

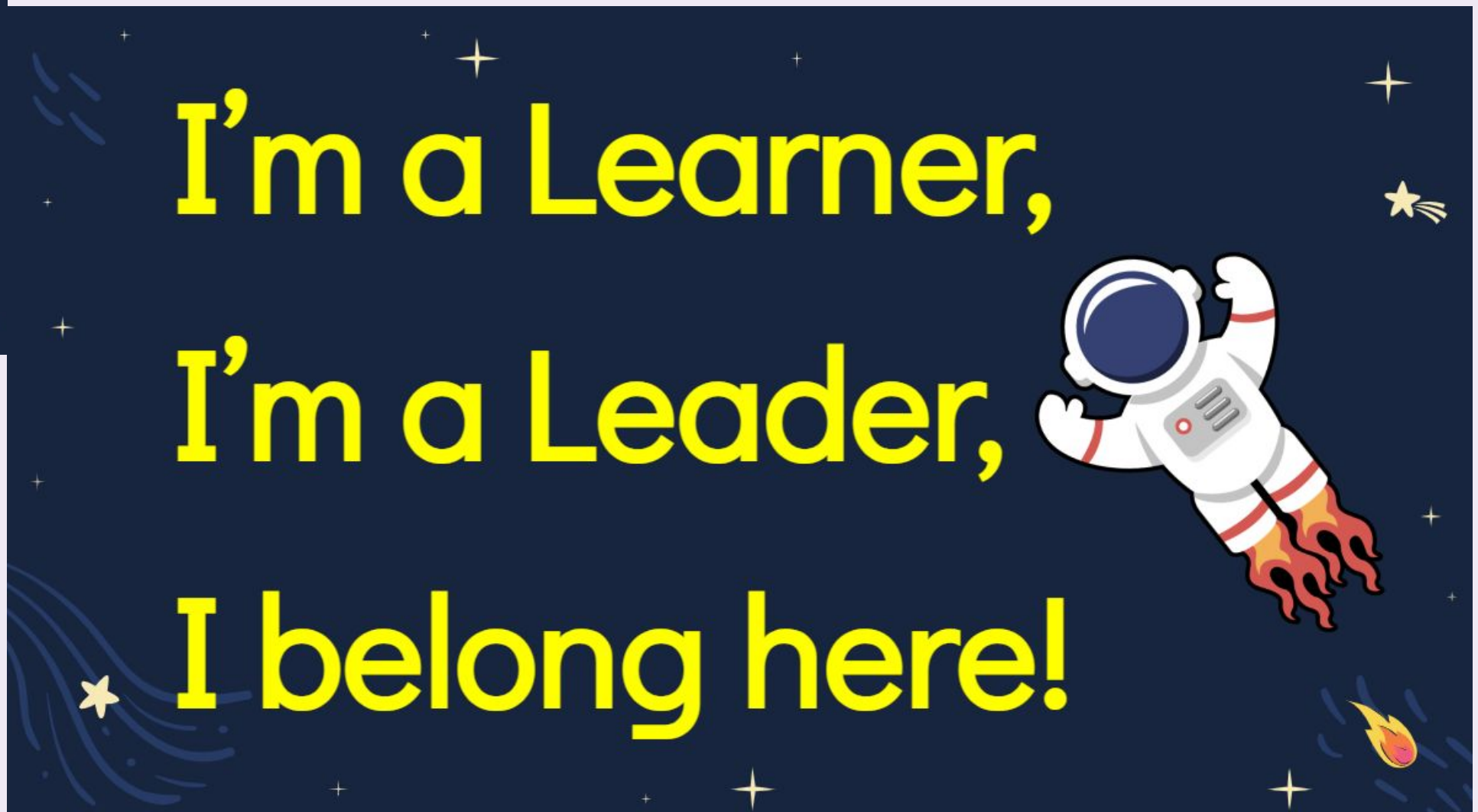
# Dick Scobee Elementary

Our Ongoing Journey toward Truly  
Inclusive and Equitable Education

Dan St Mary, Principal



# Daily Morning Message

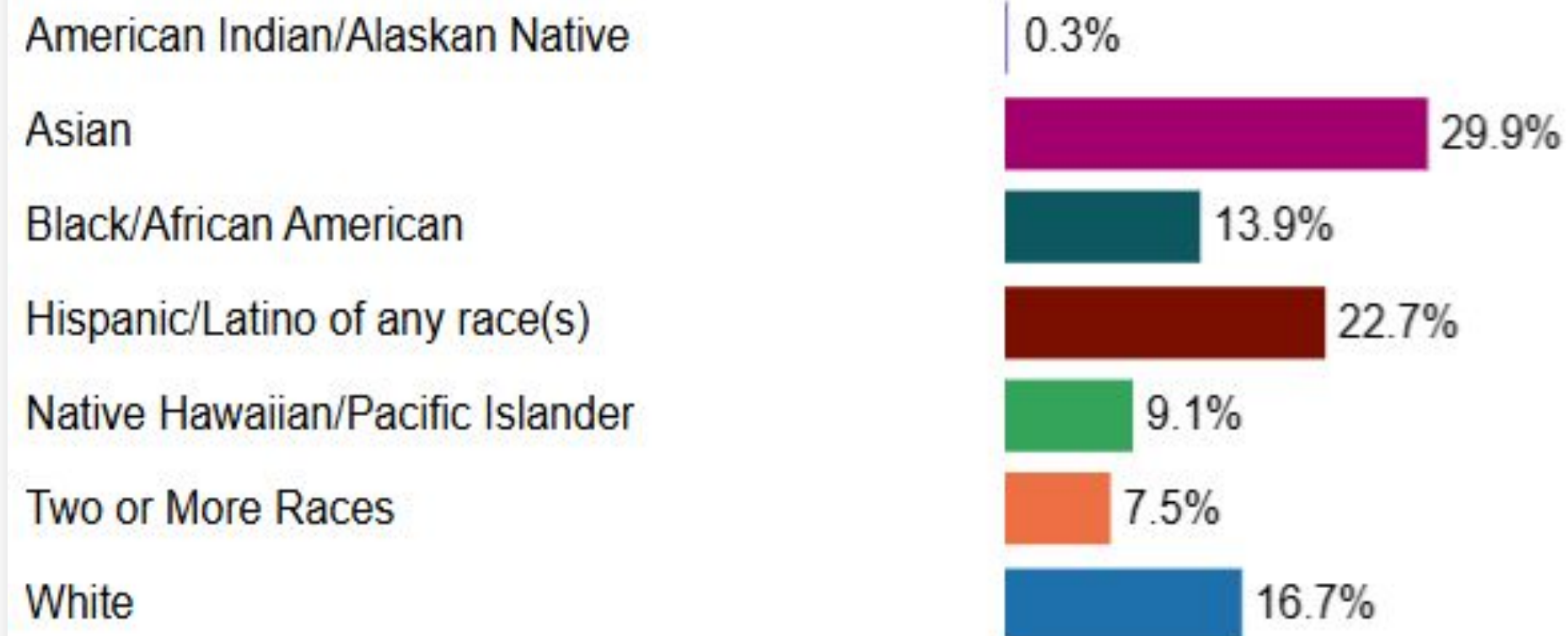


<https://meet.google.com/ksn-rpbs-frn>

# WHO WE ARE.



## Race/Ethnicity



## STUDENT BODY 707

Multi-Lingual Learners 48%

Low income 80%

Highly Capable 0.6%

McKinny Vento 4%

Students with disabilities 14%

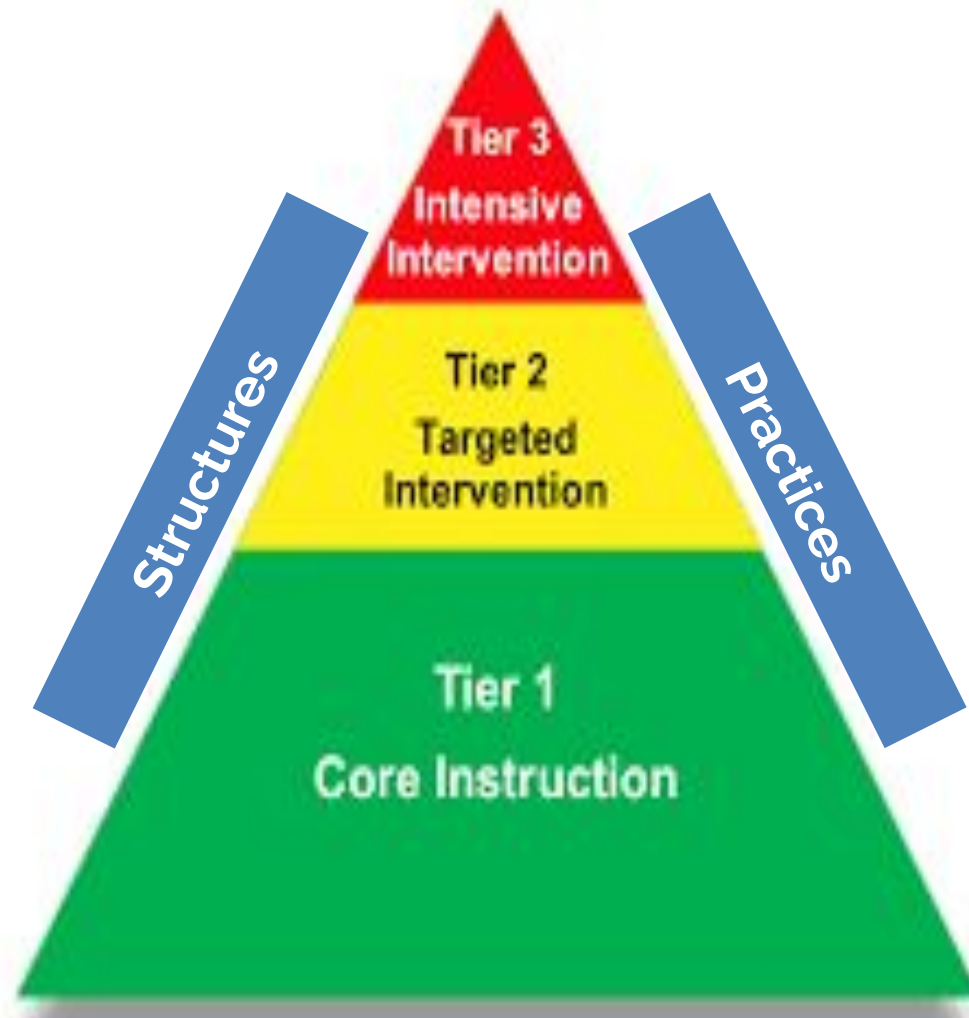
Section 504 1%

## STAFF

Certificated Staff 56

Classified Staff 49

# Our Inclusive Practices: Changes Over Time 2018-2026



All For Each

Culture

Structures

Practices



# CULTURE



## SHOUT OUTS

Thank you, **Liang**, for making all of 5th grade lunches for the Olympics and all the field trip lunches throughout the year. You are a rockstar!!! 😊

Thank you **Mr. Ballard** for keeping Scobee on track this year.

Shout out to **Dick Scobee Elementary**. You have been so gracious to me as an interim principal, greeting me with a positive word or a smile. You have demonstrated the highest professionalism through a difficult transition. It's been a pleasure working with you and being a small part of your journey.

Thank you and have a great summer. You deserve it!

To **Lindsey Johnson** for not shying away from difficult conversations.

To **Mary Willoughby** for always showing up for her students and giving them a safe space to learn and grow in her classroom.

To **Ariel Miller** for meeting her students where they are, designing creative instruction, and challenging them regardless of their skill level.

- Prioritizing diversity hiring and equity work
- School Visits
- Highlighting student and staff successes with inclusionary practices
- Developing individual and collective "whys"
- Shared ownership
- Inclusive Education Leadership Team
- Summer Work
- All for Each

# STRUCTURES

Inclusive building schedule

Flexible service model

Program collaboration

Behavior Intervention Specialist, BCBA, BTs,  
Family Engagement Liaison, Inclusion Specialist

Flex spaces, Calm Corners, & Sensory rooms

Professional Development: Inclusive practices and behavior support

Communication Tools:

Building Data Sheet

Digital Student Folders

The Hub



# PRACTICES



Friday 12/15/23

Checking-In (2 min)	Class Meeting (25 min)	Self-Regulation (3 min)
Quick Check-In: What Zone are you in?	Regular Class Meeting	Take a couple minutes to engage in a Self-Reg strategy to prepare for transition

- Coplanning and coteaching
- Providing Accommodations and Modifications
- Class meetings and all school morning messages
- Analyzing Behavior data for Tier 1, 2, 3 behavior supports
- Calm corners and sensory bins
- Partnership with Belong Partners
- Building-wide greetings
- SEL Supplemental Curriculum
- Explicit Instruction

# Continued Growth and Next Steps

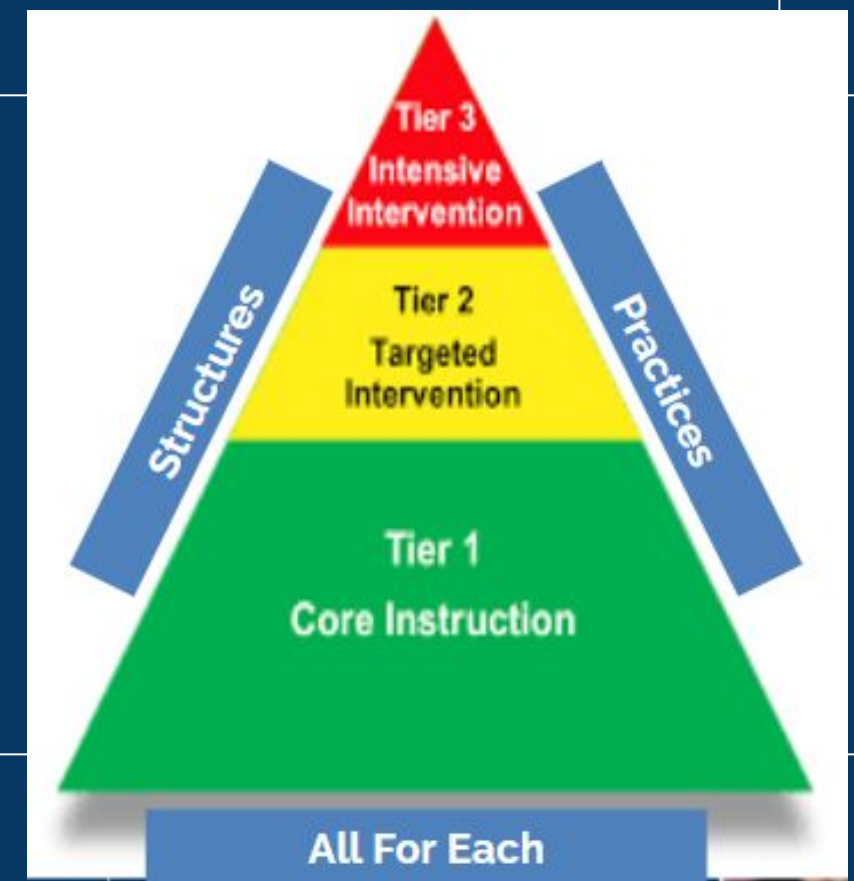
## Calibrating, Monitoring and Adjusting of Structures and Practices:

- universal design for learning
- culturally responsive practices
- inclusive master scheduling
- co-planning and co-teaching
- discipline data analysis
- maximizing adult resources



# Continuing the work...

Focusing on strong, truly equitable and inclusive Tier 1 instruction: ELA, Math AND SEL



## Culture

- All For Each
- High Sense of Urgency
- Growing in our Practice

## Structures

- Tier 1 Behavior Team
- Tier 2 and 3 Team
- Grade Level Bands
- SEL Curriculum
- Flexible Service Model

## Practices

- Everybody does Everything
- Explicit Instruction
- Universal Design for Learning
- Inclusive IEP Goals
- Co-Teaching

*Everyone does everything!*



# Scobee Expectations

Be Safe - Show Kindness - Work Hard



# Be Safe

## Examples

- Keeping a safe body
- Keeping hands to yourself
- Respecting others personal space
- Following rules and regulations





# Show Kindness

## Examples

- Saying kinds words
- Helping others
- Including others
- Being a good listener



Photo by [Anna Kolosyuk](#) on [Unsplash](#)



# Work Hard

## Examples

- Trying your best
- Asking for help
- Trying again



Photo by [CDC](#) on [Unsplash](#)

# SCOBEE SCRIPTS

Scobee Scripts are lessons that teach students how to apply the Scobee Expectation throughout different areas of the school.

## EXAMPLES

## POSITIVE REINFORCEMENT: SPACE SLIPS

- Recognize students for..
  - Being Safe
  - Showing Kindness
  - Working Hard
- Who passes them out?
  - All staff.
- Where to get them?
  - Mail room
  - Copy room

## POSITIVE REINFORCEMENT: CLASSROOM INCENTIVES

- Create a class goal of Space Slips to be collected monthly.
- If goal is reached, everyone participates.
- Plan goals and incentives as a class
- Incentive examples
  - Extra recess
  - Free Time
  - Pizza Party

# CHARACTER STRONG: OUR SEL CURRICULUM

Character Strong is an evidence-based, multi-tiered solution to support whole child success with curricula and trainings that improve behavior, increase safety, and support mental health.

- Each month centers around a character trait with lessons and resources to empower students with character building skills.
  - Jan - Perseverance
- We hold a character strong assembly at the end of each month recognizing 3 students.
  - 2 Teacher Chosen
  - 1 Peer
  - Parents of recipients are invited

## **FAMILY CONNECTION**

- Build a solid foundation of rapport
- Communicate regularly to parents about what is going on in class and about individual students.
- Share positive updates and praise

# DISCIPLINE AND DOCUMENTATION

## DISCIPLINE FLOWCHART

Document Incidents for accurate reporting and discipline.



**T 2 & T 3**  
*Systems*

Dick Scobee Elementary

# Tier 2 Team

Meets bi-weekly to discuss systems, data, & occasionally specific student cases

- School Counselors, School Psychologist, BIS
- SLP, OT
- ML, Title



TIER 2 MEETING

AGENDA/NOTES

 <b>Date:</b> March 17, 2026	 <b>8:00am-9:00am</b>	 <b>Conference Room</b>
 <b>Attendees</b>	<input type="checkbox"/> P. Ballard <input type="checkbox"/> J. Bazrafkan <input type="checkbox"/> Z. Garner <input type="checkbox"/> J. Johnson <input type="checkbox"/> L. Johnson <input type="checkbox"/> A. Lavine <input type="checkbox"/> K. McCarroll <input type="checkbox"/> C. McCloskey	<input type="checkbox"/> B. Raines <input type="checkbox"/> A. Roberson <input type="checkbox"/> D. St. Mary <input type="checkbox"/> B. Strickland <input type="checkbox"/> B. Tianco <input type="checkbox"/> D. Tompkins <input type="checkbox"/> J. Vancamp

Agenda Item	Notes	Action
Students to Review		
New T2 Forms	<a href="#">Zy'aire Serano</a> (2/Morrow)	
	<a href="#">Limberg Talley</a> (2/Tew)	
General/Systems	<a href="#">Universal Screener</a> - Report what interventions have been implemented	
	Intervention Menu: Creating One Document for all 3 tiers in academic & social/emotional	
On the Radar		
<a href="#">Next Meeting</a>	March 31st 8:00am	

# T2 Identification

## Tier 2 Google Form

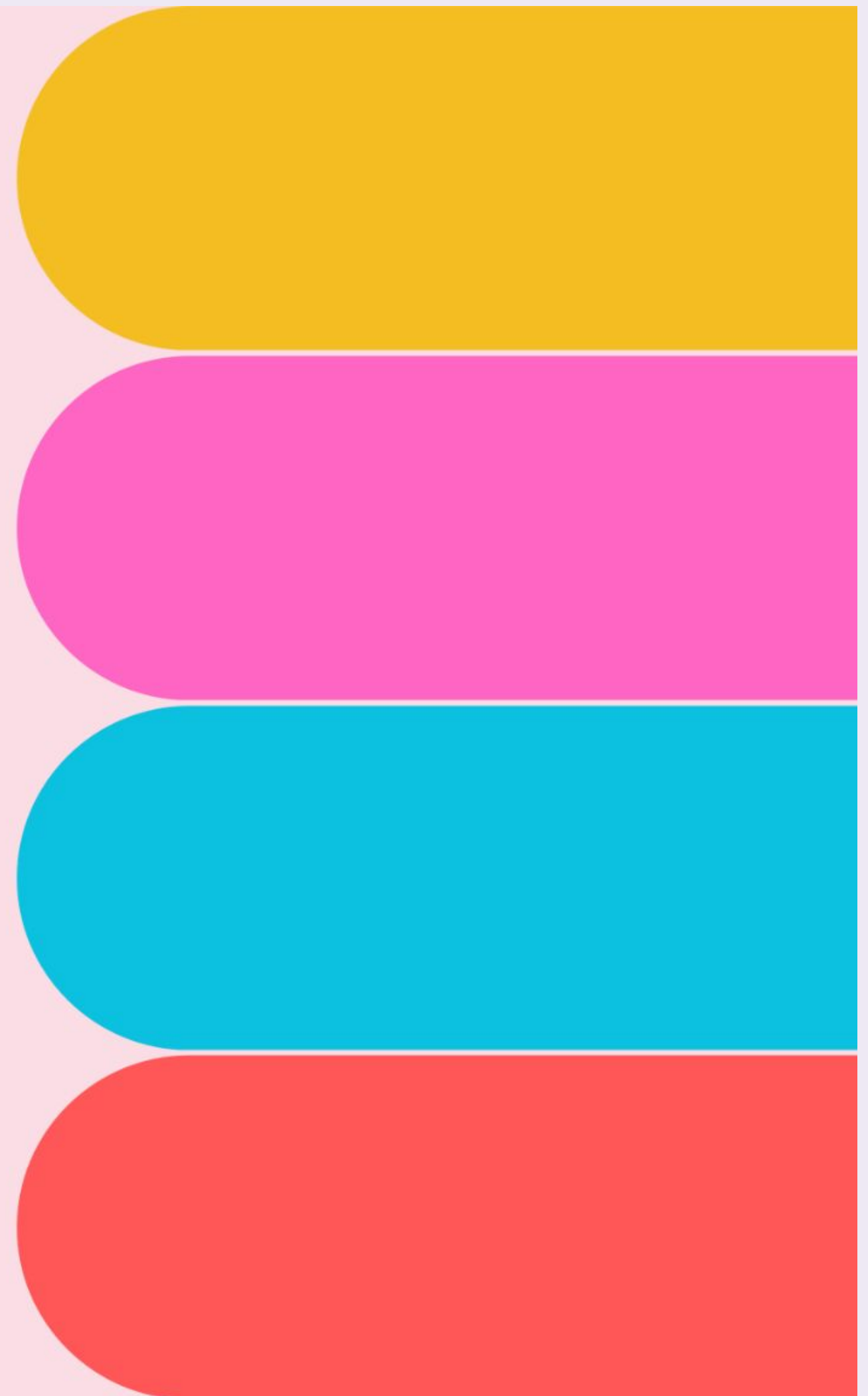
- Accessible to teachers all the time

## Universal Screener

- October, February, April
- Yellow = “On the Radar”

## Office Discipline Referrals (ODR's)

- 3 or more



# T2 Support Request Form

**B** *I* U ↻ ✕

Thank you for filling out the T2 Support Request form. The more information you provide, the better we can align supports.

By filling out this form, you are recommending that a student needs additional support. This support may be academic, behavior or a combination of the two. *Please note that if the student you recommend is currently receiving Special Education services, your referral will be sent to the Case Manager to address.*

1. Referrals are looked at bi-weekly by the T2 Team. Each student discussed and interventions are brainstormed.
2. T2 team will collaborate with teachers to implement identified interventions. Teachers may be asked to apply and track additional interventions.
3. At follow ups, if data is showing that the student may need specialized instruction, the student will be referred to the T3 Team.
4. Students may be "exited" from Care Team monitoring if interventions are working

(K-5) Grade Screener  
Student Risk Screening Scale (SRSS-EI)

Externalizing							Internalizing							TOTALS	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	Ext.	Int.
Stealing	Lying, Cheating	Unable to Self-Regulate	Peer Rejection	Unable to apply Independent Problem Solving Skills	Negative Attitude	Aggressive Behavior	Nervous or Fearful	Bullied by Peers	Spends Time Alone	Clings to Adults	Withdrawn	Seems Sad or Unhappy	Complains about being sick or hurt	SRSS - External TOTAL	SRSS - Internal TOTAL
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	2	2	3	0	2	0	0	3	0	0	1	0	9	4
0	1	3	1	3	0	3	0	0	0	0	0	0	0	11	0
0	1	0	0	2	0	3	0	0	0	0	0	0	0	6	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	2	3	1	0	3	0	0	3	0	0	3	0	12	6
0	0	2	0	0	0	1	0	0	0	0	0	0	0	3	0
1	1	1	0	1	0	0	1	0	0	2	0	1	0	4	4
0	1	3	0	0	0	2	0	0	0	0	0	0	0	6	0
0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	3
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	3
0	2	3	0	1	2	3	0	0	0	0	0	0	0	11	0
0	1	2	1	1	0	2	0	0	0	0	0	0	0	7	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	1	0	0	0	3	0	0	0	0	0	0	1	3
0	2	3	1	0	0	3	0	0	0	0	0	0	0	9	0
3	2	0	0	0	0	0	0	0	0	2	0	0	0	5	2
0	2	3	2	3	2	3	0	0	0	3	0	2	0	15	5
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Initial Date	Concern	Guardian Contacted (By Teacher)	Interventions Trying/Next Steps	Follow Up Date	Notes
10/7/25	Academics, SEB, Speech, FM/Sensory	<input type="checkbox"/>	Looping in SPED team. T3 meeting 1-13-26	Conferences	Suspected disability concerns, working with SLP/OT for referral information
10/7/25	Reading, writing, SEB	<input checked="" type="checkbox"/>	Collaborating with teacher to implement in class supports: wobble stool, area within the classroom, breaks, visual schedule (collect some calm down corner resources), big body movement during his transition to reading group	11/18/25	Behavior plan needed: wobble stool, weighted backpack, calming corner
10/14/25	Academics and SEB	<input type="checkbox"/>	Set up visual schedule	11/25/25	Loop back and see status
10/14/25	SEB and sensory	<input checked="" type="checkbox"/>	CICO	11/25/25	Check in
10/22/25	Academics	<input checked="" type="checkbox"/>	Small group (15 mins daily) working on 1:1 correspondance to 20, pointing/saying numbers up to 20, and number formation on whiteboards	12/3/25	
10/22/25	Academics, SEB, FM	<input type="checkbox"/>	Small group (15 mins daily) working on 1:1 correspondance to 20, pointing/saying numbers up to 20, and number formation on whiteboards	12/3/25	Holding off on SEB supports as universal screener came back in the green.
10/22/25	Academics	<input checked="" type="checkbox"/>	Small group (15 mins daily) working on 1:1 correspondance to 20, pointing/saying numbers up to 20, and number formation on whiteboards	12/3/25	
11/6/25	Speech and FM	<input type="checkbox"/>	Connected teacher with OT and SLP		
11/3/25	Social-Emotional/Behavior	<input checked="" type="checkbox"/>			
11/20/25	Academics	<input checked="" type="checkbox"/>	Need to do ML matrix		

# T2 Implementation

## Intervention Matching Form

- From the Screener

## Plug & Play

- Intervention Menu

Student:		Date:		How to Rate:	
Teacher:				3 = Very True	
				2 = True	
				1 = Untrue	
				0 = Very Untrue or Don't Know	
<b>Student Intervention Matching Form (SIM-Form)</b>					
1	Good relationship with the student's parents (SHN)				0
2	Student constantly seeks and/or likes attention from adults (CICO)				0
3	Student is rejected or isolated by peers (PPR)				0
4	Student is eager to earn rewards or access to privileges (BC)				0
5	Student seems to exhibit disruptive classroom behavior to get out of doing academic work (CP)				0
6	Parents are open and willing to collaborate with the school (SHN)				0
7	Student tries to do better socially and emotionally but does not have the skills to do so (i.e. can't do) (SG-SET)				0
8	Student can only work so long on academic tasks before becoming off-task (CP)				0
9	Student could benefit from having a positive, adult role model outside of the home (CICO)				0
10	Student lacks self-management and needs constant reminders to stay on-task (SM)				0
11	Student withdraws from social situations and spends most of free time alone (PPR)				0
12	Student's main problem of concern happens with a certain degree of regularity or high frequency (SM)				0
13	Student is unaffected by warnings or typical school-based disciplinary consequences (loss of privilege, reprimand, removal from class, etc) (SHN)				0
14	Student has difficulty coping and managing emotions in response to challenging situations (SG-SET)				0
15	Student's academic skills are low and as a result, frequently takes his/her own breaks during instruction or learning (CP)				0
16	With the right incentive, student's behavior likely will improve (BC)				0
17	Student could benefit from starting the day off with a positive interaction and ending the day with praise or feedback (CICO)				0
18	Student has difficulty concentrating and staying focused until task completion (SM)				0
19	Student gets upset and frustrated easily and either gets angry or shuts down (SG-SET)				0
20	Student could benefit from having other students say nice things about him/her (PPR)				0
21	Student can behave well when she/he wants to or the appropriate incentive is available (e.g. recess, computer time, field trip, etc) (BC)				0
INTERVENTIONS		Item #'s	Score	<b>Universal Screener Scores</b>	
School-Home Note System (SHN)		1, 6, 13	0	(SRSS)-Externalizing Score	
Behavior Contract (BC)		4, 16, 21	0	<input type="text" value="0"/>	
Self-Monitoring Protocol (SM)		10, 12, 18	0	(SIBS)-Internalizing Score	
Check In/Check Out Mentoring (CICO)		2, 9, 17	0	<input type="text" value="0"/>	
Positive Peer Reporting (PPR)		3, 11, 20	0		
Class Pass Intervention (CP)		5, 8, 15	0		
Small group social-emotional training (SG-SET)		7, 14, 19	0		

# Current T2 Intervention Menu

SEL	
<a href="#">Check In/Check Out</a>	Students <u>check-in</u> with an adult in the AM, carry a daily progress report throughout the day and get feedback on behavior ( <u>school wide expectations</u> ), and <u>check-out</u> in PM
<a href="#">Social Skills Groups</a>	T2 member teaches specific coping, <u>social emotional skills</u> , <u>executive functioning skills</u> to <u>small group</u> of students with similar internalizing/externalizing behaviors
Space Station/Planned Breaks	Scheduled times throughout the day where students can access a facilitated break with an adult
Behavior Contract	A written agreement between all parties ( <u>i.e.</u> teacher, student, family, T2 member) <u>used</u> to specify the contingent relationship between the completion of a behavior and access to or delivery of a specific reward

Academics	
Add Supports to Current Setting/Group	<u>Student's</u> group/setting does not change, targeted instruction in <u>specific skill</u> is added with <u>informal data collection sheet</u>
Increase Frequency of Current Supports	Increase frequency of group meetings, providing more opportunities for repetition and practice, and/or adapting the way the student <u>is able to respond</u>
Change Group/Setting	Place <u>student</u> in <u>smaller</u> group setting with other students practicing similar target skills
Classroom Teacher Support	<u>Teacher</u> provides 1-2 additional instruction/practice opportunities throughout the day to address <u>specific skill</u> (3-5 minutes each time)
Add Time/Increase Exposure	Small group or 1:1 instruction targeting <u>specific skill</u>

# Data Tracking

## SIT Forms

- Located in Student Folders

## SWIS CICO

## Character Strong

Interventions					
Intervention Type	Intervention Description	Monitor	Date Started	Data Tracking	Notes
Reading Math Writing Social-Emotional/ Behavior	Describe the intervention. Include: <ul style="list-style-type: none"><li>- What the intervention is (if not one of the pre-determined interventions from our T2 menu)</li><li>- Frequency and duration</li></ul>	What adult is facilitating/monitoring the intervention?		How will data be tracked?	Please include any additional notes
Social-emotional/ Behavior	Check in / Check out - daily check ins 2x a day	Cat McCloskey	10/13/25	Intervention is being tracked through SWIS	

# Tier 3 Team

Meets bi-weekly/as needed basis to discuss current interventions for student & progress, remaining gaps, and if an evaluation for Special Education Services is necessary

- School Psychologist, School Counselor, SPED
- SLP, OT, PT
- Title, ML
- Classroom Teacher, Parent/Guardian



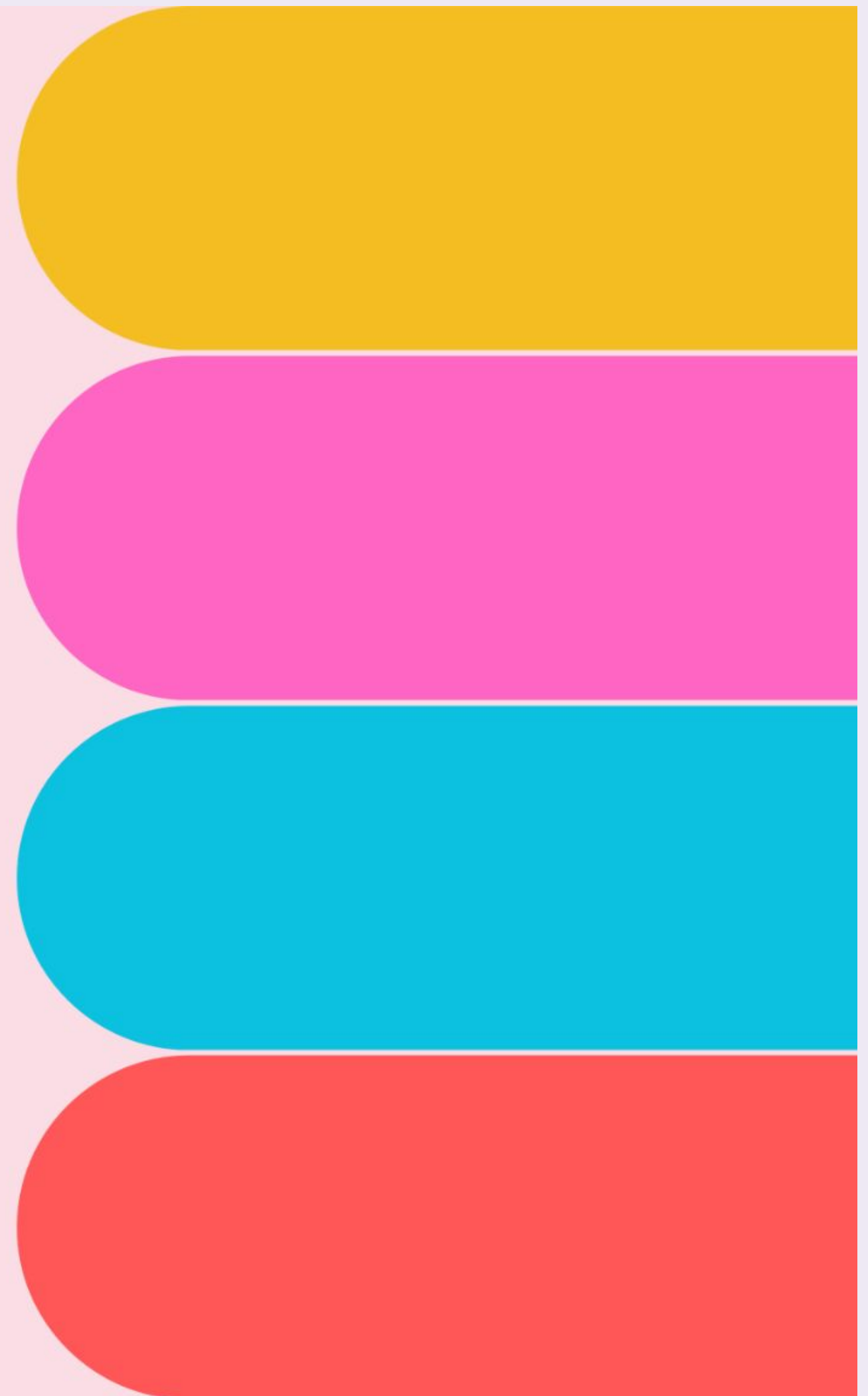
# T3 Identification

T3 does not = SPED

Students with lack of response to T2 Interventions

Plug & Play is not a good fit > Requires more individualized support

T3 Teacher Referral Form\*



# T3 Implementation

After student is identified

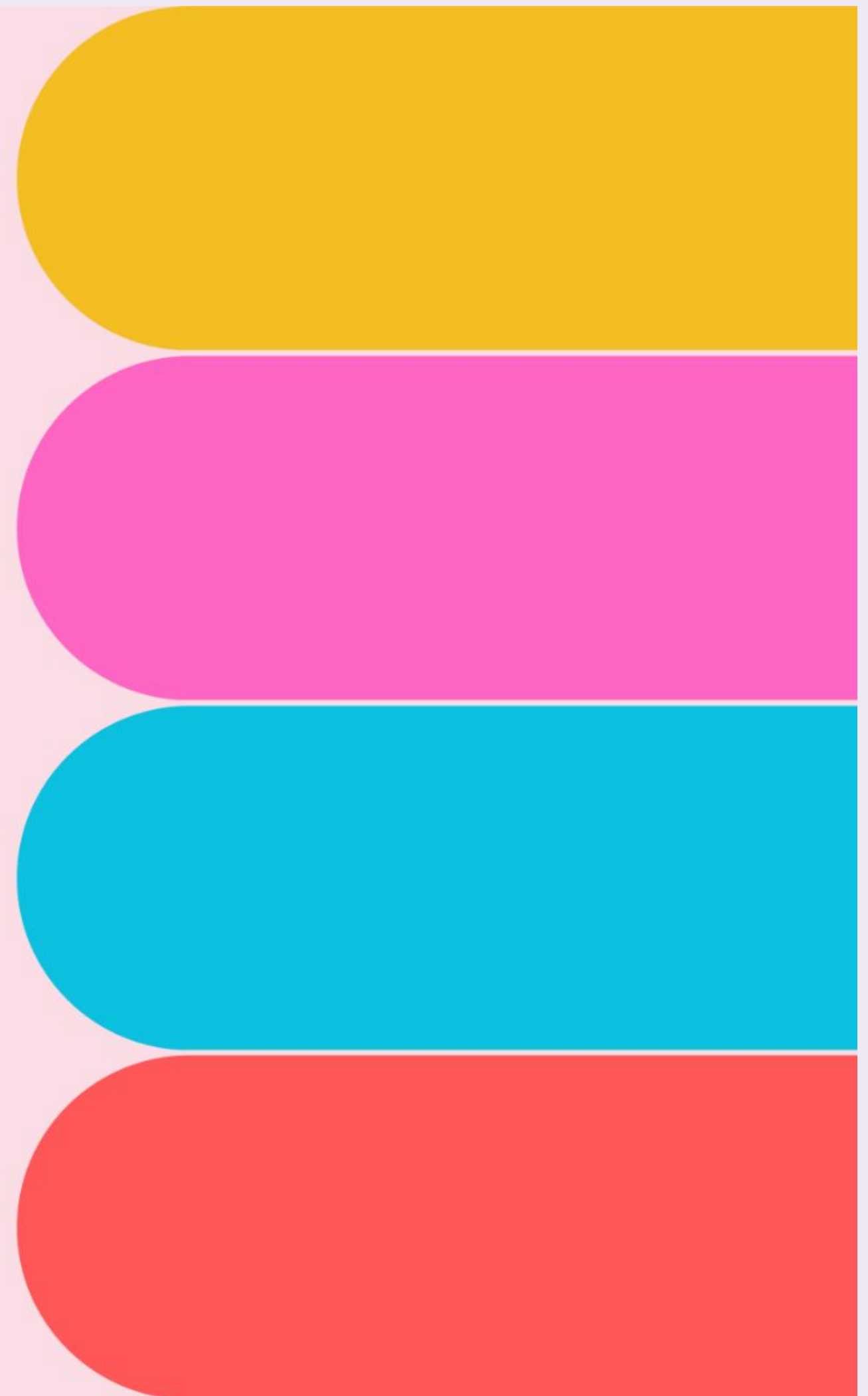
- Send teacher T3 Form to complete

Team Meeting to discuss & plan interventions

- Potential Evaluation Conversation

More individualized interventions

- Frequent monitoring/data tracking



# Data Tracking

When student does have an IEP

- Most tracking is occurring through Case Manager

Individual tracking systems

- Kept in Student Folders
- Individualized to student's needs

Character Strong

