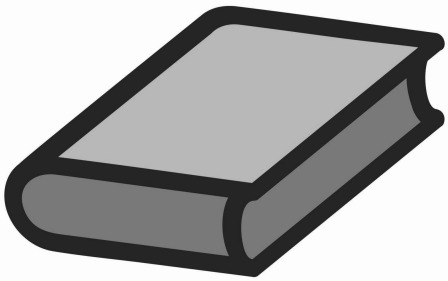
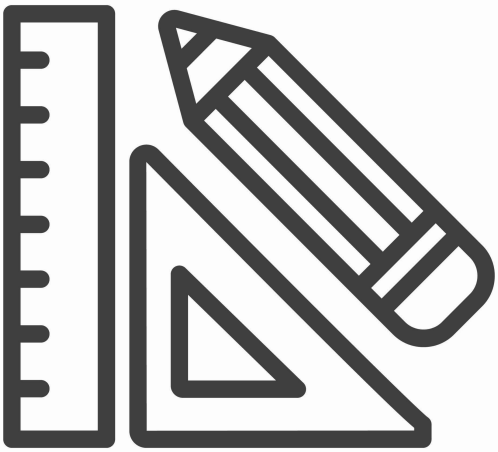
Multi Tiered System of Supports



Holgate Elementary

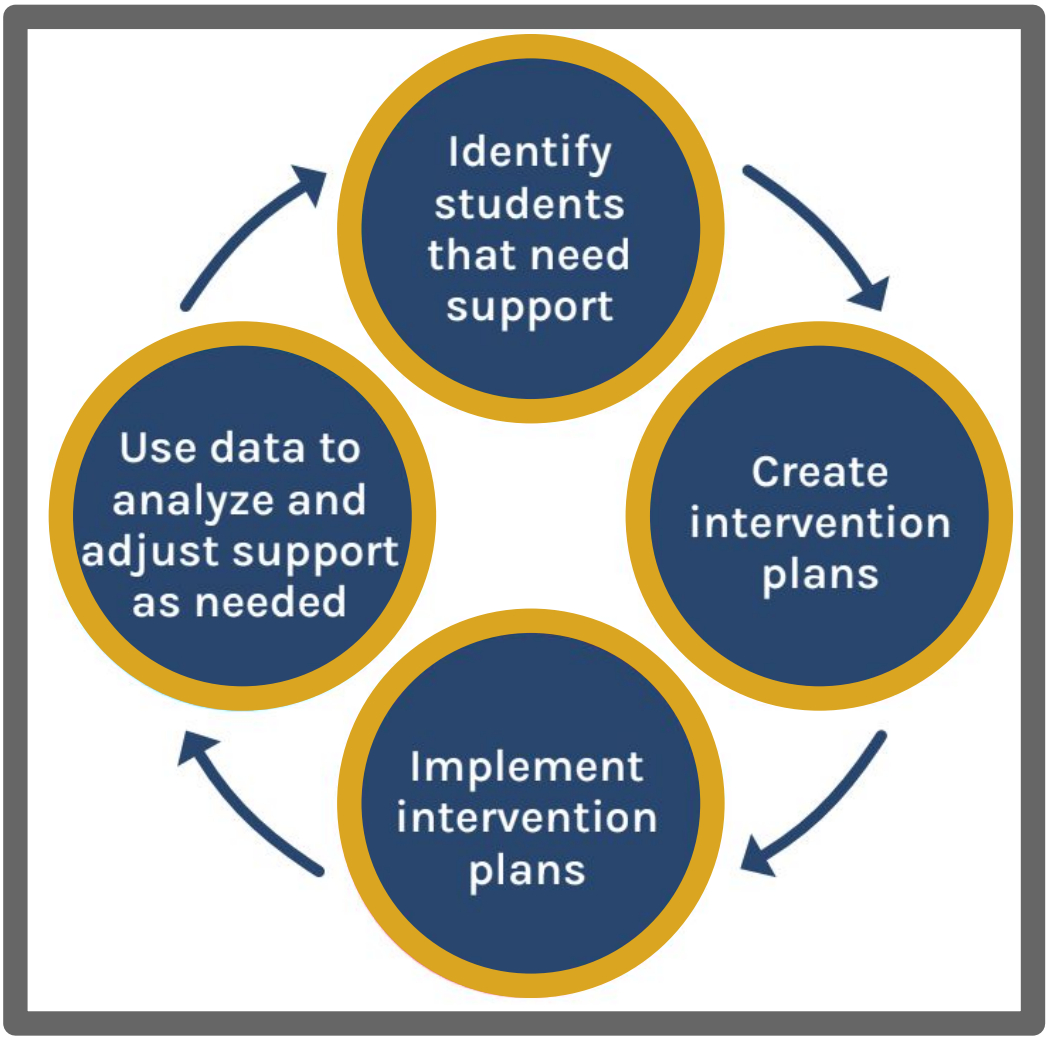
Updated: August 2026



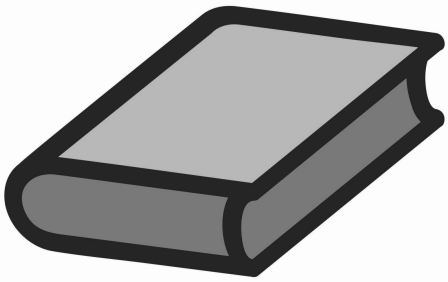
Multi-Tiered System of Support (MTSS) is a framework that helps educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students depending on their needs. MTSS grew out of the integration of two other intervention-based frameworks:

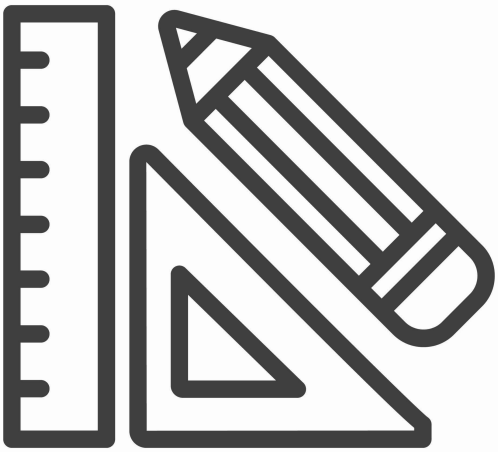
PBIS (page 3)

Response to Intervention (page 46)



Positive Behavioral Interventions and Supports





INTRODUCTION to PBIS

What is PBIS?

PBIS (Positive Behavioral Interventions and Supports) is a proactive, team-based framework that promotes safe, effective schools by preventing problem behaviors, teaching prosocial skills, and using data to address behavior issues. It enhances schools' ability to support all students through research-based strategies at the school-wide, classroom, and individual levels.

Why PBIS?

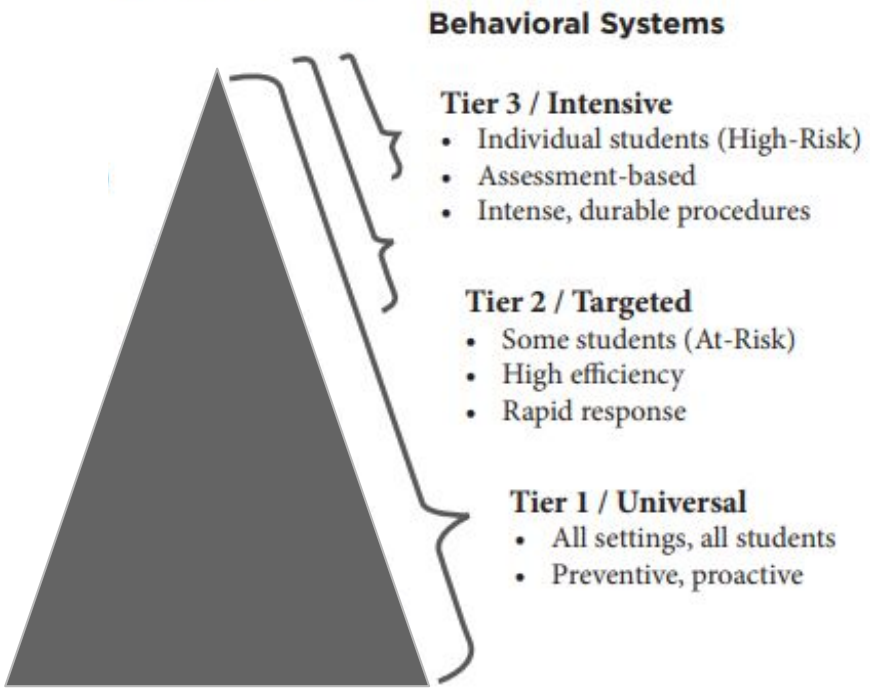
Many educators ask, "*Why do some students struggle to follow rules and behave appropriately in school?*" As our student population continues to evolve, it's essential that staff adapt to meet students' changing needs. **PBIS** offers a proactive and consistent framework to help schools respond effectively. Student behavior is monitored daily, with school-wide expectations being explicitly taught, modeled, reinforced, and retaught as needed.

PBIS Leads To:

- Fewer behavioral issues
- Higher academic achievement
- Greater sense of safety among students and staff
- More time for administrators to focus on instructional leadership
- Stronger teacher confidence and effectiveness
- Enhanced social-emotional skills in students
- A more positive and supportive school environment

PBIS
Three Tiers

Tier 1 **Whole Group**	**Teacher Provide Intervention** • Teachers refer to Matrix in Classroom • Teachers reference why gain or lose tokens • Counselor in classrooms with character traits & PBIS Matrix • Flowchart with tokens to document
Tier 2 **Small Group**	**Counselor/Teacher Provide Targeted Intervention:** • Morning Check-in, Afternoon Check-out • Social Skills Club • Reading Buddies • Homework Club - afternoon recess time *Substantial change in schedule - Parents Permission
Tier 3 **One-on-One**	**Counselor/Principal/Teacher Intervention:** • Morning Check-in, Afternoon Check-out • Lunch Buddy Counselor (Individual) • Behavior Plan per School Psych



MATRIX
Student Expectations

Tiger Pride. Always!

	Practice Communication	Respect Teammates	Inspire Integrity	Develop Strong Thinking	Excel Through Hard Work
Classroom	Use kind words Listen to others Raise your hand	Mind personal space Wait your turn Offer to help others	Be honest Keep desk clean Do the right thing	Think before you act Focus on solutions Ask for help	Try your best Organize materials Challenge yourself
Playground	Use voice level 1 or 2 Invite others to play Use words if disagree	Give everyone a turn Keep hands to self Treat others fairly	Clean up equipment Line up at whistle Follow game rules	Try new games Make smart choices Use equipment safely	Practice skills Show effort in play
Hallway	Use voice level zero Walk quietly in line Smile at others	Stay in line Place hands at sides Give space to others	Walk safely Hold doors for others Keep hallways clean	Stay focused Think hallway rules Stay to the right side	Move with purpose Transition quickly
Restroom	Use voice level 1 Use good manners Report problems	Wait your turn at sink Give privacy in stalls	Use soap and water Flush the toilet Throw away trash	Think about hygiene Use good judgment	Return promptly Keep restroom clean
Cafeteria	Use voice level 1 Listen to directions Say please/thank you	Share table space Show kindness to all Raise hand	Clean up your mess Follow expectations Clean floor and table	Think about meal choices Eat balanced meals Think portion sizes	Be ready in line Eat over your tray Wait to be dismissed
Bus	Use voice level 1 Use kind words Report unsafe behavior	Keep hands to self Respect personal space Follow bus rules	Stay seated Stay alert Own up to your actions	Think ahead Have belongings ready	Follow driver's directions Be ready to board Help keep the bus clean

CLASSROOM
Expectations

Tiger Pride. Always!

	Practice **Communication**	**R**espect **Teammates**	**I**nspire **Integrity**	**D**evelop Strong **Thinking**	**E**xcel Through **Hard Work**
Classroom	Use kind words Listen to others Raise your hand	Mind personal space Wait your turn Offer to help others	Be honest Keep desk clean Do the right thing	Think before you act Focus on solutions Ask for help	Try your best Organize materials Challenge yourself

Student Handbook

In the classroom each student is expected to:

Accept a challenge, work without complaint, be a good listener, complete homework and classwork on time, stay on task, clean up after yourself, have a positive outlook, do your best, respect differences, show kindness in words and actions, keep hands, feet and objects to yourself and be honest.

PLAYGROUND
Expectations

Tiger Pride. Always!

	Practice **Communication**	**R**espect **Teammates**	**I**nspire **Integrity**	**D**evelop Strong **Thinking**	**E**xcel Through **Hard Work**
Playground	Use voice level 1 or 2 Invite others to play Use words if disagree	Give everyone a turn Keep hands to self Treat others fairly	Clean up equipment Line up at whistle Follow game rules	Try new games Make smart choices Use equipment safely	Practice skills Show effort in play

Student Handbook

On the playground each student is expected to:

Accept others, invite others to play, talk through conflict/resolve conflicts, learn new games/activities, keep rubber mulch in fenced areas, take care of the playground equipment, put away balls and jump ropes, treat others as you wish to be treated, use positive words, listen, think and then respond, share and take turns, line up the first time the whistle is blown.

RECESS
Specific Rules

Playground General Rules:

1. Properly clothed for daily outside play. Snow boots are needed to play in the snow.
2. Snowball/ice throwing is not allowed. Snow must stay on the ground unless making a snowman.
3. Throwing rocks, stones, rubber, sticks, cans, bottles, etc. is not allowed.
4. Tackle football or other tackle games of any kind will not be allowed.
5. Fighting and abusive language will not be tolerated.
6. Students are instructed not to bring toys such as trucks, matchbox cars, dolls, trading cards, etc. on the playground, as they often become lost, broken or misused.
7. Playground balls should not be bounced or thrown off the outside walls or fences.
8. Balls or jump ropes are not to be played with, on, or thrown over the equipment.
9. Playing tag on the equipment will not be allowed. Regular tag will be allowed with a one hand tap played only in the grass.
10. Pretending to fight or pretending to use knives and/or guns will not be allowed.
11. When lining up to go inside after recess, students must be quiet in line, hands to self, remain quiet entering the building.
12. If weather conditions are bad (20 degrees or lower, wind chill advisory, high wind warning, snow advisory, rain, ice, etc.), recess will be held in the gym.
    a. During indoor recesses, students are instructed to remain at designated stations in the gym.

RECESS
Specific Rules

Boundaries:
1. Go no further than the west driveway (delivery access).
2. Grades K-1 should stay in the north fenced area and Grades 2-5 may use the south fenced area.
3. Do not socializing by the school doors and windows.
4. Climbing on fences is prohibited.

Equipment:
1. One person at a time on slides.
2. Always go feet first, on your bottom in a seated position, down the slide.
3. Slide all the way to the end of the slide; do not jump off slide.
4. Do not climb on top of monkey bars.
5. No tag on the equipment.

Swings:
1. One person on a swing**,** sitting on your bottom in a sitting position.
2. No locking arms or feet with the person on the next swing.
3. Do not jump off swings while moving or perform “under dogs”
4. Always swing straight; not spinning or side to side
5. Do not run in front of others on the swing.

Softball Rules:
1. Pitch and catch with softballs will be permitted.
2. Softball games are allowable with direct supervision of playground monitor.

Kickball Rules:
1. Only use kickballs to play kickball.
2. Balls kicked over the fence are retrieved by the kicker.
3. Throw ball below shoulders to tag someone out.
4. Do not throw balls at walls of the building.

Football Rules:
1. Only two hand touch will be allowed.
2. Play football on grass.

Dodgeball Rules:
1. Only use soft foam balls to play dodgeball.
2. If a person is tapped out they are to move to the side.
3. A ball thrown in the face will result in an automatic out.
4. Balls must be thrown from the shoulder down.

Basketball Rules:
1. No cranking the basketball pole lever to raise or lower the hoop.
2. No hanging on the net.
3. No kicking the basketballs.

Gaga Pit Rules:
1. If you are hit by the ball, you are out.
2. Three-minute time limit.
3. Use an open fist when striking the ball.
4. No sitting or standing on the wall.

INSIDE RECESS
STATIONS

Student Expectation: Students must stay within their designated areas in the gym.

Bleacher Station Area: Designated for quiet games and building activities.

Court Options: Half-court basketball (optional) and half-court volleyball (optional).

Gym Rules: Strictly no tag and no running.

Multi-Use Room: Used as needed

HALLWAY
Expectations

Tiger Pride. Always!

	Practice **Communication**	**R**espect **Teammates**	**I**nspire **Integrity**	**D**evelop Strong **Thinking**	**E**xcel Through **Hard Work**
Hallway	Use voice level zero Walk quietly in line Smile at others	Stay in line Place hands at sides Give space to others	Walk safely Hold doors for others Keep hallways clean	Stay focused Think hallway rules Stay to the right side	Move with purpose Transition quickly

Student Handbook

In the hallway each student is expected to:

Model the correct behavior, help others to do their best, keep the hallways clean, mind your own space, own your behavior and your choices, demonstrate what you have been taught, treat others the way you wish to be treated, be quiet, listen to adults, take turns, walk, stay in line.

RESTROOM
Expectations

Tiger Pride. Always!

	Practice **Communication**	**R**espect **Teammates**	**I**nspire **Integrity**	**D**evelop Strong **Thinking**	**E**xcel Through **Hard Work**
Restroom	Use voice level 1 Use good manners Report problems	Wait your turn at sink Give privacy in stalls	Use soap and water Flush the toilet Throw away trash	Think about hygiene Use good judgment	Return promptly Keep restroom clean

Student Handbook

In the restroom each student is expected to:

Do the right thing, follow the rules, return to class promptly, clean up trash and soap, use two pumps of soap only, use water appropriately, remember the rules apply to everyone, be quiet, keep hands to yourself, treat others the way you wish to be treated.

CAFETERIA
Expectations

Tiger Pride. Always!

	Practice **Communication**	**R**espect **Teammates**	**I**nspire **Integrity**	**D**evelop Strong **Thinking**	**E**xcel Through **Hard Work**
Cafeteria	Use voice level 1 Listen to directions Say please/thank you	Share table space Show kindness to all Raise hand	Clean up your mess Follow expectations Clean floor and table	Think about meal choices Eat balanced meals Think portion sizes	Be ready in line Eat over your tray Wait to be dismissed

Student Handbook

In the cafeteria each student is expected to:

Sit by someone who is alone or someone you usually don't sit with, show kindness, help others without being told or asked, have conversations with new people and get to know each other, clean up, care for your belongings, put items where they go, be friendly to all, have patience while waiting, use inside voice level, clean tables, keep hands to yourself, use manners with cafeteria staff, other adults and students.

CAFETERIA
Specific Rules

Cafeteria Rules:

- Stay in your place in line — no cutting.
- Use quiet voices at all times.
- Never throw food, trash, or other items.
- Clean up your area and throw away your trash and tray.
- No pop or fast food brought from home.
- Packers can buy milk or juice if needed.
- **Grade 3** students may buy an extra drink.
- **Grades 4 & 5** can also buy an extra drink, one extra item or entrée from ala carte
- Try everything on your tray, but you don't have to finish everything.

BUS Expectations

Tiger Pride. Always!

	Practice **Communication**	**R**espect **Teammates**	**I**nspire **Integrity**	**D**evelop Strong **Thinking**	**E**xcel Through **Hard Work**
Bus	Use voice level 1 Use kind words Report unsafe behavior	Keep hands to self Respect personal space Follow bus rules	Stay seated Stay alert Own up to your actions	Think ahead Have belongings ready	Follow driver's directions Be ready to board Help keep the bus clean

Student Handbook

On the school bus each student is expected to:

Before Getting on the Bus:

- Be at your stop 15 minutes early
- Stay off the road while waiting
- Line up single file, away from traffic
- Wait for the bus to stop completely before approaching
- Only cross the road when the driver signals it's safe
- Board respectfully and go straight to your seat

While on the Bus:

- Stay seated while the bus is moving
- Keep hands, feet, and objects inside the bus
- No pushing, throwing, or scuffling
- Keep aisles clear of bags and belongings
- Be respectful to the driver and other students
- No eating, playing games, or using distracting items
- Do not tamper with bus equipment

When Getting Off the Bus:

- Stay seated until the bus is fully stopped
- Only cross in front of the bus after the driver signals
- Stay alert for danger signals from the driver

If a student misbehaves on the bus and it's caught on camera, the video may be shared with the principal. The student may be disciplined and could lose bus privileges.

INCENTIVES

All Rewards

Incentives	Reward
Behavior Tokens	Qtr Party (Gold) Extra Recess (Silver) Raffle (Bronze)
Tiger of the Quarter	Special Luncheon with Principal & Board Recognition
Tigers Who ROAR	Top nominated class for monthly focus of a Tiger Trait

Incentive Plan

K–5 Token Behavior Structure

Weekly System Overview

- Each student starts with 5 tokens per week.
- Tokens are lost or earned based on daily behavior.
- Weekly totals are tracked in a Google Sheet for teachers and worksheet for students
- Reset of tokens to start the new week in their mini tote bag

Reward Tiers

Tier	Tokens	Outcome
🥇 **Gold**	**40–45 tokens**	**Top reward** – quarterly reward prizes
🥈 **Silver**	**36–39 tokens**	**Mid-tier reward** – extra recess & Gold
🥉 **Bronze**	**30–35 tokens**	**Minor reward** – raffle drawing & Gold & Silver
❌ **Not Yet**	**0–29 tokens**	**Student has Behavior Plan** next quarter

Not Yet = Behavior Tracking Plan

What it means:

- Student did not meet basic behavior expectations
- Student will be placed on a Behavior Tracking Plan for the following quarter

Behavior Tracking Plan:
Parent Signature required per Parent's Bill of Rights

- Counselor will make parent contact

Incentive Plan

Parent Communication Plan

Goal: Ensure parents are informed, involved, and supportive of the behavior system throughout the quarter — especially when students are at risk of falling below reward tiers or being placed on a Behavior Tracking Plan.

Communication Checkpoints

1. Quarter Kickoff (Week 1)

Method: ParentSquare Elementary; Admin will explain tokens and reward via ParentSquare
Purpose:

- Explain the token system (5 tokens/week)
- Share the reward tiers: Gold (40–45), Silver (36–39), Bronze (30–35), Not Yet (29-0)
- Mention that consistent loss of tokens may result in a Behavior Tracking Plan

2. Token Concern: When there is a PATTERN of 3 or less tokens for the Week

Method: Teacher Personal message (email, PS, or phone)
Purpose:

- Alert that their child may fall below reward tier expectations
- Offer to collaborate on behavior support early
- This keeps things proactive rather than reactive

3. Behavior Plan Notice to Parent: When a Student Drops Below 30 tokens

Method: Teacher Personal message to the PARENT (email, PS, or phone) and guidance referral then submitted per Parent's Bill of Rights
Purpose:

- Notify that child did not meet quarterly goal (teacher)
- Share that they will be placed on a Behavior Tracking Plan (admin)
- Explain what the plan looks like and how the parent will be involved (counselor)

4. End of Quarter Rewards

Method: ParentSquare Elementary Admin will post celebrations
Purpose:

- Celebrate Platinum, Gold, Silver, and Bronze recipients
- Inform parents if child is placed on a behavior plan for the next quarter
- Share goals for improvement if needed

Communication Templates Need to Create:

- Parent intro letter explaining the system
- Token concern email (student trending below goal)
- "Not Yet" behavior plan notice
- Quarter reward celebration invite

Incentive Plan

Admin Communication Letter

Quarter Kickoff Opening Student Packet

Holgate Elementary Token System

At Holgate Elementary, we utilize a Token Behavior System to encourage positive choices and help students remain motivated and accountable. Students earn tokens by exceeding expectations and may lose tokens when their choices do not align with school standards.

How It Works:

- *Weekly Start:* Each student begins the week with 5 tokens.
- *Earning & Loss:* Tokens are gained or lost depending on student behavior.
- *Weekly Reset:* Token balances reset every week and are monitored throughout the quarter.

Reward Tiers:

- Gold (40+ Tokens): End-of-Quarter Reward
- Silver (35+ Tokens): Extra Recess
- Bronze (30 Tokens): Raffle Entry
- Developing (0–29 Tokens): Student may be placed on a Behavior Tracking Plan for the following quarter

A Quick Note on Goals: Rewards are cumulative—reaching a higher tier automatically unlocks all rewards below it! The Gold tier is an ambitious target, but landing in Silver or Bronze is a fantastic achievement. Our focus is celebrating every child's effort and progress. If your child needs extra support reaching their goal, we will reach out to partner with you.

Thank you for your partnership and support!

Mrs. Ensign

Incentive Plan

Teacher Communication Letter

Token Concerns

Holgate Elementary Behavior & Token Update

Student: **Quarter:** 1 2 3 4

We want to keep you informed about your child's behavior and the token progress. Your child is consistently losing 2 or more tokens each week. With the current progress, your child is at risk of not receiving a reward and may need to participate in a Behavior Tracking Plan next quarter.

Reasons tokens are low:

☐ Missing homework
☐ Off-task behavior
☐ Disruptions
☐ Behavior expectations not met
☐ Other:

Possible supports:

☐ Homework Club with Teacher
☐ Check-In/Check-Out with Staff
☐ Behavior Reflection Time
☐ Parent-Teacher Check-Ins
☐ Other:

We appreciate your help encouraging positive choices!

Incentive Plan

Teacher Communication Letter

Behavior Plan Notice (End of Quarter)

Holgate Elementary Behavior & Token Update

Student: **Quarter:** 1 2 3 4

This is a follow-up to our school-wide token behavior system. At the end of this 9-week quarter, your child earned **[XX] out of 45 tokens**, which falls below the **30-token minimum** for rewards.

As outlined at the start of the quarter, students earning fewer than 30 tokens may be placed on a **Behavior Tracking Plan** for the following quarter.

This plan includes:

- Parent signature to monitor progress
- Personalized goals and weekly check-ins

We want to support your child in making positive changes and help them qualify for a reward next quarter. I'll be reaching out soon to go over the plan in more detail.

Thank you for your partnership!

Incentive Plan

Admin Communication Letter

End of Quarters Reward

We're excited to recognize students who have shown true Tiger Pride this quarter! Their positive choices and hard work reflect what it means to be a Tiger—strong, proud, and always giving their best.

We'll celebrate their achievements on:

Date

Time

Activity

Thank you to families and staff for supporting our Tigers every day. We can't wait to celebrate together!

BEHAVIOR TOKENS
Process

Weekly Token System

Starting the Week

- Each student begins Monday with 5 Tokens stored in a labeled bag.
- Losing a Token: occurs when a student does not follow school expectations.
- Earning an extra Token: happens only for behavior that goes above and beyond what is normally expected (not for routine compliance).

End-of-Week Routine

- Student Tracking – Each student records their ending total on a personal tracking sheet.
- Teacher Record-Keeping – The teacher enters final totals in the online spreadsheet and notes any Token losses with a brief explanation.
- Reset – Five Tokens are placed in every bag to start the new week.

Rewards

40+ Quarterly Reward Party
35+ Extra Recess
30+ Raffle Entries – The office issues one raffle Token for every Token above 30
(e.g., 38 Tokens → 8 raffle Tokens)

CLASSROOM
Tokens

Token Lost For...
Ignoring directions or interrupting others
Failing to complete tasks without a valid reason
Distracting others or wasting instructional time
Not cleaning up supplies, desk, or shared spaces
Saying “I can’t” or refusing to try without effort
Making rude comments or excluding others
Lying, cheating, or hiding mistakes

Token Earned For...
Trying something new without giving up
Starting tasks right away and staying positive
Following directions and listening respectfully
Using time wisely during independent or group work
Taking responsibility for your space and materials
Encouraging others and showing resilience
Showing inclusion and valuing others' ideas

PLAYGROUND

Tokens

Playground monitors clipboard

a. Roster with checklist to track student behavior
b. Clipboard returned to office at end of the day with radio
c. Para - handle recess issues at recess
    i. Recess issues stay at recess
    ii. If carry over then student should be sent to office
    iii. Office will communicate consequence to teacher
d. Para - quick info to teacher; not conversation
e. Line up
    i. At exact ending time
    ii. Use cell as official phone time
    iii. One minute clean and line up or time taken

- **1st violation:** Warning and re-teaching of expectations
- **2nd violation:** Loss of a token (mark on clipboard; inform teacher)
- **3rd violation:** Meeting with the Principal

Repeated violations may lead to loss of recess time, at the Principal's discretion.

Recess

Managed Referral

Recess Managed Behavior		
RP - Rough Play **L** - Line Behavior/Ignoring Bell **G** - Game Dispute/Cheating	**IL** - Inappropriate Language **D** - Disrespect **E** - Exclusion of Others	**B** - Boundary Violation **M** - Equipment Misuse

Student Name	**1st:** 2-Min Reset and Reminder of Rules (Warning)	**2nd:** Loss of Activity or Equipment (Token)	**3rd:** Time Out (Sidewalk)	**4th:** Immediate Office Referral **Radio into Office**
Example Student	Kept playing after bell	Not listening	Threw ball at wall	Pushing

Referral documentation is required for all student office visits.

HALLWAY
Tokens

Token Lost For...
Talking, yelling, or making noises in the hallway
Pushing, bumping, or crowding others
Blaming others or refusing to follow directions
Running, wandering, or not staying with your class
Ignoring redirection or arguing
Not waiting your turn or trying to get ahead unfairly
Unsafe movement through the hallway

Token Earned For...
Gently reminding to others to stay in line or be quiet
Picking up trash or straightening materials
Admitting a mistake and correcting it appropriately
Holding the door, allowing others to go first
Modeling how to walk in silence, using level 0 voice
Waiting your turn at the water fountain or door

RESTROOM
Tokens

Token Lost For...
Running, yelling, hiding, or playing in the restroom
Wasting time or using the restroom as an excuse to avoid class
Leaving paper towels on the floor or overflowing the soap
Talking loudly, banging on stalls, or being disruptive
Teasing, laughing at others, or invading someone's privacy

Token Earned For...
Using the restroom responsibly, even when unsupervised
Using time wisely and rejoining the class quickly
Throwing away paper towels and keeping the sink area clean
Practicing responsibility and avoiding waste
Respecting others' privacy and maintaining a calm environment

CAFETERIA
Tokens

Token Lost For...
Not cleaning table, tray, or dropping trash on the floor
Throwing food or not putting things where they belong
Pushing, cutting, or complaining while waiting
Using a loud voice or drawing attention negatively

Token Earned For...
Picking up dropped items, assisting with cleanup
Returning silverware, trays, and containers to the right place
Saying “please” and “thank you” to cafeteria staff and peers

BUS
Tokens (office managed)

Token Lost For...
Engaging in unsafe play or tossing objects on the bus
Standing up, switching seats, or blocking the aisle
Crossing the road without the driver's signal
Yelling, eating, or using distracting items

Token Earned For...
Assisting others with seating or behavior in a kind, safe way
Listening and responding respectfully the first time
Entering the bus single file, without pushing or crowding
Sitting calmly, using a quiet voice, and cleaning up after yourself

FLOW CHART
Behavior Management

Student Name: _____

Teacher Managed Behavior
• Inappropriate Language • Physical Contact • Defiant • Refusing to Work • Disrespect • Inappropriate Tone • Attitude • Minor Disruption • Preparedness • Property Misuse • Dishonesty • Cheating

1st Offense- Student/Teacher Discussion

2nd Offense- Teacher Assign Intervention

3rd Offense- Parent Contact

4th Offense- Office Referral/Behavior Plan

Office Managed Behavior
• 4th Offense • Abusive Language • Fighting • Physical Aggression • Serious Insubordination • Student Threat • Major Disruption • Harassment • Bus & Recess Violations • Property Damage • Vandalism • Theft • Dangerous/Illegal Actions

Administrator Actions:
Determines Consequence
Contact Parent (phone or slip)
Inform Teacher
Follow Through

Note:
When a student is not safe or any dangerous or illegal item needs confiscated, administration or SRO should be called

School Counselor Managed	
• Withdrawal or social isolation • Notable behavior changes • Difficulty with friendships or social skills • Frequent absences or truancy concerns • Signs of bullying or victimization • Grief or loss impacting the student	• Expressions of sadness, anxiety, or stress • Difficulty regulating emotions or anger • Problems with self-esteem or confidence • Family or personal issues • Peer conflict • Challenges with transitions

Office
Managed Referral

Student Name: _____

Referring Staff: _____

Referral documentation is required for all student office visits.
Note: When a student is not safe or any dangerous or illegal item needs confiscated, administration or SRO should be contacted immediately

Office Managed Behavior		
❑ 4th Offense	❑ Student Threat	❑ Property Damage
❑ Abusive Language	❑ Major Disruption	❑ Vandalism
❑ Fighting	❑ Harassment	❑ Theft
❑ Physical Aggression	❑ Bus Violations	❑ Dangerous Actions
❑ Serious Insubordination	❑ Recess Violations	❑ Illegal Actions

Offense **Date:**
Incident Details:

Principal Actions:

- ❑ Consequence
  - ❑ Warning/Restorative Conversation
  - ❑ Missing Recess: *Morning* *Lunch* *Afternoon*
  - ❑ Lunch in Office
  - ❑ Detention in Office: *Morning* *Afternoon* *Full Day*
- ❑ Tiger Turn Around Form
- ❑ Contact Parent: *Phone* *ParentSquare* *Email* *Letter/Envelope*
- ❑ Copy to Teacher
- ❑ PowerSchool Documentation
- ❑ Check Back on Student Date: _____

EXPECTATIONS
Checklist

First Day:

- Introduce students to the PRIDE Matrix
- Describe and model behavior expectations for each key location (classroom, hallway, restroom, cafeteria, playground, and bus)
- Explain voice levels (zero-silent, 1-inside, normal voice, 2-outside,playground)
- Practice behavior expectations in each location with students
- Schedule your opening classroom meeting with the principal
- Show the bus expectations video
- Explain all reward systems and incentives:
    - Token System
    - Xtramath & AR Reading Office Prizes

First Week:

- Continue reinforcing expectations and procedures across all school settings
- Praise and correct behaviors using common language from the PRIDE Matrix
- Decorate token bags with sharpie; tokens give to students

Ongoing Measures of Success:

- Integrate Tiger Traits into everyday student interactions
- Follow and support the behavior referral process consistently
- Consistently communicate with parents with loss of tokens
- Document weekly on Google Classroom (suggestion-end of day recess time)

VOICE LEVELS

2	Playground Talk Outside Voice
1	Classroom Talk Normal Voice
0	No Talking Silent Voice

DOCUMENTATION

Teacher Document Behaviors

Student Name	Token Total for the Quarter	Week 1: Aug 26-28 Practice				
		# Tokens Lost	# Tokens Remain	Behavior (s)	Notes	Intervention
Student First and Last	45		5			
	45		5			
	45		5			

Two weeks of Red: Teacher send home token concern parent letter

COMMUNICATION
Parents & Students

Students

- Opening Day - Teachers and Principals expectations
- Classroom - Teachers daily (Tigers Who Roar)
- Signage of PBIS throughout - Visual reminders
- Charting/communicate with home - Options next 3 pages
- Documentation - Teachers online

Parents

- Intro Letter Explaining PBIS and reward system
- ParentSquare
- Tokens Quarter Kickoff (Week 1)
- Token Concern: When student has 3 or less tokens for the week
- Behavior Plan Notice: When a student drops below 30 tokens
- End of Quarter Rewards

Student Name: _____

Our map to Tiger Pride

Name:

Quarter: 1 2 3 4

Thinker

Communication

Teammate

Integrity

Hard Work

Gold — Reward Party

Silver — Extra Recess

Bronze — Raffle Drawings

AUGUST

SUN	MON	TUES	WED	THURS	FRI	SAT
22	23	24	25	26	27	28
29	30	31	NOTES:			

SEPTEMBER

SUN	MON	TUES	WED	THURS	FRI	SAT
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	NOTES:	

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TIGER TOKENS

	TOKENS LOST	COMMENTS:
WEEK 1:		
WEEK 2:		
WEEK 3:		
WEEK 4:		
WEEK 5:		
WEEK 6:		
WEEK 7:		
WEEK 8:		
WEEK 9:		

RECOGNITION
Quarterly Nominations

Purpose

To recognize students who consistently demonstrate positive character, strong effort, and the values outlined in our PBIS Matrix—regardless of grades.

Nomination Criteria

Students must:

1. Have earned no less than 30 or more Tokens during the quarter.
2. Model key values from our school-wide expectations (Communication, Teammates, Inspire, Integrity, Thinking, Hard Work).
3. The student does not need to have the highest grades—this award celebrates character and behavior, not academic performance alone.

Nomination Process

1. Grade-level teachers submit 1–2 student nominations per class each quarter using a short Google Form.
2. The form includes:
    a. Student name
    b. Reasoning for nomination
3. A final winner is selected based on input from classroom teachers, specials teachers, and support staff. Principal makes final grade level selection based on all parties' input.

Recognition Ideas

1. Certificate awarded
2. Group photo displayed on tv screen
3. Shout-out in monthly newsletter and school social media
4. Invitation to board meeting & special sporting event
5. Special lunch with principal

COUNSELOR
Referral Process

Tier 1 **Whole Group**	**Teacher Provide Intervention** • Teachers refer to Matrix in Classroom • Teachers reference why gain or lose Tokens • Counselor in classrooms Matrix tied in with character traits (*September - Tiger Traits Overview / Emotions, October - Trustworthiness, November - Respect, January - Responsibility, Feb - Fairness, March - Caring, April - Citizenship)* • Flowchart with Tokens to document
Tier 2 **Small Group**	**Counselor/Teacher Provide Targeted Intervention:** • Morning Check-in, Afternoon Check-out • Social Skills Club (Girls Who Roar) • Reading Buddies • Homework Club - afternoon recess time • Lunch Buddies *Substantial change in schedule - Parents Permission
Tier 3 **One-on-One**	**Counselor/Principal/Teacher Intervention:** • Morning Check-in, Afternoon Check-out • Lunch Buddy Counselor (Individual) • Behavior Plan per School Psych

Tier 2 Entry Criteria

A student qualifies by meeting **at least one** of the following:

- **Academic:** 10+ missing homework assignments (on tracking spreadsheet).
- **Behavioral:** Missing 3+ tokens per week for at least 2 consecutive weeks.
- **Referrals:** Official teacher submission.

Process & Next Steps

- **Track:** Log all behaviors on the Google Spreadsheet.
- **Review:** Discuss data during team meetings.
- **Assign:** The PBIS Committee (Principal, Counselor, Psychologist, Teacher, Consultant) collaborates with the teacher to select the intervention.

Tier 2
Check in/Check out

Teacher Check In/Out Guide

1. Send home with the students the Parent Notification Letter.

2. Send your students to the elementary multi-use room in the morning after announcements. They should be to the elementary multi-use room by 8:15am and back to class by 8:20. They will check in/out for 6 weeks.

3. At the end of the day, quick glance at your students' tracking sheet and circle in pen your answer if you do not agree with the student answer (this will prompt my conversation with the student and they will earn your answer instead).

4. Send your students to the elementary multi-use room with their daily behavior sheet completed by the student. The multi-use room will be open for Check Ins/Outs from 2:50-2:58.

5. At the end of each week, check the student behavior tracking sheets. According to tracking for the week did the student earn back a lost token? Do you agree with this?

   Students can earn a maximum of 18 points (9 faces) per Day (90 per full week). Students points earned each day will be added (by mentor) to the behavior tracking sheet. If the student has earned 80% of the maximum points (72 points) in weeks 1 and 2, the student will earn back one lost token. In weeks 3 and 4 students must earn 90% (81 points) in order to earn back one lost token. And in weeks 5 and 6 students must earn 100% in order to earn back one lost token. (It is noted in the behavior tracking sheet how many points students will need on shortened weeks.)

   Students will not be explained the point system, rather they will understand the the number of smiley faces/"okay" faces they must earn each day to earn back a lost token.

6. At the end of the six weeks, the PBIS team will decide if the student is ready to fade off of the Check In/Out process, continue with Check Ins/Outs, or if the student plan needs to be modified.

Tier 2
Check in/Check out

Elementary Student Daily Check In and Check Out

Name: _____ Date: _____ ☐😃 ☐😐 ☐🙁 Total: _____

Target Behaviors	Math	Reading	Lunch and Recesses	Small Group	Specials
I am Responsible • I am ready to work. • I listen. • I use the correct voice levels. • I finish my work.	😃 😐 🙁	😃 😐 🙁	😃 😐 🙁	😃 😐 🙁	😃 😐 🙁
I am Respectful • I look at the teacher talking. • I wait for my turn. • I use nice words. • I use my manners.	😃 😐 🙁	😃 😐 🙁	😃 😐 🙁	😃 😐 🙁	😃 😐 🙁
I am Safe • I sit with a calm body. • I keep my body to myself. • I put my things away when I am done.	😃 😐 🙁	😃 😐 🙁	😃 😐 🙁	😃 😐 🙁	😃 😐 🙁

One Grow: _____

One Glow: _____

Tier 2
Options as needed

Social Skills Club: A small-group intervention led by a counselor that focuses on teaching prosocial behaviors, emotional regulation, and conflict resolution.

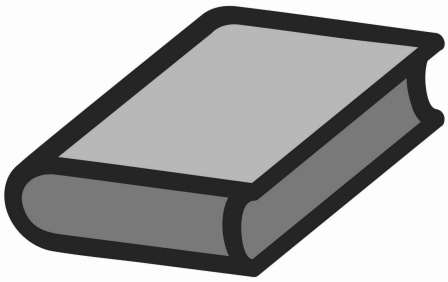
Reading Buddies: A small-group support where students are paired up to practice literacy skills, build reading confidence, and promote peer mentorship.

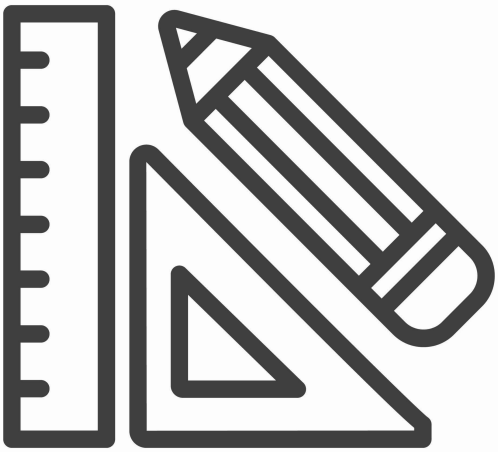
Girls Who Roar: A targeted group focused on empowering female students by building self-esteem, teamwork, positive character traits, and social-emotional skills.

Homework Club – Afternoon PM Recess: A structured intervention during afternoon recess where students get targeted support to complete missed assignments, catch up on classwork, or organize their materials.

Lunch Buddies: A Tier 2 *or Tier 3* mentorship program where a student meets individually with a counselor, staff member, or peer during lunchtime to build positive connections, social confidence, and rapport.

Response to Intervention





RTI

Three Tiers

Reading & Math Plan

Goal: A minimum of 80 percent of students scoring proficient or higher on Language Arts and Math High Quality Student Data assessments.

Action Steps:

- Analyze data to target priority skills.
- Develop individualized RIMPs (or MIMPs) for those who qualify.
- Create instructional groups for students.
- Implement evidence-based reading instruction.
- Provide 30 minutes of daily small group instruction
- Establish rigorous high quality assessments aligned to state standards.
- Monitor student progress and adjust instruction.
- Adopt a K-5 evidence-based reading curriculum for the 2026-2027 school year.

	Tier 1: Core Instruction	**Tier 2: Targeted Intervention**	**Tier 3: Intensive Intervention**
Who	All students are taught by the classroom teacher using differentiation	Students who are at-risk and have not responded to Tier 1 instruction will work with their classroom teacher and reading specialists to receive high dosage tutoring.	Individualized to students along with support of the classroom teacher and Intervention Specialists/Title teacher.
Instructional Grouping	Whole class and small groups	Small groups	Small groups and/or 1 on 1 instruction
ELA Assessment (Instructional Tools)	Universal Screening of NWEA MAP Growth administered throughout the year, and progress is monitored to determine students who are at-risk and need targeted support.	Intervention-based diagnostic assessment based on students' needs (Orton Gillingham) along with frequent progress monitoring through NWEA MAP Reading Fluency.	Intervention-based diagnostic assessment based on students' needs (Orton Gillingham or other assessments to specifically identify students' needs) and frequent progress monitoring through NWEA MAP Growth.
Math Specific Assessment (Instructional Tools)		Intervention-based diagnostic assessment based on students' needs (SuccessMaker Data)	Intervention-based diagnostic assessment based on students' needs (SuccessMaker and XtraMath skills).

FRAMEWORK
Reading Intervention

Step 1: Universal Screening
All students in grades 1-3 will be assessed using the NWEA MAP Growth diagnostic screening tool. This universal screening process identifies students who are at risk for reading difficulties, including those who may need a Reading Improvement and Monitoring Plan (RIMP). This initial assessment helps identify potential indicators of dyslexia and other reading challenges.

Step 2: Targeted Intervention
Students who score off grade level on the NWEA MAP Growth assessment will receive targeted support. This support is delivered in small groups (Tier 2) or through specialized interventions (Tier 3). These interventions are designed to provide extra practice and instruction for at-risk students.

Step 3: Progress Monitoring
The progress of all students receiving Tier 2 and Tier 3 interventions will be closely monitored. This is done through follow-up assessments at the 2, 4, and 6-week marks to determine if the interventions are effective.

Step 4: Data-Driven Decisions
At the end of the 6-week period, a grade-level data meeting will be held to review student progress and make decisions about next steps.

- If a student has made adequate progress, they will continue with the current interventions.
- If a student has made little progress, the team will analyze the reasons why the student is not responding to the current interventions. New or more intensive Tier 2 interventions may be explored. Parents will be notified of the results and the next steps, including the potential for a dyslexia screening using NWEA MAP Reading Fluency.
- If a student continues to struggle significantly, the team may recommend moving to Tier 3 for more intensive and individualized support.

Step 5: Intensified Support
For students in Tier 2 and Tier 3, interventions will be intensified. This includes providing more instructional time and explicit exposure to the foundational reading skills the student needs to master.

Step 6: Referral for Formal Evaluation
If a student continues to struggle despite the implementation of intensive, explicit interventions, the Intervention Assistance Team (IAT) process will be initiated. This is a collaborative, school-based process to formally review the student's needs and determine if further evaluation is needed for special education services.

DOCUMENT
Progress Monitoring

A	B	C	D	E	F	G	H	I	J	K	L	M
Student Name	Related Services	RIMP	Specific Intervention Goal	Fall	September TBT							
			EMIS	MAP Benchmark	SuccessMaker Progress Monitoring				Dibels/AIMS Progress Monitoring			
				RIT Score	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
		☐										
		☐										
		☐										

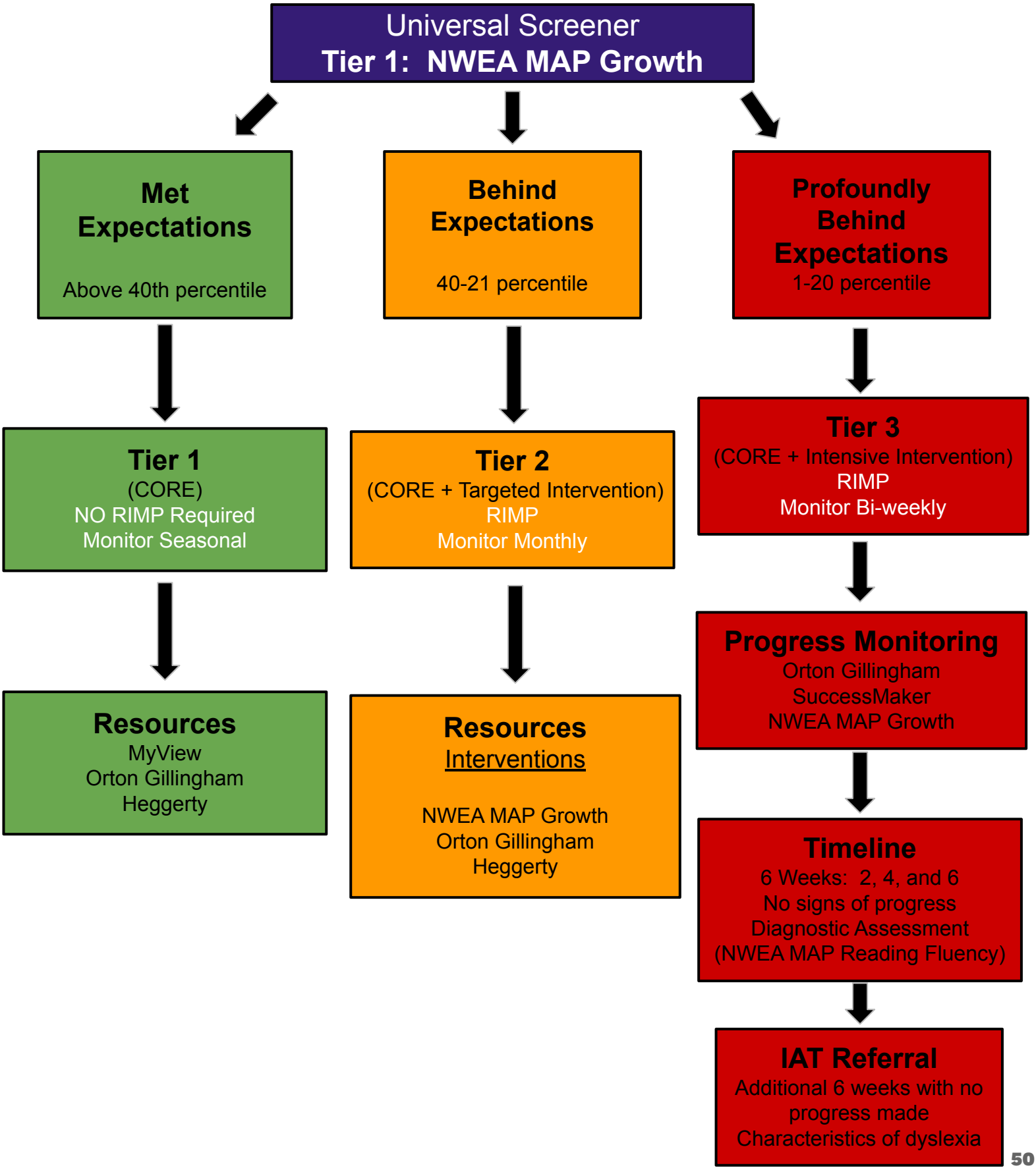
Each student on a RIMP will need notifications to parents on progress.

On-Track Scores

MAP Growth
K-2: 134
Grade 1: 150
Grade 2: 156
Grade 3: 174

MAP Reading Fluency
Not On-Track: K-3 students who take the MAP Reading Fluency assessment and receive an orange universal screener flag in the Screener Outcomes report in either Foundational Skills or Oral Reading or a purple dyslexia screener flag are not on-track

KRA
Language and Literacy Domain - the cut score refers to the Language and Literacy subscore only, not the overall score.
On-Track: 263 (scaled score) and above
Not On-Track: 262 or lower

FLOW CHART

Screeners & Monitoring