



Monterey Peninsula Unified School District

Positive Behavior Intervention Supports Tier 1 (School-Wide) Lead Description

Creating safe, welcoming school environments is everyone's responsibility. All teachers, administrators and staff on campus have a significant role in our students receiving an education that prepares them for success. Specific tasks are required to assure this occurs in an efficacious manner. The following outlines the minimum responsibilities for a Tier 1 PBIS Lead/Team in MPUSD schools.

- Coordinate implementation efforts of Tier I SWPBIS core features
 - Ensure that school-wide behavioral expectations are defined, explicitly taught and visible throughout the school
 - Ensure that there is a school-wide acknowledgment system in place and that it is implemented consistently across all classrooms/settings
 - Use and update the PBIS Action Plan which is based on completion and analysis of Tiered Fidelity Inventory (PBIS Assessment using pbisapps.org)
 - Review school-wide data on regular basis
 - Involve parent and community members in PBIS initiative
- Adhere to Tier 1 implementation steps in district provided Scope and Sequence
- Schedule and coordinate PBIS Tier I team meetings (minimum monthly with appropriate [agenda items](#)) and include the necessary team members
- Assign potential team member roles accordingly:
 - **Recorder and time keeper.**
 - **Data analyst:** This person should have access to available data, including but not limited to discipline, attendance, academic scores, number of acknowledgements given out per month and other school wide information that would assist the team in decision making.
 - **Parent/Community member (when applicable):** Attend and participate in meeting when invited. Team will value the perspective of the parent given their unique perspective and experiences
- Analyze school-wide academic, behavior and attendance data monthly with team to identify systemic solutions (e.g. increase supervision in designated areas, explicitly re-teach desirable behaviors and/or increase acknowledgement/reward systems)
- Report data to team and collaborate on resulting school-wide interventions
- Support site in identifying and reaching school wide attendance goals in universal level of tiered system
- Report out/seek feedback at site monthly staff meetings on status of PBIS events, systems, updates, etc.
- Survey staff annually to seek feedback on PBIS implementations and barriers
- Collaborate regularly with school Tier II Lead/Team
- Coordinate/collaborate with district PBIS coaches on regular basis
- Attend all district PBIS Lead meetings and training opportunities (minimum of 2 annually) and reply to invites accordingly.
- In collaboration with site administrator and district coach, apply annually for the California State PBIS Recognition System
- Support site in assuring for culturally relevant learning opportunities for all students



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Positive Behavior Intervention Supports

Tier II/III PBIS Lead Description

Creating safe, welcoming school environments is everyone's responsibility. All teachers, administrators and staff on campus have a significant role in our students receiving an education that prepares them for success. Specific tasks are required to assure this occurs in an efficacious manner. The Tier II/III team serves as problem solving team for students who are in need of more than school-wide systems and classroom interventions attempted through the grade level team or classroom problem solving team process. The following outlines the minimum responsibilities for a Tier II/III PBIS Lead/Team in MPUSD schools.

- Coordinate implementation efforts of Tier II PBIS core features
 - Develop, use and update PBIS Action Plan based on completion and analysis of Tiered Fidelity Inventory (PBIS Assessment using pbisapps.org)
 - Implement online district-wide Tier II Referral Form and track referrals accordingly.
 - Develop and maintain effective Tier II intervention options
 - Alternatives to suspension are reviewed and implemented
- Adhere to Tier II implementation steps as outlined in district PBIS Scope and Sequence
- Schedule and coordinate PBIS Tier II/III [team meetings](#) (minimum twice monthly) to include social emotional leaders such as Family Service Specialists, Mental Health Therapists, school counselors, etc.
- Review student Minor/Major (including suspension) data to determine type of support appropriate (classroom support vs student support)
- Address student [chronic absenteeism via Tiered system of support](#)
- Review intervention strategies implemented and progress monitor the effectiveness of those interventions
- Coordinate/collaborate with Tier I Lead/Team
- Coordinate/collaborate with district PBIS Coach on regular basis
- Attend district PBIS Lead meetings and trainings (maximum of 2 annually)
- Identify and collaborate with appropriate community partners



Monterey Peninsula Unified School District

Positive Behavior Intervention Supports Administrator Involvement & leadership responsibilities

Creating safe, welcoming school environments is everyone's responsibility. All teachers, administrators and staff on campus have a significant role in our students receiving an education that prepares them for success. Specific tasks are required to assure this occurs in an efficacious manner. Our administrators play a critical role in our schools having the leadership and resources necessary for successful implementation. The following outlines the minimum administrator (principal/assistant principal) responsibilities in MPUSD schools.

Dedication of time and resources allocated by administration to create positive school culture. Examples include dedicated time at all staff meetings for PBIS teams to update staff, arrange for professional developments, and review school-wide data and systems

- Assure that effective teams (Tier I and II/III) meet regularly with admin support and use of agendas, notes, roles identified and action plans.
- Clear Tier 1 strategies are in place and are easily observed on campus and classrooms (examples: quality instruction, Second-Step, Class-Dojo, Mindfulness, Playworks, Restorative Justice strategies, etc...)
- School-wide systems are in place and actively used/updated (behavior expectations taught regularly and acknowledgement systems are in place)
- Classroom management systems are in place in each class and is "linked" to the school-wide system
- Tiered Fidelity Inventory Action Plan used regularly as roadmap for PBIS implementation. Administrator is aware of plan and can easily access
- Data entered into Illuminate and data is used and analyzed weekly/monthly at PBIS meetings and otherwise.
- Attendance data is reviewed on a regular basis and actions are identified to reach identified school-wide attendance goals
- Restorative, reflective and instructional practices are implemented as alternatives to disciplinary actions and used to correct behavior patterns.
- Decisions/information shared with and include all staff on regular basis (staff meetings)
- Staff are surveyed on annual basis to determine perception of PBIS implementation
- Youth Truth data is shared/analyzed to improve student perception of school experience
- Families and community members are encouraged and invited to participate in the PBIS initiative.



Monterey Peninsula Unified School District

Positive Behavior Intervention Supports District level involvement & leadership responsibilities

Creating safe, welcoming school environments is everyone's responsibility. All teachers, administrators and staff on campus have a significant role in our students receiving an education that prepares them for the 21st century workforce both academically and social-emotionally. Having said that, specific tasks are required to assure this occurs in an efficacious manner. In addition to the dedicated work school sites are doing, district leadership will provide the following to assure the school sites have the support and guidance necessary for effective implementation.

- Include funding and allocation of resources in Local Control Accountability Plan
- Provide PBIS Guidelines to assure consistent implementation across district
- Provide Scope and Sequence to assure consistent implementation across district
- Provide coaching on a scheduled and per request basis for individual school sites
- Provide school site support with Tiered Fidelity Inventory completion and action planning
- Provide school site support with applying for the California PBIS Recognition Award
- Provide system within Illuminate that allows school sites to track interventions
- Provide Professional Development that is current with best practice and made available to ALL school sites
- Provide electronic referral system for school sites to identify students who may need additional Tier II supports
- Initiate Collaborative Assistance Support Team (C.A.S.T.) which will provide support to Tier II/III teams when identified as necessary.
- Attend conferences and trainings to assure most current research is being implemented at district and site level.
- Collaborate and continue to foster relationships with community partners
- Collaborate with county office and other local districts & agencies to continue to develop knowledge base and expand on learning opportunities



PBIS Tiered Interventions and Supports

Tier One: School Wide

- **Commitment to PBIS/MTSS**
 - Regular meetings with ALL necessary team members (minimum of monthly)
 - Staff meetings that include PBIS related trainings/topics
- **Safe & Welcoming Culture** that includes parent and community
- **School-Wide Behavioral Expectations/Values**
- **School-Wide Acknowledgement System** implemented consistently
- **School-Wide Social Skills instruction and opportunities** (Second-Step K-8, Mindfulness, discussion circles)
- **All Classrooms have taught systems and routines on a regular basis**
- **Data Entry & Data-Based Decision Making** (attendance, ODR's, acknowledgement system etc...)
- **Active Supervision & engagement** (Playworks)
- **Consistent Enforcement of Expectations**
- **Consistent Office Referral Procedures** (Minors/Majors)
- **Student referral system taught to all staff and readily available**
- **Trainings for staff** (YMHFA, Trauma Informed Care, Restorative Justice)

Tier Two: Targeted Group

- **Commitment to PBIS/MTSS**
 - Regular Tier II/III meetings with ALL necessary team members (minimum of weekly)
- **Strategic Behavior Instruction**
 - Targeted Skill Development: anxiety, aggression, anti-social, conflict with authority, problems with peers, impulse control/replacement skills
- **Function Based interventions that match student needs**
 - Check-in/Check-Out (with a CICO coordinator)
 - Social Skill Groups, Interest-Based Clubs, Academic Supports, Mentoring, Behavior Plans
 - Small group Counseling
- **Restorative Justice** (Solution Finding Circles and Conflict Resolution)
- **Data Entry & Data-Based Decision Making**
- **Conduct Student Support Team (SST) meetings when necessary**
- **Trainings for staff** (SST SIRAS, CICO, Conflict Resolution, Mindfulness)

Tier Three: Individual

- **Individual therapy**
- **Functional Behavioral Assessment (FBA) > Behavior Intervention Plan (BIP)**
 - Reinforcement System
 - Environmental Modifications
 - Curriculum Modifications
 - Behavior Goals
 - ✓ Functionally Equivalent Replacement Behaviors
 - Reactive Strategies based on function of behavior
 - Consequences that are related to infraction and are reflective, instructional and restorative.
- **Wrap Around Support**
 - School-based Support paired with caregivers, parent training
- **Crisis Response** (Suicide Prevention, Intervention & Response)
- **Data-Based Decision Making**
- **Behavior Emergency Protocols in place**
- **Increased community partnerships and referrals**
- **Trainings for staff** (SELPA behavior Series, PBIS Tiered system)