



Positive Behavior Intervention & Supports (PBIS) Annual Summary

2024-2025

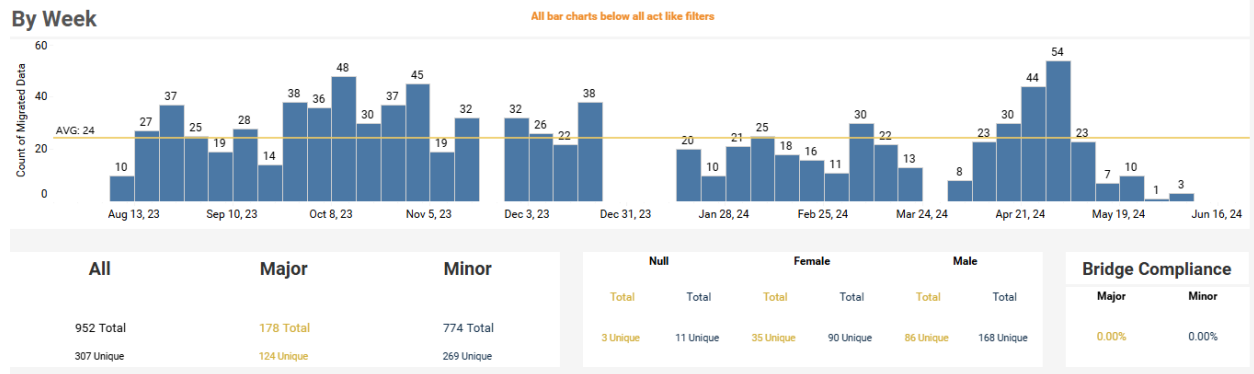
How are we implementing PBIS at our school in Tier 1?

At MTEC, we utilize the universal foundations of Positive Behavioral Interventions and Supports (PBIS) to implement effective Tier 1 practices. These foundational practices focus on proactively promoting positive behavior, creating a supportive school environment, and establishing clear expectations for all students. Through consistent reinforcement, relationship-building, and recognition of positive behaviors, our Tier 1 strategies are designed to support the success and well-being of every student. By fostering a positive school climate, we aim to reduce behavioral challenges and enhance student engagement and achievement.

What is our Office Discipline Referral rate?

Last year, MTEC had 178 major office referrals and 774 minor office referrals. At MTEC, we follow a Time-to-Teach model and PBIS system. We want to explicitly teach students how we want them to interact/ behave and reward them when they do. Our PBIS Tier 1 team meets monthly to review data and implement positive change on campus to create a positive school climate & culture. To reduce the number of office referrals, our school plans to continually build positive and trusting relationships, explicitly teach and model expected behavior, have proactive practices in place and facilitate restorative practices as needed.

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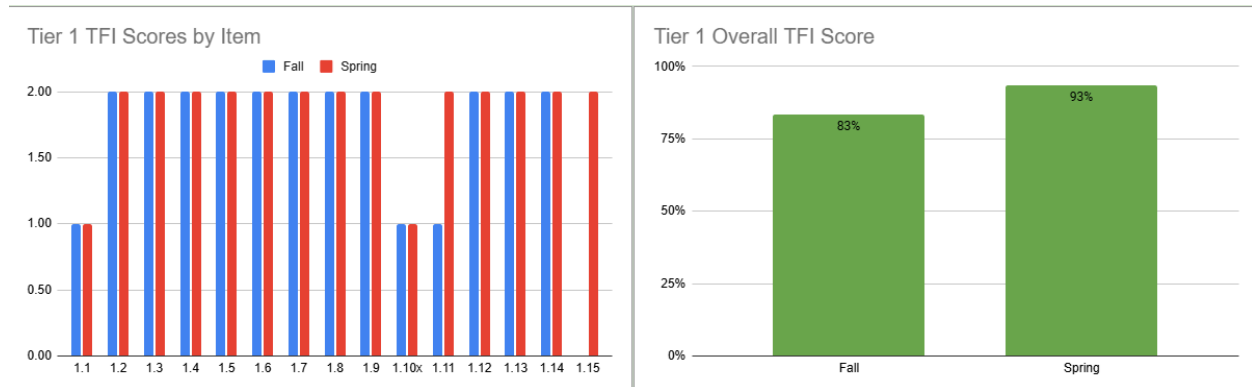


(This graph shows the total Number of Referrals for the 23/24 School Year)

Our Tier 1 Action Plan for 2024-2025:

TFI 1.11- Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

By Spring 2025, we will coordinate the administration of a parent, student, staff and community survey to acquire feedback from community, families, students, and school staff on core PBIS implementation goals. Students, families, and community members are invited to provide feedback on schoolwide expectations,



consequences, and acknowledgements. Currently, the tier 1 team has a parent who attends Tier 1 meetings. This ensures that all input is heard and reflected on to increase positive outcomes for all students.

(This graph highlights the improvement in the Tier 1 team's TFI scores)

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How are we implementing PBIS at our school in Tier 2?

We recognize that not all students will respond to Tier 1 supports alone and may require additional interventions. Our PBIS Tier 2 team meets biweekly to analyze comprehensive data, including classroom refocus forms, referrals, attendance, and grades, to identify students who need further support. By closely monitoring progress and collaborating as a team, we continuously assess and adjust interventions, following the steps outlined in our PBIS flowchart to ensure students receive the targeted assistance they need to succeed.

Our Tier 2 Action Plan for 2024-2025:

TFI 2.4 -Request for Assistance: Tier 2 planning team uses written requests for assistance form and process that are timely and available to all staff, families, and students.

The Tier 2 intervention team will create a written request for assistance form (google form), and this will be shared with staff. The form will then be shared with families as well as students. By Spring 2025, the request for assistance will be available on the school website and in the front office. The Intervention team will track the response time on a corresponding google sheet with a goal response time of 3 days.

How effective are our Tier II Interventions?

At MTEC, we offer a variety of PBIS Tier 2 interventions to provide targeted support for students who need additional assistance beyond Tier 1 practices. These interventions are designed to address specific behavioral, emotional, and academic needs. Our Check-In/Check-Out (CICO) program offers students regular positive interactions with a mentor to set goals and reflect on their progress throughout the day. For students experiencing emotional challenges, we provide grief and loss groups and a coping group to help them process emotions and develop resilience. Additionally, class passes are available as a proactive strategy to support self-regulation, allowing students to take short, supervised breaks when needed. We also use school-home notes to facilitate consistent communication between school staff and families, ensuring a collaborative

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approach to student support. These Tier 2 interventions are part of our commitment to creating a supportive and inclusive school environment where every student can thrive.

PBIS Team Contact Information

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