

Clement Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Clement Middle School
Street	501 E. Pennsylvania Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5400
Principal	Robert Clarey
E-mail Address	robert_clarey@redlands.k12.ca.us
Web Site	clement.redlandsusd.net
CDS Code	36-67843-6059414

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

As a result of California voters passing Proposition 98 in November 1988, school districts received additional funding from the State and school sites became responsible for providing a report card to their communities. This report card is intended to describe Clement in the present and to state our future goals. Let me begin with our mission statement, the philosophy which guides both our policies and programs.

School Summary

Clement is one of four middle schools in the Redlands Unified School District and serves the north end of the city and part of Mentone. Clement opened in 1964 and consists of 21 buildings spread over 28 acres. From 1993-1997, the facility served as the Redlands High School Freshman Campus. As of December 2016, 1,097 students in Grades 6, 7, and 8 attended Clement Middle School.

We believe that Clement Middle School should be a place where students welcome and respect diversity. Students will develop their potentials through a variety of learning experiences. Our school should be a place where students want to come, and everyone, including parents and the community, is involved in the education of children.

We believe that it is our responsibility to provide a safe and positive learning environment with a variety of opportunities to achieve success. It is our responsibility to motivate students, to promote wise choices, and to develop character. We believe that we must be role models who exemplify the excellence we encourage in students.

We believe that students want to feel that they belong and are accepted, that they want to be respected and treated fairly, and that they want to be recognized for their successes. We believe that students need rules, boundaries, structure, and consistency. We believe that students need to develop from dependent 6th graders in a nurturing, sheltered, protected environment, to independent 7th graders who are aware of their value as individuals, to responsible 8th graders who set long-term goals, assume leadership roles, and leave middle school prepared for high school.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	332
Grade 7	353
Grade 8	345
Total Enrollment	1,030

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.4
Asian	5.2
Filipino	1.4
Hispanic or Latino	65.6
Native Hawaiian or Pacific Islander	0.5
White	17.7
Two or More Races	1.9
Socioeconomically Disadvantaged	70.2
English Learners	9
Students with Disabilities	17.4
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	43.9	43	41	17
Without Full Credential	0.6	1	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. Sufficient textbooks are available for all students regardless of English proficiency or disability.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Collections-Grade 6 Houghton Mifflin Harcourt (2014) Collections-Grade 7 Houghton Mifflin Harcourt (2014) Collections-Grade 8 Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Carnegie Learning Math Series: Volume 1 [Sixth] Carnegie Learning (2011) Carnegie Learning Math Series: Volume 2 [Seventh] Carnegie Learning (2011) Carnegie Learning Math Series: Volume 3 [Eighth] Carnegie Learning (2011)	Yes	0%
Science	Science: Focus on Earth Science McDougal Littell (2007) Science: Focus on Life Science McDougal Littell (2007) Science: Focus on Physical Science McDougal Littell (2007)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Ancient Civilizations McDougal Littell (2006) Medieval and Early Modern Times McDougal Littell (2006) Creating America: Beginnings through WWI McDougal Littell (2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Students and staff work hard to keep the campus clean and safe. The 2.5 night custodians do a remarkable job of cleaning 60 classrooms, the auditorium, kitchen, library, and offices daily. Our one day custodian maintains the grounds, sets up for special events, and helps keep the campus litter-free. When over 1,000 students have lunch, we depend heavily on their willingness to clean up after themselves.

The District has adopted a disaster preparedness plan. The plan includes steps for ensuring student and staff safety during a disaster, such as an earthquake or fire. The plan has been adapted to Clement and we have regular fire and disaster drills to assure a quick and orderly evacuation in case of an emergency.

The majority of the Clement campus underwent modernization in 2004-2006, with new paint, carpet, and lighting. If present, graffiti is removed immediately by site or District staff.

The Principal, Assistant Principal, and Lead Custodian walk the grounds regularly to inspect the facility. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Various student groups also adopt planted areas to maintain and refresh throughout the year.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	41	44	53	59	44	48
Mathematics	32	31	40	44	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	348	344	98.8	44.8
	7	363	359	98.9	45.4
	8	357	354	99.2	42.6
Male	6	186	184	98.9	41.3
	7	176	174	98.9	37.9
	8	173	171	98.8	36.3
Female	6	162	160	98.8	48.8
	7	187	185	98.9	52.4
	8	184	183	99.5	48.4
Black or African American	6	25	25	100.0	52.0
	7	20	20	100.0	40.0
	8	24	23	95.8	26.1
Asian	6	12	12	100.0	58.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	21	21	100.0	76.2
	8	24	24	100.0	58.3
Hispanic or Latino	6	238	236	99.2	39.0
	7	239	237	99.2	39.7
	8	224	223	99.5	38.5
White	6	59	58	98.3	56.9
	7	63	62	98.4	56.5
	8	69	68	98.5	54.5
Two or More Races	7	11	10	90.9	60.0
Socioeconomically Disadvantaged	6	256	252	98.4	38.5
	7	264	262	99.2	34.7
	8	250	247	98.8	38.5
English Learners	6	33	32	97.0	12.5
	7	40	40	100.0	2.5
	8	18	18	100.0	16.7
Students with Disabilities	6	52	52	100.0	9.6
	7	66	64	97.0	14.1
	8	60	59	98.3	15.5

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	348	344	98.8	30.0
	7	363	360	99.2	35.6
	8	363	360	99.2	35.6
Male	6	186	184	98.9	31.1
	7	176	175	99.4	37.4
	8	176	175	99.4	37.4
Female	6	162	160	98.8	28.8
	7	187	185	98.9	33.9
	8	187	185	98.9	33.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	6	25	25	100.0	44.0
	7	20	20	100.0	25.0
	8	20	20	100.0	25.0
Asian	6	12	12	100.0	50.0
	7	21	21	100.0	71.4
	8	21	21	100.0	71.4
Hispanic or Latino	6	238	236	99.2	25.0
	7	239	238	99.6	29.7
	8	239	238	99.6	29.7
White	6	59	58	98.3	36.8
	7	63	62	98.4	50.8
	8	63	62	98.4	50.8
Two or More Races	7	11	10	90.9	20.0
	8	11	10	90.9	20.0
Socioeconomically Disadvantaged	6	256	252	98.4	23.9
	7	264	263	99.6	25.0
	8	264	263	99.6	25.0
English Learners	6	33	32	97.0	15.6
	7	40	40	100.0	2.5
	8	40	40	100.0	2.5
Students with Disabilities	6	52	52	100.0	5.8
	7	66	64	97.0	12.5
	8	66	64	97.0	12.5

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	64	71	62	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	356	328	92.1	62.2
Male	172	154	89.5	68.8
Female	184	174	94.6	56.3
Black or African American	24	23	95.8	60.9
Asian	24	24	100.0	70.8
Hispanic or Latino	223	205	91.9	55.6
White	69	61	88.4	75.4
Socioeconomically Disadvantaged	249	225	90.4	56.9
English Learners	18	16	88.9	25.0
Students with Disabilities	60	53	88.3	54.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.8	27.5	30.1

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents can become involved at Clement in many ways. There are formal groups like School Site Council, English Language Advisory Committee and PTSA. There are support groups like Band, Choir, and Drama boosters. Parents also support the school by chaperoning fieldtrips and volunteering on campus.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	11.6	7.1	8.2	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.3	0.1	0.2	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Clement Middle School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Clement's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures.

To ensure student safety before school, counselors, teachers, and administrators supervise the school grounds including the bus drop-off area, cafeteria, and quad area. During the school day, all entrance areas to the school are locked with the exception of the front entrance, which is near the administration office. Signs are posted to indicate all visitors must report to the Administration Office/Student center and may not be on school grounds unless they have a visitors pass.

After school, teachers, counselors, and administrators supervise the areas until all students have left the campus for home.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	8	8	13	26	8	8	12	28	3	8	10
Mathematics	30	5	5	14	26	8	8	11	27	9	14	5
Science	33	1	3	17	32	2	3	17	28	2	5	15
Social Science	33	1	3	17	32	2	5	16	29	2	5	15

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	520
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,210.22	\$1,620.12	\$4,590.10	\$77,125.49
District	N/A	N/A	\$4,590.10	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	-4.3
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-19.1	1.7

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Clement Middle School receives special funds for supplementary educational programs. The following are some special funding resources available for 2015-16:

Limited English Proficient: \$45,015
 Title III - Language Instructional Support: \$12,580
 State School Improvement Program: \$46,430
 Title I: \$130,097
 Total: \$234,122

Clement's general fund, which provides supplies, equipment, curriculum support, etc., is approximately \$23,094.

Summary of Strengths

Enrichment Opportunities

Students have many opportunities to participate in assemblies, field trips, and other special events which extend their classroom experience, teach appropriate behavior and leadership skills, and motivate improved performance and the desire to pursue higher education.

Parent Involvement

The PTSA has 8-10 parents who meet monthly to organize support activities for staff and students and numerous parents assist in student activities and dances. Most importantly, in daily contacts, parents are supportive of school and teacher goals.

Staff Dedication

Both certificated and classified staff members take pride in the fact that they make a conscientious effort to work together in the best interests of students. Limited resources do not limit the willingness of staff to spend the time necessary to improve our delivery system and the services provided to students. The Viking Way is a theme which expresses the staff's goal of working together to provide a school environment which reinforces behavioral, social, and academic expectations.

2016-17 Student Objectives

Increasing the number of students scoring at or above proficient on the State standards-based exams.

Improving the quality and variety of services offered to students, to increase the already positive school culture of Clement.

Critical Needs/State Standards

Clement's critical needs include:

- Providing adequate staff in the classroom, in the library, and in the offices.
- Earning the support and respect of the community, and especially parents.

Three Year Student Objectives

Clement's long-range plan includes:

- Increasing the use of research based instructional strategies on a daily basis
- Maintaining an integrated student body so that all students feel safe and respect one another.
- Incorporating intervention strategies throughout the school day.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

In 2015-16, All staff members are receiving staff development in the use of AVID strategies, Common Core implementation, and PBIS - Positive Behavior Interventions and Supports