

Whole School Tier 2 - Interventions

- TAT /At-Risk meetings are held weekly, use collected fidelity and outcome data and include all necessary personnel (Psychologists, Social Workers, Special Ed Team, Administration, Grade-level Teachers, District PBIS Coaches, Instructional Coaches, etc.)
- PBIS Team or team member attends these weekly meetings to provide insight and direction tied to data collected. Refer to Elementary Level Student Success Problem Solving Protocol to begin data collection on students who may need further support.
- PLC teams are effectively run to identify needs per grade level. Grade level representative represents these needs in TAT/At-risk meetings and efficiently returns with feedback to their teams.
- School has an effective support system to increase the success of struggling students and to provide them with the skills they need (Identify function of behavior, Increased positive reinforcement, Increased Pre-corrections, Increased academic support, Social skills lesson, specific groups with social workers and/or psychologists, specific professional development for school, teams, etc.).
- Teachers have been trained on the use of and have access to the TAT/At-risk referral form that is used to refer students for team support.
- Teachers are scheduled for a specific appointment to attend TAT/At-risk and to present and take away suggestions and strategies.
- Student office referral procedure is clearly identified and outlined.
- Student concerns are entered into a data tracking system and this data is used to determine supports.
- There is a procedure in place to provide immediate assistance to teachers, classrooms and students.
- All faculty and staff understand and implement the *District Behavior Flow Chart*
- Teachers know how to construct a behavior plan when necessary (for students without an IEP) and how to engage the SpEd team for assistance with students with an IEP.
- “Restorative Practice” is used weekly in the classrooms to unite the entire classroom community on needed social skill direction. A research-based social skills program is adopted and implemented on a daily basis.
- “Restorative Practice” is used with individual students to solve problems.
- Parents and students are involved in the construction of individualized behavior plans. The plan is shared with all stakeholders (specialty teachers, recess supervisors, etc.).
- Check-in and Check-out and Check and Connect are in place and used effectively for students with that need.
- The school has an identified safe area for students who may need a place to calm down and/or refocus with clear direction on procedure for using that area.