STUDENT

TIER I Every Student, Every Day

Can visually see or have access to behavioral expectations
Will have access to a safe and welcoming environment
Knows the behavioral expectations of the school
Has an opportunity to access restorative practices
Will have access to a caring adult on campus
Has family involvement - Family Circle
Receives social, emotional training

TIER II*

Intensive student support with family involvement

Small group and individual intervention

Community resources

*INTERVENTION SYSTEMS

Tier II

- District resources
- School counselors
- Practicum students
- Trained professionals
- Community resources
- Behavior interventionists

Tier III

- Student Success Team (SST) and Coping skills training (CST)
- 504/Individualized Education Plan (IEP) process
- · Family process

TIER III*

CST Team
School Psych
Community
Partner
Behavioral
and Mental
Health

Partners



TEACHER

TIER I Every Teacher, Every Day

Has visuals in the classroom of the behavioral expectations for the school

Will provide a safe and welcoming environment for students

Knows the role of and access to the Student Support Team

Knows the behavioral expectations for the school
Incorporates restorative practices in the classroom

Will develop a positive relationship with families

Will be connected to a peer support team

Implements social/emotional learning

Has access to support training

TIER II*

Intensive teacher support
Professional development
Peer mentoring
Coaching

TIER III

Support from Administration district and community partners

*INTERVENTION SYSTEMS Tier II

- Student Success Team (SST)
- Positive Behavioral Interventions and Support (PBIS) coaches
- Curriculum coaches



PEORIA UNIFIED SCHOOL DISTRICT Social Emotional Learning Model Multi-Tiered System of Support

SCHOOL

TIER I Every School, Every Day

Has identified behavioral expectations | Common language
Will provide students access to a caring adult on campus
Uses the district social/emotional learning curriculum
Will provide a safe and welcoming environment
Has restorative practices & incentive program
Has visuals of behavior expectations
Has a major/minor behavior matrix
Has a trained Student Support Team
Has progress monitoring

TIER II

Intensive teacher support
Professional development
Peer mentoring
Coaching

TIER III

Support from Administration district and community partners



DISTRICT

TIER I Every Day Peoria Unified

Provide a safe and welcoming environment for everyone
Develop positive relationships with community members
Develop positive relationships with family members
Implement self-care and wellness for employees
Have a trained team available to support schools
Identify behavioral expectations and protocols
Adopt a social/emotional learning curriculum
Develop and adopt restorative practices
Have visuals of behavioral expectations

TIER II

Intensive school support
Professional development
Trained support leaders
District support team

TIER III

School board Superintendent

Executive directors

Consulting agencies

Community Partners



COMMUNITY PARTNERS

TIER I

Community Partners, Every Day

Are welcomed in the Peoria Unified School District

Work to develop positive relationships at all levels

Know and adhere to the behavioral expectations of the district

Are knowledgeable of our policy and procedures to ensure the safety of our students

Are committed to assisting the district with enhancing the educational and social/emotional wellbeing of every student, every day

TIER II

Provide support based on need to our schools

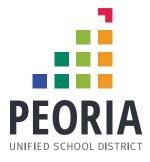
Volunteer

TIER III*

Assist the district with resources to support students/families

*TIER III

- Collaborate and build partnerships to support students/families
- Donate and support projects that enhance the learning and social/emotional wellbeing of students



PARENT

TIER I Every Parent, Every Day

Knows and has access to a copy of the behavioral expectations for their student's school

Will be welcomed to campus and committed to modeling the behavior expectations while interacting with teachers, students and staff

Will seek to develop a positive relationship and communication with the school as a part of their student's educational team

Knows the role of the Student Support Team

Understands the major/minor behavior matrix for the school

Reinforces the social emotional learning curriculum with their student

Understands restorative practices

TIER II

Parent support and trainings

Increased school team communication and support



