

	Policy Name: Academy Wide-Positive Behavioral Interventions and Supports (AW-PBIS) Policy Number: TBD
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Academy Wide - Positive Behavioral Interventions and Supports Policy (AW-PBIS)

1.0 Overview/Purpose

Brightside Academy's goal is to promote the social and emotional learning and wellbeing of growing children in its care, including all children identified with unique/complex needs. To ensure this quality and standard is met, staffing and leadership of Brightside Academy will embrace and adhere to a comprehensive systematic approach for promoting positive behavioral supports and interventions within its Academies. It is the expectation that each Academy will develop a personalized annual plan for identifying clear expectations and positive behavioral interventions and supports to administer annually first within their academy and then for each individual classroom.

2.0 Scope:

This policy covers all children enrolled within any Brightside Academy of both Philadelphia and Pittsburgh regions.

3.0. a. Guidelines: Pyramid Model for Infants, Toddlers and Preschool Aged Children. (Note: Refer to the below section of 3.0.b. for PBIS Guidelines of School-Aged Children)

For children ages birth through five, the Pyramid Model is a conceptual framework of evidence-based practices for promoting social emotional development and wellbeing of young children. Created by Center for the Social and Emotional Foundations for Early Learning (CSEFEL) and Technical Assistance Center on Social Emotional Intervention for Youth Children (TACSEI), this evidence based framework provides guidance for early-childhood special education personnel, early intervention personnel, early educators, families, and other early learning professionals in promoting social emotional learning and addressing challenging behaviors. This evidence-based framework is designed in alignment with the tiered public health approach for promotion, prevention and intervention. While working to reduce the likelihood of exclusionary discipline practices, the following tiers outlines the public health tiered system approach of universal supports that Brightside Academy will follow when supporting the promotion of wellness, targeted interventions and intensive services of all children in its care. See Figure 1.

4.0. a. Process: (Infants, Toddlers and Preschool)

- **Bottom Layer: Foundation**

- The bottom layer of the Pyramid Model is supported by the foundation of an effective workforce including qualified personnel and sound policies and procedures of Brightside Academy necessary to adopt and sustain evidenced based practices of the Pyramid Model. (See Appendix D. for list of Policies and Procedures.)
- **Tier 1: Universal Promotion**
 - Universal Supports for all children will occur through the ongoing nurturing and responsive relationships of all staffing and leadership and high quality learning environments at Brightside Academy. At the universal level, Brightside Academy will create a safe and predictable environment through consistent daily practices and clear academy-wide and classroom behavioral expectations to support the social and emotional development and wellbeing of all children in its care.
- **Tier 2: Secondary Prevention**
 - Brightside Academy will implement practices which are targeted to prevent problems and barriers in learning including the exhibition of extreme or challenging behaviors. This level of the Pyramid Model will formally include the provision of targeted supports and explicit instructional activities of the Second Step Program (2011) for children who are considered at risk of demonstrating extreme or challenging behaviors.
- **Tier 3: Tertiary Intervention**
 - In the third or tertiary intervention layer of the Pyramid Model, Brightside Academy will implement practices for individualized intensive interventions through the tool of the Tier-3 Behavioral Support Plan/Teacher Coaching Form (<https://docs.google.com/document/d/1iMVZhZMuBhQe6cBwa7SLq6leSb45OMIX6K5ocLOzHfs/edit?usp=sharing>). With collaboration among the classroom teacher, academy leadership, parent/guardian and Intervention and Development, Brightside Academy will utilize the Behavioral Support Plan/Teacher Coaching form to implement individualized and intensive interventions to the small number of children identified with persistent or intensive challenges who were unresponsive to interventions and supports of Tier 1 or Tier 2. Upon review of data from the Behavioral Support Plan/Teacher Coaching Form, a referral to Intervention and Development for Response to Intervention (RTI) may be then considered.

Figure 1: Pyramid Model Multi-Tiered Framework for Infants, Toddlers and Preschool (CSEFEL)



3.0. b. Guidelines: PBIS for School-Aged Children (Note: Refer to the above section of 3.0.a. for Pyramid Model Guidelines of Infant, Toddler and Preschool-Aged Children)

For school age children, Positive Behavioral Supports and Intervention or PBIS is an evidence-based three tiered framework for improving and integrating data, systems and practices affecting the academic and behavioral outcomes of school aged students, including students identified with disabilities. Through multi-tiered systemic efforts for integrating systems, data, practices and outcomes, Brightside Academy will implement the following tiered interventions to improve social emotional and academic outcomes, while working to reduce the likelihood of exclusionary discipline practices.

3.0. b. Process: (School-Aged Children)

- **Tier 1: Universal Prevention**

- Brightside Academy will implement Tier 1 universal prevention for all school aged children. Brightside Academy will utilize internal systems, data, policies and practices to promote social emotional learning and positive behavioral approaches to all school-aged children in its care. Brightside Academy will implement proactive methods for supporting prosocial engagement and preventing unwanted behaviors. Brightside Academy will utilize Tier 1 to emphasize prosocial skills and expectations for school aged children by teaching and acknowledging appropriate classroom behavior. Brightside Academy recognizes the value of teams, data, consistent policies, professional development, and evaluation as essential components necessary for AW-PBIS practices to work effectively.

- Tier 1 Systems:
 - Clear Academy Wide and Classroom Behavioral Expectations
 - Established leadership teams
 - Regular leadership team meetings
 - Commitment statement for establishing a positive school-wide social culture in alignment with cultural values and beliefs of Brightside Academy
 - Ongoing use of data for decision making
 - Professional development plans
 - Personnel evaluation plan
 - Tier 1 Practices:
 - Academy-wide positive expectations and behaviors are taught and followed by Brightside Academy school-aged children, staffing and leadership
 - Established classroom expectations are aligned with Academy-wide disciplinary policy and behavioral expectations
 - A continuum of procedures are administered for the encouragement of expected behaviors
 - A continuum of procedures are administered for the discouragement of problematic behaviors
 - Sustainable procedures are in place to establish and cultivate home-school connections and Academy-family partnerships
- **Tier 2: Targeted Prevention (Some School-Aged Children)**
 - Brightside Academy will implement tier-2 targeted interventions for children who are unsuccessful with tier 1 systemic supports and strategies. Brightside Academy will utilize tier 2 strategies of the School Aged Second Step Program (2011) to focus on school-aged children who are considered at-risk of demonstrating more problematic behaviors. This prevention and promotion method will occur prior to behavioral escalation by way of individualized and group activities, ongoing developmental screening, evaluation and assessment, in addition to community based referral.
 - Tier 2 Systems:
 - Implementation of Second Step Program (2011)
 - Internal referral to Intervention and Development (as needed)
 - Development of an intervention team with lead coordinator
 - Implementation of Response to Intervention (RTI) (as needed)
 - Implementation of evidence based strategies and interventions through behavioral expertise
 - Screening, evaluation and assessment as deemed necessary
 - Implementation of training and technical assistance
 - Tier 2 Practices:
 - Modified and increased instructional practice inclusive of self-regulation and social emotional learning strategies
 - Increased adult supervision and monitoring

- Increased opportunities for positive behavioral reinforcements
- Increased opportunities of pre-corrective behaviors
- Increased focus on possible function of problematic behavior
- Increased access to social emotional learning curriculum, academic supports, peer mediation/conflict resolution and environmental resources

- **Tier 3: Intensive, Individualized Prevention (Few School-Aged Children)**

- Brightside Academy will implement tier 3 interventions for school-aged children who were unresponsive to tier 1 or tier 2 supports and strategies. Tier 3 interventions will be utilized as a more intensive approach for improving school-aged children behavioral and academic outcomes; including school-aged children who are typically developing, identified with developmental disabilities, early childhood diagnosis and/or physical or emotional impairment. With collaboration among the classroom teacher, academy leadership, parent/guardian and Intervention and Development, Brightside Academy will implement practices for individualized intensive interventions through the tool of the Tier-3 Behavioral Support Plan/Teacher Coaching Form (<https://docs.google.com/document/d/1iMVZhZMuBhQe6cBwa7SLq6leSb45OMIX6K5ocLOzHfs/edit?usp=sharing>). Upon review of data collected from the Behavioral Support Plan/Teacher Coaching Form, a referral to Intervention and Development for Response to Intervention (RTI) may then be considered.

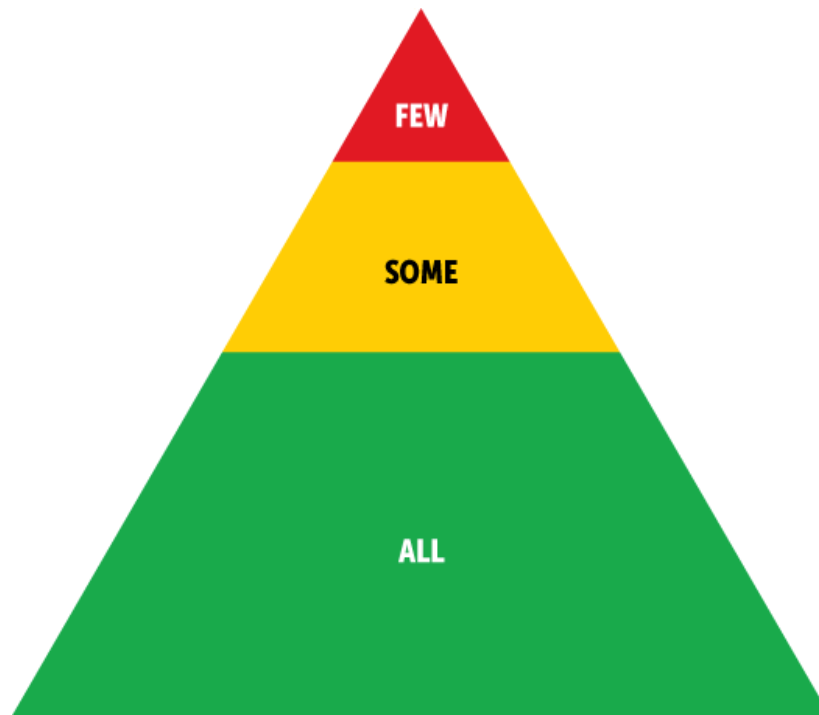
- Tier 3 Systems:

- A multidisciplinary team inclusive of Parent/Guardian, Academy Leadership, Intervention and Development and community liaison.
- Expertise of behavioral supports and services
- Expertise of inclusionary practices and educational law
- Formal fidelity and collection of outcome data

- Tier 3 Practices:

- Functional behavioral assessments, developmental screenings, and evaluations
- Community based behavioral services and supports including Intensive Behavioral Health Services (IBHS), Applied Behavioral Analysis (ABA), and School Educational Resources, among others.
- Continued consideration of culturally diverse practices and self-assessment procedures

Figure 2: PBIS Multi-tiered Framework for School-Aged Children (PBIS.org)



5.0 Definitions:

- Tier 1/All: Universal supports for all children of Brightside Academy.
- Tier 2/Some: Targetes supports for some children of Brightside Academy who are unresponsive to Tier 1 interventions, strategies and supports.
- Tier 3/Few: Intensive supports for a few children of Brightside Academy who are unresponsive to Tier 1 or Tier 2 interventions, strategies and supports and require a more intensive approach for success.
- High Quality Environments: Inclusive early care and education environments and supportive home environments.
- Nurturing and Responsive Relationships: Includes relationships with children, family and team members of Brightside Academy which are essential to healthy social and emotional development.
- Targeted Social Emotional Supports: Includes explicit instruction and support for the self-regulation, expression and comprehension of emotions, in addition to development of social relationships and active problem solving.
- Intensive Intervention: Including family-centered, comprehensive interventions which are assessment based and skill-building in principle.

- Systems: Policies and procedures designed to support and sustain the implementation of practices and effective use of data for short and long-term school-aged children outcome achievement.
- Data: Gathered information to select, monitor and evaluate child outcomes practices and systems across all three tiers.
- Practices: Evidence-based interventions and strategies utilized on every tier level to target school-aged children academic and behavioral outcomes.
- Outcomes: Distinct indicators set for school-aged children and staffing of Brightside Academy when improving behavior, reduction of disciplinary referrals and negative reportable incidents.

Appendix A: Template - Annual Academy Plan for PBIS Implementation

Annual Academy Plan for PBIS Implementation	
Name of Academy	
Academy Director	
Annual School Year Start/End Period	_____ to _____ Month/Year Month/Year
Annual Goal: (Provide a measurable statement of what you aim to accomplish this year as an Academy for creating a safe and predictable learning environment for children in your care?)	
Objectives: (What smaller steps will your team take in accomplishing your long-term annual goal?)	
1. _____ 2. _____ 3. _____	
Academy Behavioral Expectations:	
1. _____ 2. _____ 3. _____ 4. _____ 5. _____	
Selected Infant, Toddler and Preschool PBIS Strategies for Implementation (Note: Refer to list of Universal Strategies for Positive Behavioral Supports and Interventions. Ex: ES1) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Selected School Age PBIS Strategies for Implementation (Note: Refer to list of Universal Strategies for Positive Behavioral Supports and Interventions. Ex: ES1) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Academy Director Signature: _____ Date: _____	

Appendix B: Template - Annual Classroom Plan for PBIS Implementation

Annual Classroom Plan for PBIS Implementation	
Name of Academy	
Classroom	
Annual School Year Start/End Period	_____ to _____ Month/Year Month/Year
Annual Goal: (Provide a measurable statement of what you aim to accomplish this year as a classroom for creating a safe and predictable learning environment for children in your care?)	
Objectives: (What smaller steps will your team take in accomplishing your long-term annual goal?)	
1. _____ 2. _____ 3. _____	
Classroom Behavioral Expectations:	
1. _____ 2. _____ 3. _____ 4. _____ 5. _____	
Selected Infant, Toddler and Preschool PBIS Strategies for Implementation (Note: Refer to list of Universal Strategies for Positive Behavioral Supports and Interventions. Ex: ES1) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Selected School Age PBIS Strategies for Implementation (Note: Refer to list of Universal Strategies for Positive Behavioral Supports and Interventions. Ex: ES1) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Classroom Teacher Signature: _____ Date: _____	
Academy Director Signature: _____ Date: _____	

Appendix C: Universal Strategies for Positive Behavioral Interventions and Supports

Universal Strategies for Positive Behavioral Interventions and Supports (Infants and Toddlers, Preschool and School-Aged)		
Emotional Support ● ES1. Provide regular opportunities for movement ● ES2. Smile and laugh often ● ES3. Monitor your own facial expression and body language for positive mood ● ES4. Use the child's name often when speaking ● ES5. Name and label emotions of both yourself and the children ● ES6. Call attention to the emotions of others to build awareness ● ES7. Practice with children how to remain calm and wait for difficult emotions to pass ● ES8. Introduce new words to children for problem solving <i>before</i> conflict arises ● ES9. Introduce play opportunities, activities and read books on difficult emotions, relationships and conflict resolution ● ES10. Make yourself available to provide comfort and assistance ● ES11. Help to resolve problems early before problems escalates ● ES13. Notice and comment on positive behaviors observed	Classroom Organization ● CO1. Always use clear behavioral expectations ● CO2. Use behavioral expectations that are in line with child's age and developmental needs ● CO3. Take the time at the beginning of each activity to explain behavioral expectations ● CO4. Announce transitions in advance ● CO5. Plan/prepare ahead for activities and enough materials ● CO6. Closely always monitor/scan all points of the classroom ● CO7. Pay attention to non-verbal cues early (Cues are early communication signs demonstrated by children) ● CO8. Quickly give positive feedback when children meet expectations ● CO9. Avoid focusing only on negative behaviors ● CO9. Use positive language by telling the child what you want him/her to do vs. what they are "doing wrong" or how they are misbehaving ● CO10. Use the following effective management combo including: Making eye contact, simple touch,	Instructional Support ● IS01. Use short/brief statements when giving instructions to children ● IS02. Time your activities and monitor for boredom ● IS03. Provide age appropriate activities ● IS04. Provide age appropriate materials ● IS05. *Consistently follow daily routines/class schedule ● IS06. Sequence steps to following activities and lessons by using verbal instructions, visual pictures, or have children repeat aloud ● IS07. Provide regular opportunities for language expression ● IS08. Provide regular opportunities for children to take lead in activities ● IS09. Take time to listen ● IS010. Actively participate in activities and lessons vs. distant monitoring ● IS011. Ask children about how well they understand the activity before starting and while working

● ES14. Notice and comment on positive behaviors observed ● ES15. Use positive body gestures when speaking ● ES16. Use animated and expressive statements of enthusiasm and interest when speaking ● ES17. Ask the children questions and be curious about their interests ● ES18. Tell the children stories ● ES19. Stand close the child when speaking ● ES19. Bend or kneel to allow the child to see your face when speaking ● ES20. Request the child's attention before speaking ● ES21. Focus on positives vs. negatives ● ES22. Regularly demonstrate how to positively engage ● ES23. Use enthusiasm as much as possible ● ES24. Watch for early signs of boredom, shorten activities as needed ● ES25. Give jobs/responsibilities to children who seem bored or disengaged ● ES26. Encourage children to help one another ● ES27. Label and talk about emotions often ● ES28. Use warm and calm voice when speaking ● ES28. Smile and laugh as often as possible ● ES29. Find humor ● ES30. Create opportunities to chat with children	gestures, standing close and saying child's name when communicating ● CO11. Provide a low reaction to problems ● CO12. Practice methods to redirect misbehavior and be encouraged to try new strategies ● CO13. Provide ample choices for children when they are finished ● CO14. Provide clear rules and expectations for both staff and children ● CO15. Communicate rules and expectations quickly and concisely at the beginning of each activity ● CO16. Maintain a clean and organized room space ● CO17. Manage noise control ● CO18. Make a clear plan for transitions ● CO19. Communicate clear expectations during transitions ● CO20. Activities and options for children who finish their work early ● CO21. Make sure children always have access to learning and play materials ● CO22. Periodically rotate toys, activities and learning materials to prevent boredom ● CO23. Read instructions ahead of time before teaching a lesson ● CO24. Pick activities and themes that are interesting to the children ● CO25. Restock/reorganize classrooms daily ● CO26. Be kind to yourself	● IS012. Join in on conversations of what the children may be curious about ● IS013. Use multiple methods of teaching i.e. visuals, hands-on materials, movement, sound and talking, among others ● IS014. Remain interested during activities and lessons ● IS015. Model actions for children to follow ● IS016. Use encouraging words and validate positive behaviors ● IS017. Clarify misunderstandings ● IS018. Expand on children's ideas ● IS019. Use a variety of new words ● IS020. Make linkages between learning in the classroom and the outside world ● IS021. Encourage children to be involved in learning by asking open ended questions and following up to learn more about their answer ● IS022. Frequently move around the classroom and check in on various opportunities of children learning ● IS023. Give your undivided attention by pausing to actively listen and respond ● IS024. Join in on play
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● ES31. Encourage chatting among peers during social activities ● ES32. Monitor how your mood and affect is matched by children ● ES33. Look for opportunities to provide 1-1 support for children who need additional assistance ● ES34. If current method of redirecting misbehavior is ineffective, stop and try a new behavioral modification strategy ● ES35. Step in early and assist children who may have trouble in understanding ● ES36. Be flexible when need ● ES37. Be proactive vs. reactive ● ES38. Normalize compliant vs. aggressive behaviors ● ES39. Demonstrate and encourage empathy for others	● CO27. Redirect misbehavior, by giving attention to positive behavior ● CO28. Prevent misbehaviors by mapping out ahead of time, what might occur and work to resolve ● CO29. Set clear and consistent limits ● CO30. Encourage all children to actively participate or contribute in their own way ● CO31. Summarize learning objectives at the end of each lesson ● CO32. Make learning fun and interesting ● CO33. Encourage brainstorming and problem solving throughout the day ● CO34. Ask why and how questions during conversations with children ● CO35. Create community jobs and distribute daily	● IS025. Provide a variety of learning materials during centers to manipulate and explore ● IS026. Clarify point of lesson or purpose of activity ● IS027. Use simple/concise language when speaking ● IS028. Ask questions that are specific to the outcome or goal of the activity or lesson ● IS029. Use creative/hands-on teaching materials ● IS030. Allow children to pick their favorite reading material ● IS031. Use big picture books ● IS032. Embed inclusive practices into daily lesson planning and routines ● IS033. Consistently utilize specialized accommodations for children with special needs ● IS034. Build a sense of community in the classroom ● IS035. Encourage children to be active and responsible community members ● IS036. Acknowledge and celebrate diversity in the classroom
Parent Engagement	Self-Management	Community Engagement

● PE1. Share self-care strategies with parents/caregivers ● PE2. Connect parent/caregivers with community resources ● PE3. Invite parents/caregivers in for trainings/ meetings and support groups ● PE4. Organize opportunities for families to volunteer ● PE5. Ask families about home routines and strategies ● PE6. Invite families into the classroom to read during circle time ● PE7. Invite parents into the classroom to share about their occupation ● PE8. Provide activities for the families to try at home ● PE9. Build partnerships with families to connect school rules and expectations to home ● PE10. Host family literacy nights ● PE11. Host family chat and chews ● PE12. Offer light refreshments during morning drop off and afternoon/evening pick-up ● PE13. Ask parents/caregivers of their opinion about the quality of services they are receiving and make	● SM1. Ask for help quickly when a problem arises or when you feel like the current situation is beyond your control ● SM2. Manage work/home life balance ● SM3. Revamp or reconstruct activity or lesson next time if did not turn out as planned ● SM4. Encourage yourself to look for areas to improve and try the lesson or activity again ● SM5. Develop intrapersonal and interpersonal accountability for adhering to policies and procedures ● SM6. Partner with another seasoned staff person to learn new ideas of what is working well ● SM7. Monitor health and communicate when not feeling well ● SM8. Get plenty of rest ● SM9. Manage healthy eating habits ● SM10. Regularly practice self-care strategies ● SM11. Renew self-care strategies at least monthly ● SM12. Monitor own negative feelings and emotions ● SM13. Request additional support or a time out when need ● SM14. Know your own personal strengths and limitations ● SM15. Seek new learning opportunities for continued personal and professional development	● CE1. Know your community leaders, business, resources and local activities ● CE2. Invite guest presenters for children learning ● CE3. Build a list of community resources ● CE4. Support families in developing a community map of local neighborhood activities and resources ● CE5. Share resources among peers ● CE6. Update resources regularly ● CE7. Strengthen and build your internal community by planning consistent meeting schedules, positively engaging in staff meetings, offering ideas and suggestions to promote growth and development, attending conferences, joining a professional organization, distributing rich resources, developing a trusting atmosphere ● CE8. Network with kindergarten programs children will be entering for smooth transitions ● CE9. Join a community mental health team, advocacy group or civic organization to address ongoing community, population and crisis issues
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necessary changes for improvement	● SM16. Develop and maintain caring and safe spaces for learning and growing	● CE10. Be open to visits from community members ● CE11. Offer to make presentations at meetings of community organizations ● CE12. Invite community members to attend staff meetings or speaking engagements
References Epstein, A. S. (2009). <i>Me, you, us: Social-emotional learning in preschool</i>. High/Scope Press. Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). <i>Classroom Assessment Scoring System™: Manual K-3</i>. Paul H Brookes Publishing.		

Developed by Shawna Starling (2020)

Appendix D: Intervention and Development Policies and Procedures

Revised Daily Progress Report- Infants (Note: Classroom teachers should utilize daily.)	https://drive.google.com/file/d/1ulbbsytbpuatR9HZyNa_Ab9Uox2kaLr/view?usp=sharing	Complete
Revised Daily Progress Report - Toddlers (Note: Classroom teachers should utilize daily.)	https://drive.google.com/file/d/1-MG7GB1tIKxTcw-aTSvJFlz1-rjDhzRm/view?usp=sharing	Complete
Revised Daily Progress Report - Preschoolers (Note: Classroom teachers should utilize daily.)	https://drive.google.com/file/d/1ulbbsytbpuatR9HZyNa_Ab9Uox2kaLr/view?usp=sharing	Complete
Revised Daily Progress Report - School-Age (Note: Classroom teachers should utilize daily.)	https://drive.google.com/file/d/1lcgi5gnC873HnNhTCZHH1zfFXcAEkRVQ/view?usp=sharing	Complete
Social and Emotional Learning Resources (Note: Classroom teachers should utilize daily.)	https://drive.google.com/drive/folders/1YQstfwbyaGemSc1Ft2iMNHsRkUOPT1zd?usp=sharing	Complete
2020/21 Special Needs Data Collection Tool (Note: Academy Directors should manage weekly.)	https://docs.google.com/spreadsheets/d/1ImISt_2NMLYRik2qFxrkBniz_i5aWf1B8W2dJf3IUR8/edit?usp=sharing	Complete
Ages and Stages Revised Policy	https://drive.google.com/file/d/13P_2KP12aNuQhSnKTBLsZsAo7MEu25AT/view?usp=sharing	Complete
Ages and Stages Data Collection Tool (Note: Academy Directors should complete between 9/2/20 - 10/31/20.)	https://docs.google.com/document/d/1yLkzivFT8cCt4rxodaNwlOPa0y-KpaQVtJOxEBKtbU/edit?usp=sharing	Complete
Special Care Plan (Note: Academy Directors)	https://docs.google.com/doc	Complete

should manage daily.)	ument/d/1yLkzivFT8cCt4rxodaNwl0Pa0y-KpaQVtJOxEBKtbU/edit?usp=sharing	
IEP at a Glance (Note: Academy Directors should manage daily.)	https://drive.google.com/file/d/1XbWsZ34O6LTP63EfkZEOkuw0YOAFi3U0/view?usp=sharing	Complete
BTP at a Glance (Note: Academy Directors should manage daily.)	https://docs.google.com/document/d/1cmFLBAYOSRGwHlIJTyH8WpL0ceCU2-Fhhez67JCjre4/edit?usp=sharing	Complete
RTI Policy Description	TBD	In-Progress for Revision
RTI - FAQ's	https://drive.google.com/file/d/1IbLIEa3JVa6mDZx6rSIbYysqGDH9xM/view?usp=sharing	Complete
Response to Intervention Family Handout	https://drive.google.com/file/d/1ovmx1p0U8k1WF01SrDP9kQjNbC6gBZGE/view?usp=sharing	Complete
Intervention and Development - Parent Introduction Letter	https://drive.google.com/file/d/1F0yr15nvkaB4VHp2VVWdly5IZbgp0tIY/view?usp=sharing	Completed
Response to Intervention Core Function	https://docs.google.com/document/d/1zMkLua9SZHqmPdNP_wv_L-S9CLAiV0xbY7p8gms3HBY/edit?usp=sharing	Complete
Response to Intervention Flow Chart (Note: Academy Directors and teachers should utilize daily.)	https://drive.google.com/file/d/1fHCfQJrDA7xKApsvPYMdehDBsH1vayM/view?usp=sharing	Complete
RTI Checklist	https://docs.google.com/document/d/1zMkLua9SZHqmPdNP_wv_L-S9CLAiV0xbY7p8gms3HBY/edit?usp=sharing	Complete

Bite Policy	https://docs.google.com/document/d/1WMGimw4EHYKh7SX3Zgf_1edHUMvsH75aE6Lq7Cl0-DQ/edit?usp=sharing	Complete
Discipline/Challenging Behavior Policy	TBD	In-Progress for Revision
Discharge/Inclusion, Suspension and Expulsion Policy	TBD	In-Progress for Revision
De-escalation and Crisis Management Policy	https://drive.google.com/file/d/1fv_Xqpi5yyVDXsd4n8Le1DVofqKX2D7H/view?usp=sharing	Complete
Crisis Intervention Policy	https://drive.google.com/file/d/1ZbFJBc1tqZXupKfkR1suX2Q5-m9PQamm/view?usp=sharing	In-Progress for Approval
Diversity and Inclusion Policy	TBD	In-Progress for Revision
Strategies for Elopement (Note: Academy Directors and classroom teachers should utilize daily.)	https://docs.google.com/document/d/1hniB2NVSjNWOH1Df3vKpO2nYVIYP9FtWDpjTtsqh9w/edit?usp=sharing	Complete
Weekly Targeted Scheduling	https://drive.google.com/file/d/1TvrY6NmHitaadhJwpvHT5Mz81B8-pKfi/view?usp=sharing	Complete
Documentation and Data Collection	https://drive.google.com/file/d/1CQ98tYWb2OjuSLa5F65Olw-l8NUloj_c/view?usp=sharing	Complete
Referral Procedure	https://drive.google.com/file/d/1le4ImTk-uYii3NPz7PSSYYCj-FhRw156/view?usp=sharing	In-Progress for Approval
Enrollment Procedure	TBD	In-Progress for Revision

Child Incident Documentation Policy	https://drive.google.com/file/d/1gl_qfy4xM0jDbL_3y4IQHfl9QS-zw-8n/view?usp=sharing	In-Progress for Revision
PBIS/Pyramid Model Policy and Procedure	https://docs.google.com/document/d/10oDd94F4VUFeHqP10O6Zs5gjHP45aB6tqw2hm_h_ol18/edit?usp=sharing	In-Progress for Approval
PBIS/Pyramid Model Introduction Letter to Families	https://docs.google.com/document/d/1YYRzzWdjFGA_ZGV1ctr4uC9YAjfiKX762eivOGqSxSg/edit?usp=sharing	In-Progress for Approval
Tier 3 - Behavioral Support Plan/Teacher Coaching Form	https://docs.google.com/document/d/1iMVZhZMuBhQe6cBwa7SLq6leSb45OMIX6K5ocLOzHfs/edit?usp=sharing	In-Progress for Approval
Tier-I Universal PBIS Strategies	https://drive.google.com/file/d/17oo7iillMD0VGu-PUFw89mMWS1ibrobM/view?usp=sharing	Complete
Behavioral Log	https://drive.google.com/file/d/1P3prvDKxRK5ujdtC5riJFFB1OIMmQM8_/view?usp=sharing	Complete
Internal Referral Form	https://drive.google.com/file/d/13tAKhRC29w2CP-6lpNMoiGVHd6z0LiGz/view?usp=sharing	Complete
OCDEL Challenging Behavior Decision Tree	https://drive.google.com/file/d/1RtSf94lTBCg5rfuC6mq5OCBLkBFwLoN5/view?usp=sharing	Complete
RTI Meeting Agenda	https://drive.google.com/file/d/1EmivPJEU_ esk0r5qw-SzLyG_nZFsgvRd/view?usp=sharing	Complete
RTI - Phase I Pre-Meeting	https://drive.google.com/file	Complete

Referral Form	/d/14T77w9-rIOJjiWYSO-jbMOTeiQHTCW6L/view?usp=sharing	
RTI - Phase II Parent Response Letter	https://drive.google.com/file/d/1B1_c4fyA4J8wVoeqlsCtbm7holR-PkMK/view?usp=sharing	Complete
RTI - Phase III Interim Updates - Intervention Response Family Meeting	https://drive.google.com/file/d/1B1_c4fyA4J8wVoeqlsCtbm7holR-PkMK/view?usp=sharing	Complete
RTI - Annotated Action Plan	https://drive.google.com/file/d/0BzsZ-Y8Uv-3CNk1TWnZ5em50czJhNm9nd19STUZpay1FSXhN/view?usp=sharing	Complete
RTI - Action Plan	https://drive.google.com/file/d/1hxr73OT2gQrE0lVV4E7pv8SLbLFJYipe/view?usp=sharing	Complete
RTI - Action Plan Progress Note	https://drive.google.com/file/d/1ggGZc7yGKr6GhxqRgdAl3tidU5n7DhKd/view?usp=sharing	Complete
Intervention and Development - Mental Health Request Letter	https://drive.google.com/file/d/0BzsZ-Y8Uv-3COHl0bHNSNWNHaFR3ZklNWWVBRTk2R1FVbDhv/view?usp=sharing	Complete
RTI - Child Discharge Policy	https://drive.google.com/file/d/17Bm6G9bVRlo1Zd1D-Y9g7qGVuYMQOtVK/view?usp=sharing	Complete
Intervention and Development - General Communication Log with Template	https://drive.google.com/file/d/16D93or3v0UD9waTagod6czF1IPLGnxf1/view?usp=sharing	Complete
Intervention and Development - Individual	https://drive.google.com/file/d/17N6ZnP5gNXrEwcYZfypz	Complete

Communication Log with Template	GB808UGPDjv7/view?usp=sharing	
Referral Policy	https://drive.google.com/file/d/1e4lmTk-uYi3NPz7PSSYYCj-FhRw156/view?usp=sharing	Complete
Significant Incident Reporting Policy	https://docs.google.com/document/d/17j-m4DBGMxDpMh1UNJkfoJA42CETI3AJnSQ3LrwUSA/edit?usp=sharing	In-Progress for Approval
Significant Incident Reporting Form (Note: Academy Directors should utilize daily.)	https://docs.google.com/document/d/1FZSg_n4RhDR_2TGclmT4HyCb7jzKhTlVn5GzyHxneIQ/edit?usp=sharing	In-Progress for Approval
Significant Incident Reporting Data Collection Tool (Note: Academy Directors should manage daily.)	https://docs.google.com/spreadsheets/d/1MX73X6W1kR6FIHatbTC7pnzQlegDLynnV6KEeLUUfho/edit?usp=sharing	In-Progress for Approval
Significant Incident Reporting Parent Notification Letter	https://docs.google.com/document/d/1cF7jTkQ8Feoiyar39bl5Y_uAkHm_r5qAMbkG1Rv1lAc/edit?usp=sharing	In-Progress for Approval

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