Welcome! Please Sign In

https://forms.gle/P6T5Dj6s4hjHxxNC9

Or, use this QR Code
PBIS Tier 2, Day 2B Training
January 27, 2022

Tier 2- Creating the Foundation

https://www.ycoe.org/pbis
Who is in the room today?
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Acknowledgments

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- George Sugai, University of Connecticut
Acknowledgments

California PBIS Coalition
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center
## Group Agreements

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respectful</strong></td>
<td>• Start and end on time.</td>
</tr>
<tr>
<td></td>
<td>• Listen actively (and without distractions).</td>
</tr>
<tr>
<td></td>
<td>• Mute yourself when not speaking.</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>• Your participation will result in systems and practices that</td>
</tr>
<tr>
<td></td>
<td>will benefit all students.</td>
</tr>
<tr>
<td></td>
<td>• Participate in live or virtual discussions and activities.</td>
</tr>
<tr>
<td></td>
<td>• Practice self care.</td>
</tr>
<tr>
<td></td>
<td>• Give your full attention.</td>
</tr>
<tr>
<td><strong>Committed</strong></td>
<td>• Expect to begin tasks that will need to be finished later.</td>
</tr>
<tr>
<td></td>
<td>• Expect committed trainers that will provide feedback and</td>
</tr>
<tr>
<td></td>
<td>encouragement and meet you where you are.</td>
</tr>
<tr>
<td>Day</td>
<td>Content</td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td>Team Initiated Problem Solving (TIPS) Tier 1 to Tier 2 Making the Connection RFA Form &amp; Process Tier 1 TFI &amp; Action Planning</td>
</tr>
<tr>
<td>2</td>
<td>Tier 2 Introduction Meeting Process Tiered Mapping Identifying Decision Rules/RFA Form &amp; Process Intervention Inventory Introduction</td>
</tr>
<tr>
<td>3</td>
<td>CICO Introduction CICO Point Card CICO Program Description CICO Communication Forms CICO Fading &amp; Graduation CICO Fidelity</td>
</tr>
<tr>
<td>4</td>
<td>CICO Problem Solving &amp; Modifications Strong Kids/Teens Implementation Intervention Inventory Refinement Matching Interventions to Student Need Tier 2 TFI &amp; Action Planning</td>
</tr>
</tbody>
</table>
## Training Objectives

**Teams will:**

- Learn core features of Tier 2 and connections to Tier 1
- Understand the role/function of an Intervention Team
- Identify current Tiered Supports at your site
- Create Data Decision Rules and Refine the RFA Process
- Begin to build an Intervention Inventory
Strong Tier 2 Intervention Systems:

- Tier 1 PBIS is in place
- Problem-solving focused Intervention Team
- Consistent with school expectations
- Rapid access to intervention
- Very low effort by teachers
- Uses efficient, available evidence based practices
- Data-based progress monitoring & decisions
- Screening to identify students needing supports
**Tier 1 Team**
- Meets at least 1 time per month (use TIPS)
- Feedback from staff, students, and families
- Analyze school-wide data
- Implement solutions
- School-wide problems and monitor outcomes

**Tier 2**
- Meet 2 or more times per month (Intervention Meeting Document)
- Use data decision rules and RFA for selecting students for interventions
- Monitor progress of students receiving interventions
YOUR PBIS JOURNEY
(so far)

Mood Meter: Prince Style

- Which Prince are you when you think about PBIS?
- Which Prince would you like to be when you think about PBIS?
Google Activity Slides

*Intervention Meeting Minute Document Practice*

Go to google activity slides to find link to example meeting minute document.
2.3 Screening: Tier 2 team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports.
Identification and Referral: Two Main Sources

- Data indicates at-risk status based on data
- Staff, Student or Family requests assistance

OR
Sample data sources for identifying students in need of additional support

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Who Reviews the Data</th>
<th>Frequency of Review</th>
<th>Criteria for Intervention Team Referral/Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWIS behavior referral data – Majors</td>
<td>Kerri</td>
<td>Monthly</td>
<td>Students receiving 2 or more major behavior referrals</td>
</tr>
<tr>
<td>SWIS behavior referral data – Minors</td>
<td>Kerri</td>
<td>Monthly</td>
<td>Students who are in the top 20% of minor behavior referrals</td>
</tr>
<tr>
<td>Attendance</td>
<td>Luke</td>
<td>Monthly</td>
<td>Students missing more than 10% of school</td>
</tr>
<tr>
<td>SRSS-IE</td>
<td>Denae</td>
<td>Quarterly</td>
<td>Students rated high risk in at least one subcategory, or moderate to high in both</td>
</tr>
<tr>
<td>Health Office logs</td>
<td>Cassandra</td>
<td>Monthly</td>
<td>Students who have more than 3 visits to the nurse or requests to go home sick per month.</td>
</tr>
</tbody>
</table>

Inside the Intervention Team Handbook Document 200

Remember you should be using multiple data sources to identify students for support.
What student data do you have available?

- Attendance
- Behavior Data
- Universal Screening Data
- Academic Measures
- Health Office/Office Visits

Do you have existing data decision rules?
Optional Social-Emotional-Behavioral Screeners

Example: Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)

<table>
<thead>
<tr>
<th>DATE:</th>
<th>Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER NAME:</td>
<td>ELEMENTARY USE</td>
</tr>
<tr>
<td>0 = Never</td>
<td>Lie, Cheat, Sneak, Behavior Problem</td>
</tr>
<tr>
<td>1 = Occasionally</td>
<td>Low Academic Achievement, Aggressive Behavior</td>
</tr>
<tr>
<td>2 = Sometimes</td>
<td>Emotionally Flat, Depressed</td>
</tr>
<tr>
<td>3 = Frequently</td>
<td>Withdrawn, Depressed</td>
</tr>
<tr>
<td>Use the above scale to rate each item for each student.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Count</th>
<th>Steal</th>
<th>lie, Cheat, Sneak</th>
<th>Nativ Low Academic Achievement</th>
<th>Aggressive Behavior</th>
<th>Emotionally Flat</th>
<th>Withdrawn</th>
<th>Depressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Smith, Sally</td>
<td>11111</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

High Risk Internalizing

High Risk Externalizing
Example Screener Process…

At the beginning of the year, consent forms sent to parents/caregivers

Admin and/or other staff follow up with parents that do not want to participate, have questions, or forgot to sign.

Screeners are scheduled for the year and given to students

Data is analyzed by the Intervention team and students are placed in interventions
Advice and Planning...

1. Can use a google form to create spreadsheet of information.
2. Be prepared for more students than you expected needing immediate support (high risk).
3. Plan time for parent communication. A phone call or in person is best.
4. Teachers need to know how, why, who, when, and where when it comes to getting information back to parents.
Collaborative Worktime

**Intervention Handbook**

If you finish, go back and check-in on how you are doing on previous Action Items.
TFI Items related to this section:

- **2.4 Request for Assistance:** Tier 2 planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.
Identification and Referral: Two Main Sources

- Data indicates at-risk status based on data
- Staff, Student or Family requests assistance
We need to look for more than just the squeaky wheel…

- Really “loud wheels” often take up most of our attention (e.g., very disruptive/dangerous behaviors).
- BUT…. some wheels have been broken for years, sometimes repeatedly, but they aren’t making any noise at all.

We need to make sure that we are keeping our eyes and ears open for ALL kinds of indicators that support is needed!
Request for Assistance:

What if the data alone doesn’t alert us of a student in need of support?

- The Tier 2/Intervention Team uses written request for assistance form and process.
- The process is timely and available to all staff, families, and students.
We already use a SST (Student Study Team) form... why create another form?

<table>
<thead>
<tr>
<th>Request for Assistance Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Condensed</strong> (1-2 pages)</td>
</tr>
<tr>
<td>• <strong>Concise</strong>, use of check boxes and less narrative</td>
</tr>
<tr>
<td>• Includes <strong>academics and behavior</strong></td>
</tr>
<tr>
<td>• Prompt asking <strong>what has been implemented already</strong> (e.g. re-teaching expected behavior, modifying environment, consequences)</td>
</tr>
<tr>
<td>• Space to indicate <strong>student strengths</strong></td>
</tr>
<tr>
<td>• Prompt to include <strong>perceived motivation</strong></td>
</tr>
</tbody>
</table>
Example Request For Assistance Forms

Documents 216, 217 & 218
Digital or Type-In Request For Assistance Example
Request for Assistance:
Use the same process for all Tier 2 interventions

1. How will staff/families/students refer? Can students self-refer?
2. Where will the referral go?
3. How will we inform teachers of this process?
4. Which of your interventions would be the best match based on this student’s needs?
Example RFA Process

iLearn Request for Assistance (RFA) Process: Connecting Students with Additional Supports

Revised March 2019

Teacher/Educational Staff

Staff identifies specific concern about student in one of these areas: behavior, attendance, work completion, social-emotional, academic, or speech/language/articulation. NOTE: If there is a high risk for injury to self or others, report IMMEDIATELY.

Teacher contacts parents to gather information and conducts file review, and utilizes at least two classroom support strategies (listed on the RFA form) for at least two weeks.

Does student make progress/are concerns resolved?

Yes

Staff completes “Request for Assistance” (RFA) form (link here), documenting the strategies that they have tried, and submits it to Intervention Team via Principal. [Note: for speech/language concerns, also include student’s academic levels.]

No

Continue with successful supports, document strategies utilized (e.g., in confidential binder). No Intervention Team referral necessary.

Intervention Team

Intervention team reviews RFA and outlines an action plan for connecting the student with appropriate Intervention supports. Note: If the RFA includes speech/language concerns, the Intervention team should invite the speech therapist to the intervention meeting to participate in the discussion.

Intervention team troubleshoots based on existing data, and develops a new action plan (e.g. modified intervention, more staff training, different intervention, etc.).

Intervention Coordinator

The designated Intervention coordinator contacts the referring staff and updates them about the next steps, then introduces the Intervention to the student and parent(s). Also, trains staff on the intervention if needed. The Intervention coordinator monitors the student’s progress toward goals, and reports out at intervention meetings.

Is student making progress?

No

Continue to implement and monitor; fade out of intervention when appropriate.

Yes
Teachers and/or Educational Staff

Staff identifies a concern about a student

Teacher contacts parent to gather info and tries at least 2 support strategies

If student doesn’t make progress, complete RFA and submit to principal

If student makes progress, continue and document supports
Intervention Team Process

1. Team reviews the RFA at their meeting
2. Team reviews/collects any other relevant data for the referred student
3. The intervention coordinator will follow up with student, teacher and family
4. Team identifies intervention matched to student need
The Intervention Coordinator(s)

- Contacts the referring staff and updates on next steps
- Introduces student and parent to the intervention/obtains consent if needed
- Monitors student progress (data) and reports to the intervention team
- Helps train any other pertinent staff involved in intervention
Collaborative Worktime

Request for Assistance
Create a RFA (this was Action Item 7)

Add completed RFA or link to RFA and process flowchart to your Intervention Team Handbook, Action Item 14.
TFI Items related to this section:

• **2.5 Options for Tier 2 Interventions:** Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.
Tier 2 Interventions You May Already Have At Your Site…

- Social Skills Groups
- Academic Help Groups
- Small Group Counseling
- Substance Abuse
- Attendance Improvement

Reflect on your google mapping activity. What are your current Tier 2 interventions?
### Building An Intervention Inventory

#### Example Tier II Intervention Inventory

<table>
<thead>
<tr>
<th>Tier II Intervention</th>
<th>Capacity (if of students at one time)</th>
<th>Who coordinates intervention?</th>
<th>Describe students who would be good fit for intervention (specify perceived motivation where appropriate)</th>
<th>What data is used to screen and evaluate student outcomes?</th>
<th>&quot;If...Then...&quot; Fading/Graduation criteria</th>
</tr>
</thead>
</table>
| Strong Kids                          | 8 per group (one group at a time)     | Alicia                        | • Students with social skills deficits who have difficulties with peer relationships and/or peer conflict, and/or  
• Students who display withdrawal/ internalizing behaviors, and/or  
• Students struggling with emotional regulation  | -SWIS data related to peer conflict  
-Request for assistance  
-Strong Kids pre- & post-tests, + attendance during sessions  | If student's attendance in Strong Kids group and post-test data demonstrates progress, and student meets goals, then graduate from Strong Kids |
| Check-in, Check-Out (CICO) - Standard | 6                                     | Luke                          | • Students who display attention-seeking behaviors (peers or adults), and/or  
• Students who display challenges with off-task behavior, focus, and low-level disruption  | -SWIS data  
-Request for assistance  
-Work completion data (from AERIES gradebook)  
-Attendance data  
-SRSS-IE scores  
-Grades  
-S04/SSST decision  | -If CICO data indicates that student has met their goal for 4 weeks; then fade to 3 teacher checks per day, and self-monitoring for 2 weeks. Fade if at least 80% of points met for those two weeks. |
| Check-in, Check-Out  
— Breaks are Better (CICO-BRB)      | 4                                     | Denae                         | • Students who are off task throughout the day in order to avoid non-preferred or difficult academic tasks; may also have difficulties maintaining focus and staying still for long periods of time.  | -SWIS data  
-Request for assistance  
-Work completion data (from AERIES gradebook)  
-Attendance data  
-SRSS-IE scores  
-Grades  
-S04/SSST decision  | -If CICO data indicates that student has met their goal for 4 weeks; then fade to 3 teacher checks per day, and self-monitoring for 2 weeks. Fade if at least 80% of points met for those two weeks. |
| Check-in, Check-Out  
— Internalizing                          | 4                                     | Cassandra                     | • Students who are displaying symptoms of anxiety (perfectionism, panic attacks, negative self-talk, lack of focus, and/or social withdrawal), and who need to learn to use coping skills throughout the day.  | -SWIS data  
-Request for assistance  
-Work completion data (from AERIES gradebook)  
-Attendance data  
-SRSS-IE scores  
-Grades  
-S04/SSST decision  | -If student has a decrease in SWIS referrals (per goal)  
-and if student meets work goals  |
## Creating a Menu of Supports

<table>
<thead>
<tr>
<th>Tier 1 Universal Supports (All students)</th>
<th>Academics</th>
<th>Behavior</th>
<th>SEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2 Targeted (Group based supports)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 3 Intensive (Individualized Supports)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Example Tier II Intervention Inventory

<table>
<thead>
<tr>
<th>Tier II Intervention</th>
<th>Capacity (if of students at one time)</th>
<th>Who coordinates intervention?</th>
<th>Describe students who would be good fit for intervention (specify perceived motivation where appropriate)</th>
<th>What data is used to screen and evaluate student outcomes?</th>
<th>“If...Then...” Fading/Graduation criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strong Kids</strong></td>
<td>8 per group (one group at a time)</td>
<td>Alice</td>
<td>• Students with social skills deficits who have difficulties with peer relationships and/or peer conflict, and/or • Students who display withdrawal/internallyizing behaviors, and/or • Students struggling with emotional regulation</td>
<td>- SWIS data related to peer conflict • Request for assistance • Strong Kids pre- &amp; post-tests, attendance during sessions</td>
<td>If student's attendance in Strong Kids group and post-test data demonstrates progress, and student meets goals, then graduate from Strong Kids</td>
</tr>
<tr>
<td><strong>Check-in, Check-Out (CICO) - Standard</strong></td>
<td>8</td>
<td>Luke</td>
<td>• Students who display attention-seeking behaviors (peers or adults), and/or • Students who display challenges with off-task behavior, focus, and low-level disruption</td>
<td>- SWIS data • Request for assistance</td>
<td>- If CICO data indicates that student has met their goal for 4 weeks then fade to 3 teacher checks per day, and self-monitoring for 2 weeks. Fade if at least 80% of points met for those two weeks</td>
</tr>
<tr>
<td><strong>Check-in, Check-Out – Breaks are Better (CICO-BBB)</strong></td>
<td>4</td>
<td>Denae</td>
<td>• Students who are off task throughout the day in order to avoid non-preferred or difficult academic tasks; may also have difficulties maintaining focus and staying still for long periods of time.</td>
<td>- Work completion data (from AARRS greeterbook) • Attendance data • SWIS-IE scores • Grades • 504/51ST Decision</td>
<td>- If student has a decrease in SWIS referrals (per goal) and if student meets work</td>
</tr>
<tr>
<td><strong>Check-in, Check-Out – Internalizing</strong></td>
<td>4</td>
<td>Cassandra</td>
<td>• Students who are displaying symptoms of anxiety (perfectionism, panic attacks, negative self-talk, lack of focus, and/or social withdrawal), and who need to learn to use coping skills throughout the day.</td>
<td>- SWIS data • Request for assistance • SWIS-IE data • 504/51ST Decision</td>
<td>- If student has a decrease in SWIS referrals (per goal) and if student meets work</td>
</tr>
</tbody>
</table>
Ways to screen/evaluate student outcomes:

<table>
<thead>
<tr>
<th>Example Tier II Intervention Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strong Kids</strong></td>
</tr>
<tr>
<td>Cap: 8 students/week (2 groups of 4)</td>
</tr>
<tr>
<td><strong>Who coordinates intervention?</strong></td>
</tr>
<tr>
<td>Alex</td>
</tr>
<tr>
<td><strong>Describe students who would be good fit for intervention</strong></td>
</tr>
<tr>
<td>Students with social skills deficits who have difficulties with peer relationships and/or peer conflict, and/or Students who display withdrawal/interacting behavior, and/or Students struggling with emotional regulation</td>
</tr>
<tr>
<td><strong>What data is used to screen and evaluate student outcomes?</strong></td>
</tr>
<tr>
<td>-SWAT data related to peer conflict -Request for assistance -Strong Kids pre &amp; post tests, + attendance during sessions</td>
</tr>
<tr>
<td><strong>Focus on:</strong></td>
</tr>
<tr>
<td>Failing/Graduation criteria</td>
</tr>
<tr>
<td>If student's attendance in Strong Kids group and post-test data demonstrates progress, then student meets goals, then graduate from Strong Kids</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Checks-In, Check-Out (CICO) - Standard</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cap: 5 students/week (1 group of 5)</td>
</tr>
<tr>
<td><strong>Who coordinates intervention?</strong></td>
</tr>
<tr>
<td>Luke</td>
</tr>
<tr>
<td><strong>Describe students who would be good fit for intervention</strong></td>
</tr>
<tr>
<td>Students who display attention-seeking behaviors (peers or adults), and/or Students who display challenges with off-task behavior, focus, and low-level disruption</td>
</tr>
<tr>
<td><strong>What data is used to screen and evaluate student outcomes?</strong></td>
</tr>
<tr>
<td>-SWAT data related to attention-seeking behaviors -Request for assistance -Teacher completion data (from AIMS gradebook) -Attendance data -SWIS-IE scores -SWATS-I-II decision</td>
</tr>
<tr>
<td><strong>Focus on:</strong></td>
</tr>
<tr>
<td>Failing/Graduation criteria</td>
</tr>
<tr>
<td>If CICO data indicates that student has met their goal for 4 weeks, then fade to 3 teacher checks per day, and self-monitoring for 2 weeks. Fades if at least 80% of points met for those two weeks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Checks-In, Check-Out - Interim</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cap: 4 students/week (1 group of 4)</td>
</tr>
<tr>
<td><strong>Who coordinates intervention?</strong></td>
</tr>
<tr>
<td>Cassie</td>
</tr>
<tr>
<td><strong>Describe students who would be good fit for intervention</strong></td>
</tr>
<tr>
<td>Students who are displaying symptoms of anxiety, perfectionism, panic attacks, negative self-talk, lack of focus, and/or social withdrawal, and who need to learn to use coping skills throughout the day.</td>
</tr>
<tr>
<td><strong>What data is used to screen and evaluate student outcomes?</strong></td>
</tr>
<tr>
<td>-SWAT data related to anxiety symptoms -Request for assistance -Teacher completion data (from AIMS gradebook) -Attendance data -SWIS-IE scores -SWATS-I-II decision</td>
</tr>
<tr>
<td><strong>Focus on:</strong></td>
</tr>
<tr>
<td>Failing/Graduation criteria</td>
</tr>
<tr>
<td>If student has a decrease in SWAT referral (per goal) and if student meets work</td>
</tr>
</tbody>
</table>

**Behavioral Data**

**Academic Data**

**Attendance Data**

Pre/Post Checklists for students/staff
Generalization of Skills

When developing your interventions, remember to consider whether a bridge needs to be put in place to help skills learned in a small group setting transfer into the “real world”.
Fading/Graduation from Tier 2 Supports

- Tier 2 interventions are intended to be short-term
- Fading Tier 2 supports (and incentives) should be intentional and systematic

Don’t pull the rug out from under your students!
Collaborative Worktime

Intervention Inventory

Start Intervention Inventory in Intervention Team Handbook, use google activity Mapping Tiered Supports to get started.

Action Item 15
## Training Objectives

**Teams will:**

- Learn core features of Tier 2 and connections to Tier 1
- Understand the role/function of an Intervention Team
- Identify current Tiered Supports at your site
- Create Data Decision Rules and Refine the RFA Process
- Begin to build an Intervention Inventory
Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/cgVgrt5x4L7pHwbu8

See you on February 17, 2022 @ 3:00-5:00PM for PBIS Tier Day 3A