) _____									Working on this: _____ _____ _____ Goal: ___/36						



DUNLAP DOLPHIN PRIDE

RESPECT • RESPONSIBILITY • SAFETY



Student: _____ Coach: _____ MON TUE WED THU FRI Date: _____

	Check-In			Reading			Writing			Math			Specialist			Check-Out			TOTALS
	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	
Respect	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	
Responsibility	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	
Safety	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	
Totals																			___/36
Checked In: Yes or No Checked Out: Yes or No Parent/Guardian Signature: _____ Parent/Guardian Comments (more room on back) _____							Wow! (2) = Met expectations with positive behavior—zero or one reminders Good (1) = Met expectations with two reminders Not Yet (0) = Needed three or more reminders Coach Comments (more room on back) _____							Working on this: _____ _____ _____ Goal: ___/36					

Dunlap Pride Tier II SUPPORTS HANDBOOK



Revised by DES Tier II Team March 2021
Adapted by Zachary Gore
from Bakersfield School District CICO Handbook
and materials at: <http://www.pbisworld.com/>



Tier I and Tier II Supports at Dunlap Elementary

Tier II or secondary supports are any services that some students receive but not all students receive. These services and supports supplement or are in addition to Tier I Universal Supports that are in place to support teaching, learning. Tier I systems and practices such as the Dunlap Dolphin Pride expectations, Dunlap Teaching and Learning Matrices, Dolphin Tokens, Dolphin Dollars are in support of 100% of our staff, students, families and whole school learning community. Tier I Universal Supports are aimed at creating a safe, positive, healthy, consistent learning environment that is welcoming and supportive. At Dunlap Tiered Supports are often referred to as Dunlap Pride and in place to foster positive relationships and a whole school community culture that is culturally relevant, highly engaging and fun. We hope all staff, and every and scholar family feel safe, welcomed and joyful as valued members of this learning community.

Tier II or secondary supports are additional services and supports to

Dunlap Pride Dolphin Pride CHECK-IN CHECK-OUT

What is it?

The Dolphin Pride Club/Crew/Pack – Dolphin Pride...”We School!” We are Family! – Name it!

Why should I do it?

- Provides additional positive support and coaching in a strength-based relational way
- Increases structure that supports our scholars
- Can be a positive support for social-emotional/behavioral health and wellness
- Can support or increase academic engagement
- Provides positive feedback and adult coaching support on a daily (*regular*) basis.
- Establishes a positive daily home/school communication and collaboration.
- Can help improve organizational skills and increase motivation through incentives and recognition.
- Helps students to self-monitor and problem solve.
- Supports student success and building an internal sense of accomplishment of goals.
- Students get involved and excited about the positive support and relationship with an adult mentor other than their classroom teacher.
- Students appreciate the structure and consistency and the attention and time with a positive school-based coach/mentor.

Who might be a good match to this school-based support?

- When classroom supports and interventions have been tried for 2-4 weeks and there has been little or no improvement and/or the student may just need a little more support
- When scholars are **not yet** experiencing school success and could benefit from additional support. Examples of supports needed and possible barriers to success include:
 - Incomplete work
 - Limited engagement, participation, or response rates in class and with learning process
 - Need for additional social-emotional, behavioral support and skill building (i.e. strategies, coping tools, ways to overcome or combat anxiety, frustration, attentional/focus, impulsivity)
 - Need for additional structure and organizational support
 - Support and encouragement to foster motivation and relevance

How do I do it?

This Tier II support has slight variations from school to school, but generalized and at its core, this is how to do Dolphin Pride Check In Check Out works:

- A student “checks in” or briefly meets with a school-based coach/mentor just prior to the official start of the school day (each school site has assigned individuals to check-in with students). The coach greets the scholar by name and welcomes them into the space (virtual or in person). After a couple moments for greeting and check in on how they are doing, the coach/mentor gives the scholar a school-based daily progress summary card, called the Dolphin Pride Card at DES, that lists the Dolphin Pride Expectations as well as a goal the student is working on. The adult talks briefly with the student, getting to know them, their strengths, talents and interests and talks with them/coaches them on ways a student might work toward their goals. The morning check in is a brief two-way chat to

encourage the student and support their success as scholars. Communication is positive and offers a problem-solving and skill building focus.

- The student keeps the Dolphin Card with them, they work on their goals and get positive feedback from each teacher and together discuss how well they did and how they can keep making progress toward their goal.
- At the end of the day, the scholar “checks out” ideally with the same coach/mentor they checked in with. The adult briefly talks with the student, asking them how they felt they did, what they did well, and what they need to work on. Again, encouragement, skill building and thoughtful problem-solving is key (the RULER or Second Step Tools can be helpful and familiar).
- Students then take/share their Pride Card with family/caregivers at home to celebrate successes and talk through areas for growth and development.
- The parent signs and discusses the Pride Card with the student and what they did well, and what they may need to work on. Parents encourage the student and shares ideas for ongoing success.
- The student returns or shows the Dolphin Pride Card next morning. The adult along with the student enter their daily points into a point tracker, and the student receives a new Pride Card from their coach/mentor, starting the process over.

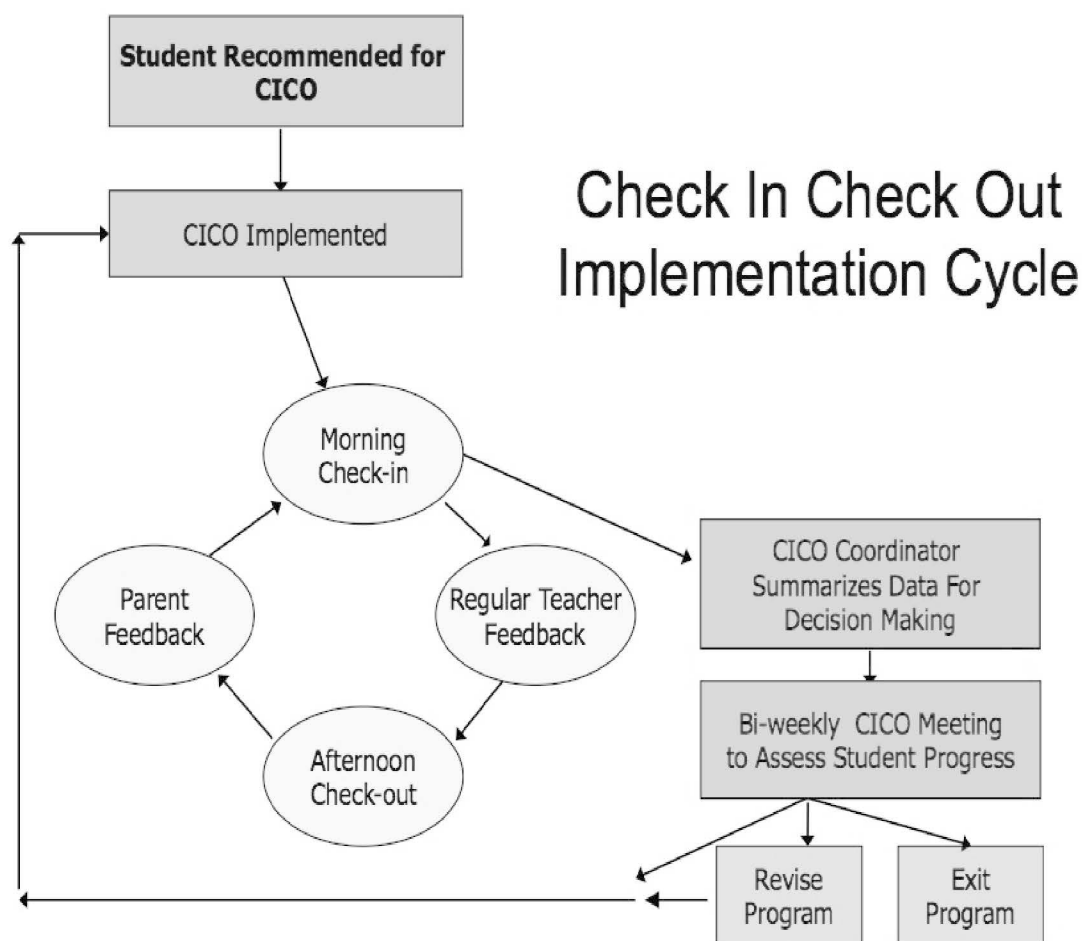
The Tier II Team decides what the overall average point goal is for each week (e.g., 80% of the points each week is a good place to start all students and then data should be reviewed at least weekly). The weekly average point goals may be used along with a incentives where the scholar celebrates their successes and receives small school related items for every 5 days they meet their daily points goal (the 5 days does not have to be consecutive). Depending on the student, there may need to be adjustments in frequency of reinforcement and the type of reinforcement, etc.

Program Overview

- The Check In Check Out process will provide regular feedback for scholars nominated for additional or secondary supports and a good match for CICO.
- This support is most effective for scholars who seek and enjoy one on one attention from adults but can also be effective for others. Slight adaptations may be needed to best meet the scholars need.
- This support also provides a positive and important two-way communication link between home and school. The support aims to set the scholar up for success each morning and can be faded to promote self-management.
- This support is designed to enhance the scholars engagement and foster school success through building academic and social skills. The support is implemented by a trained coach/mentor.
- The coach checks with teachers and parents weekly on how the scholar is progressing as it relates to daily work and assessing their engagement with school and learning through close monitoring of their attendance, behavior, grades and most importantly their overall well-being.
- The coach connects with scholars when possible, offering targeted and/or individualized intervention (based on degree of disengagement) in partnership with the Tier II Team, families, and community-based supports.

Check-In Check-Out Training (first five days of implementation)

- The goals for the first five days of CICO are that the scholar, parents/guardians and teachers become familiar with the program and that the scholar and coach get to know each other fostering a positive relationship and identify what success will look like, set goals and learn about the scholar and family priorities.
- The scholar learns how the Dolphin Pride Card and the point system works.
- The student uses the Daily Pride (DPC) during the day and receives points for positive behavior. He/she receives a daily Dolphin Token or sticker at check-out time for getting the DPC completed. This incentive is non-contingent on daily behavior or goal. The student spends points at least once during the week.
- Teachers and all who are involved in check-ins and check outs during the day are supportive, encouraging, and positive with the student.
- The coach (person doing check out at the end of the day) uses the DPC form website to keep track of points earned daily and fills out the DPC, which goes home to parents/guardians.
- Parents/guardians know how students are doing each day when they receive the DPC.





Check-In Check-Out (CICO)

Date: _____

Student: _____

Parent/Guardian: _____

Hello,

Your child has been nominated to participate in a short term support at our school. We would like to include _____ in an additional support called Check-In Check-Out (CICO).

To participate, your child will report to their CICO coach, _____, first thing every morning after arriving to school. During this brief meeting, the CICO coach will review our schoolwide behavior expectations, provide a reminder about daily and weekly goals, and be sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Next, throughout the school day, your child's teachers will give specific feedback about performance (Demonstrating Respect, Responsibility, and Safety.) Teacher feedback will be documented using a Daily Point Card (DPC). At the end of the school day, students in the CICO program return to the coach they met with during the morning check in. For this afternoon check out period, coaches help students count and record the number of points earned for appropriate behavior that day. In addition, the facilitator provides positive comments, encouragement for ongoing success and additional instruction if students struggled with a particular period of the day. Finally, your child will be able to earn incentives for meeting behavioral goals.

To support each child's success, we ask parents/guardians to make sure children arrive on time each day for the morning check in and that they review and sign the DPC. A copy of this DPC will be sent home from school each day. We suggest celebrating the successes, briefly noting the challenges, and avoiding contingent consequences.

Most children who participate in the program show rapid gains, enjoy working with the coach, and benefit from additional attention provided by their classroom teacher. While your child is in the program, our school's Tier II Team will monitor data closely. After your child meets his/her program goals we will celebrate with a graduation ceremony.

Sincerely,

Classroom Teacher

_____ and _____
Program Coordinator

Parent/Guardian Phone Contact Script

This is a suggested “script” for calls to parents of children referred to the program. This call is to inform the parents/guardian about the program and answer any questions or concerns about the program.

Hello [parent/guardian name], this is [staff name/title] from Dunlap Elementary. I want to let you know about a new program at our school that we are excited about. It is called Check-In Check-Out. The CICO Program is designed to give more support to some of our students who may have trouble finishing their work, staying on task, or following our school-wide expectations. This program has been in place at other schools and students in the program usually improve their school behavior and enjoy participating, as well.

We, here at Dunlap, think that this program would help [child's name] be more successful at school. For your child to be included, we need your consent and that is why I am calling you today.

I will send a consent form and letter explaining the program that will provide you details and get your signature if you would like to include your student in the program. I will send the forms home this evening and would appreciate it if you could return the consent form signed with your child tomorrow morning. Do you have any other questions?

If you do have questions after you read the packet, you can give me a call at _____.

Thanks so much for your help!

FREQUENTLY ASKED QUESTIONS

Q: How was my child chosen for this program? Is it because he is a bad kid?

A. Students can be nominated through the tier 2 team process. CICO is a program that is effective for a variety of students with a variety of needs. We offer the program to help the students who need a little extra support. Many students benefit from CICO and the need for additional support is completely normal and expected.

Q: How will my child benefit from CICO?

A. CICO is a positive behavior support. Through this program, [child's name] will receive multiple opportunities to positively interact with invested adults at school. Every morning and afternoon, s/he will check in/check out with the same adult. Throughout the day, s/he will carry a Daily Point Card, which teachers will use to rate your child's behavior at frequent intervals. As a result, your child will benefit from recurring feedback regarding his/her behavior, positive adult attention, and positive reinforcement for exhibiting the desired pro-social behaviors. Finally, all participating students are expected to bring their DPC home daily to share their progress with parents/guardians.

Q: How long do students usually participate in the CICO program?

A. Students tend to be part of the CICO program for 6-8 weeks. Our goal for the student is to be a successful "self-manager", so the duration of implementation is dependent on your child's progress.

Q: How are decisions made regarding implementation?

A. Our PBIS team includes teachers, principal, behavioral Intervention Specialist and school psychologist. The team meets regularly two times a month to review the students' progress in the program. All decisions are determined by the group, including teacher and parent/guardian input.

Q: How can I help at home?

A. Research shows that programs like CICO are most successful when the home and school work collaboratively together to support the child. We suggest keeping the interactions positive: celebrating the successes, briefly noting the pitfalls, and avoiding contingent consequences. CICO is a positive support, intended to motivate the student to exhibit pro-social behaviors at school.

Check-In Check-Out (CICO) Progress Letter

Date _____

Student Name _____

Grade _____

Dear _____
(*Parent/Guardian Name*)

As you know, your child has been participating in the CICO Program here at Dunlap Elementary School. Although your child is bringing home a copy of the Daily Point Card for you to sign, we thought you might like to see the enclosed graph showing your child's progress for the last month. Overall, it looks as if your child is making good progress and is benefiting by participating in the program.

If you have any questions about this graph or about the CICO Program, please feel free to email me at zrgore@seattleschools.org or give me a call at 206-252-7054.

Thank you so much for your continued support of the CICO Program.

Sincerely,

Zachary Gore

CICO Program Coordinator

Check-In Check-Out Teacher Information

1. The CICO program consists of the following components:
 1. Morning “check in” with _____ in _____
 2. Teacher feedback 3-5 times each day
 3. Afternoon “check out” with _____ in _____
 4. Daily home report
2. Each morning, the student will walk directly to _____ to check in. The student will receive his/her daily point card. In addition, the Daily Point Card will be turned in. If the student comes to class before checking in, please remind them to go to _____.
3. During the day, you will provide feedback to the student in the form of points. A “2” indicates great job, a “1” indicates okay, and a “0” indicates a hard time. Please mark the student’s card at the appropriate time, and provide specific verbal feedback about the rating.
4. At the end of the day, the student will walk to _____ to check out. There are several students who need to check out, so please send the student down at the appropriate time. The student will then turn in the card, points will be recorded, and the home report will be completed.
5. Data will be graphed on a regular basis. Copies of the student’s graph will be placed in your mailbox. Please contact **Zachary Gore** if it appears that the program is not working, or if you have other concerns. Thank you for your efforts.

Typical Problems and Solutions

1. The student forgets to “check in”

This is very common, especially for younger students. If the student arrives, and forgets to check in, send him/her to Program Coordinator. It is important that the student checks in. If the problem becomes consistent (2-3 days per week), contact Program Coordinator to come up with a plan.

2. The student loses the card

Pick a place in the classroom to keep the card. You may also tape the card to the student’s desk. Provide verbal reminders to the student to “remember your card.” Do not allow the student to carry the card to lunch or recess unless it is necessary. Start a new card (in your package).

3. The student “loses” the card if they are having a bad day

If the student says that the card is lost after having a bad day, begin to use a new card. If you remember the ratings that you previously gave, record on the new card. Keep the card with you for the rest of the day, but still briefly meet with the student to provide the ratings and feedback.

4. The student arrives late to school

Begin a card (from the packet) and start when the student arrives. When the student arrives, explain that you will start the card, and that they may turn in the previous days’ Daily Point Card (DPC) during check out.

5. The student becomes angry and throws the card or rips it up

Discontinue the card for the day. Explain that having the card is a special privilege, and they must not destroy it. The student should still check out at the end of the day if possible.



Check-In Check-Out Agreement

Student Responsibilities:

1. Remember to go to check in and check out in _____
2. Keep track of Daily Point Card (DPC)
3. Be safe while walking down to _____
4. Bring signed home report everyday

Classroom Teacher Responsibilities:

1. Provide a rating on DPC at designated times
2. Provide reminders to attend check-in and check-out
3. Provide support and encouragement to the student
4. Provide updates to CICO staff

CICO Staff Responsibilities:

1. Check students in and out
2. Provide DPCs
3. Provide updates to classroom teachers

CICO Staff

Classroom Teacher

Student

Check-In Check-Out Contract

I, _____, agree to work to on behaviors that demonstrate our schoolwide expectations:

1. Demonstrate Respect by _____
2. Demonstrate Responsibility by _____
3. Demonstrate Safety by _____

I will work with _____ to keep track of my progress. I understand that I will have a chance to earn a reward each week / day when I meet my goals.

I will try hard to do my best to meet these goals every day.

Student Signature

I will do my best to help _____ meet his/her goals everyday

Signature of Coach

CICO Coach-Student Prompts

Tips for Providing Feedback During Check-In and Check-Out

Things to say at check-in...

- Wow! You brought back your Daily Point Card signed!
- You're here on time again – Great!
- Looks like you're all set to go.
- It's great to see you this morning.
- Looks like you're ready for a good day.
- You're off to a good start!
- You look so nice this morning.
- You look happy to be here this morning.
- I like the way you said, "Good morning!"
- Thanks for coming to check in.
- Sounds like you had a good weekend.
- We missed you yesterday (if student was absent). Nice to see you today.

Things to say at check-out....

- You had a great (awesome, terrific, etc.) day!
- You're right on target.
- You're really working hard!
- You are such a good student.
- You met your goal – wow!
- I know it was a tough day. Thanks for coming to check-out.
- We all have bad days once and awhile, I know you can do it tomorrow.
- You look a little frustrated, what happened?
 - If a student looks upset take a few minutes to "just listen"
- Looks like you were having some trouble today. I know you can turn it around tomorrow.

CICO Teacher-Student Prompts

Tips for Providing Feedback While Filling Out a DPC

Teacher feedback is key. This dialogue *is* the intervention. Your **feedback** at the end of an academic block or class should take 1-3 minutes and be presented in a in a **positive** and **constructive** way.

1) **Speak to the student in private.**

2) **Review the positive behaviors together.** Keep in mind, some students may or may not be able to articulate their behavior. Use *specific* examples, when possible.

- You showed respect by giving me eye contact while you waited on the rug.
- You showed respect and responsibility by raising your hand.
- You showed responsibility by walking to the rug and waiting with a calm body.
- You showed safety when you moved to an empty area to use the jump rope.

3) **Score the DPC (Daily Point Card) together.**

- How many points do you think you earned for Respect?
- How many points do you think you earned for Responsibility?
- How many points for Safety?

4) At the end of the day/class, **encourage the student for the next day.**

- Tomorrow is a new day, and a new chance to show respect. Have a good day.
- I am so impressed with your behavior today. I look forward to seeing you do the same on Monday!

Fading Out Process

Things to consider before “Fading out”

- Determining the appropriate time to fade
- Using self-management
- Tips for increasing success during the fading phase
- Graduation and alumni parties
- How to respond if a student wants to continue participating in the program
- Final consideration

Fading Interventions

- Fading refers to a process of gradually removing CICO intervention components for students who have met program goals.
- Students may be faded from an intervention when they have shown sufficient progress and are meeting at least 80% of the total possible points on a daily basis for at least 6-8 weeks.
- Fading is intended not only to remove the intervention gradually, but also to establish self-monitoring by the student.
- Successful graduates of the CICO Program are students who maintain expected behaviors after the daily check in, regular teacher feedback, data collection, check out, and parent/guardian feedback components are no longer provided (i.e., faded).
- To increase the likelihood of student success after graduation, CICO Program components are typically removed through a systematic and thoughtfully planned fashion rather than abruptly ended all at once.
- Students receive instruction for self-management skills **before** the CICO components are faded.
- Schools with a designated Tier 2 Team, which meets on a regular basis and allows time on the agenda for the CICO Coordinator to present student data, are well suited for discussing students who may be candidates for self-management, fading, and graduation from the program.

**After a student completes CICO, students typically miss their coach and request to return to CICO. In efforts to support students after they graduate from CICO, you can have them provide you with their report cards quarterly and reward them by joining you for lunch or an alumni “CICO party.”*

Reverse Request for Assistance: Interventions Change

(Addressed to Student's Teacher)

Student Name _____ Grade _____

Date _____ IEP (circle one) Yes No

Teacher _____

Based on preliminary data, it has come to our attention that the Tier II Intervention (Check-In Check-Out) is NOT having a significantly positive effect on your student (i.e., he/she "is not responding" well to the intervention). Please identify which additional support/s, you feel, would be the best fit for this youth.

1) _____ No change in behavior support requested at this time, please continue CICO.

2) Social/Academic Instructional Groups

_____ Problem-Solving: To learn replacement behaviors for fighting, arguing etc.
(externalizing behaviors)

_____ Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal etc.
(internalizing behaviors)

3) Academic

_____ Academic Behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework etc.

_____ Academic skills/content area

4) Individualized Check-In/Check-Out: Same CICO with one or more of the following changes:

_____ Change location of Check-In and/or Check-Out

_____ Change Check-In/Check-Out person (change adult or use a peer instead)

_____ Change Check-In and/or Check-Out time (or add addition time/s)

5) _____ **Mentoring** (Focus is on connection/relationship between one adult and youth, designed/individualized based on youth needs)

Thank you!

Daily Point Cards (DPCs)

DUNLAP DOLPHIN PRIDE		RESPECT • RESPONSIBILITY • SAFETY																	
Student: _____		Coach: _____		MON TUE WED THU FRI		Date: _____													
	Check-In			Reading			Writing			Math			Specialist			Check-Out			TOTALS
	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	
Respect	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	
Responsibility	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	
Safety	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	☺	☹	☹	
Totals																			___/36
Checked In: Yes or No Checked Out: Yes or No Parent/Guardian Signature: _____ Parent/Guardian Comments (more room on back) _____				2 - Wow! (☺) = Met expectations with positive behavior—0-1 reminders 1 - Good (☹) = Met expectations w/ 2 reminders 0 - Not Yet (☹) = Needed 3 or more reminders Coach Comments (more room on back) _____				Working on this: _____ _____ _____ Goal: ___/36											



DUNLAP DOLPHIN PRIDE

RESPECT • RESPONSIBILITY • SAFETY



Student: _____ Coach: _____ MON TUE WED THU FRI Date: _____

	Check-In			Reading			Writing			Math			Specialist			Check-Out			TOTALS
	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	Wow!	Good	Not Yet	
Respect	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	
Responsibility	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	
Safety	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	
Totals																			___/36
Checked In: Yes or No Checked Out: Yes or No Parent/Guardian Signature: _____ Parent/Guardian Comments (more room on back) _____							Wow! (2) = Met expectations with positive behavior—zero or one reminders Good (1) = Met expectations with two reminders Not Yet (0) = Needed three or more reminders Coach Comments (more room on back) _____							Working on this: _____ _____ _____ Goal: ___/36					