

Positive Behavior



Intervention Support Handbook

REVISED DECEMBER 2016

DRAFT

About this document...

During the 2014-15 school year, the following Saginaw Public School District (SPSD) representatives came together to collaborate and share their Written Processes to meet Federal Guidelines:

Latoya SummeyState and Federal Program Director
Sandra Robinson MTSS Specialist, Saginaw High School
Bobbie Jo Wheatley MTSS Specialist, Arthur Hill High School
Sallivia Browder Behavior Interventionist, High School
Benjamin Leal Behavior Interventionist, High School
Aaron Estrada Behavior Interventionist, Middle School
Twannie Gray..... Behavior Interventionist, Elementary
Derrick Wyatt Behavior Interventionist, High School

During the summer of 2015, the following SPSP representatives came together to collaborate and share ideas regarding the forms that would be used for the Positive Behavior Intervention Support initiative:

Latoya SummeyState and Federal Program Director
Sandra Robinson Assistant Principal, Saginaw High School
Bobbie Jo Wheatley MTSS Specialist, Arthur Hill High School
Sallivia Browder Behavior Interventionist, High School
Benjamin Leal Behavior Interventionist, High School
Aaron Estrada Behavior Interventionist, Middle School
Twannie Gray..... Behavior Interventionist, Elementary
Derrick Wyatt Behavior Interventionist, High School
Priscilla RobyPrincipal, Arthur Hill High School
Rachel Reid Principal, Thompson Middle School
Walter McCall..... Assistant Principal, Thompson Middle
Leann Bauer Special Education Director
Mit Foley Assistant Principal, Arthur Hill High School

Created June 2014

What is Multi-Tiered System of Support?

The Michigan Department of Education (MDE) defines Multi-tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the **achievement and behavioral health needs** of ALL learners. In short, an MTSS framework is designed to ensure that each and every student that walks into a classroom will have his or her individual needs met through high-quality instruction.

What is Positive Behavior Intervention Support?

Positive Behavior Supports (PBIS) is rooted in the behavioral or behavior analytical perspective in which it is assumed that behavior is learned, related to immediate and social environmental factors, and can be changed. PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement. Key features of PBIS include: (1) administrative leadership, (2) team-based implementation, (3) a clear set of defined positive expectations and behaviors, (4) teaching of expected behaviors, (5) recognition of meeting expected behaviors, (6) monitoring and correcting errors in behaviors, and (7) using data-based information for decision-making, monitoring, and evaluating building results.

Why PBIS?

Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Our ultimate goal is to improve overall school climate and lay foundations for building relationships that will pay dividends in the future. Together through consistency and positive relationships, we will improve the behavior of all students. PBIS aims to:

- decrease behavioral infractions showing year-over-year improvement
- teach behaviors that will prevent noncompliance
- develop a positive school community, to teach everyone the expectations for our district
- develop reward systems for showing positive attitude, respect, integrity, dependability, and effort

By concentrating on positive behaviors, we hope to create and maintain a positive and safe learning environment. Being consistent with addressing students when they do and do not meet our behavior expectations will increase compliance, provide them with greater structure, and clarify expected behavior.

District PBIS Expectations

In accordance with PBIS universal guidelines, the PBIS expectations are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. The expectation is that all students:

- S**how Positive Attitude
- T**ake Responsibility
- A**ct Safely
- R**espect Self, Others, and Property

Classroom Teacher Responsibilities

1. Teachers will consistently teach, model, and practice each of the building-wide behavioral expectations.
2. Teachers will display and use the classroom expectations based upon the building-wide expectations. (Classroom expectations are to be posted in the classroom)
3. Teachers will use the MTSS Process when working with students who fail to meet building-wide and/or classroom expectations. Examples of some strategies include but are not limited to
 - Case conferences with parents
 - Assign peer mentor
 - Restorative Practices (circles, affirmations, conversations, etc.)
 - Forced choice (e.g. option 1 or option 2)
 - First..., then... strategy
 - Behavioral contract
 - Visual schedule
 - Proximity, cueing, and prompting
 - Referral to the Intervention Team (IT)
4. Teachers will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations.
 - Token reward system
 - Positive behavior acknowledgement system
5. All classroom teachers are also involved in supervision at various points within the school day and/or school year.

Staff Personnel Responsibilities

1. Staff personnel are defined as all adults with supervisory authority, including those assigned to hall duty, lunch duty, bus duty, and all teachers whose students are in attendance at assemblies.
2. All staff is involved as supervisors at various points within the school day and/or school year.
3. Staff personnel will circulate among students and observe students to see that they are meeting building-wide expectations in all non-classroom settings of the school.
4. Staff personnel will talk with students and provide feedback based on the building-wide expectations.

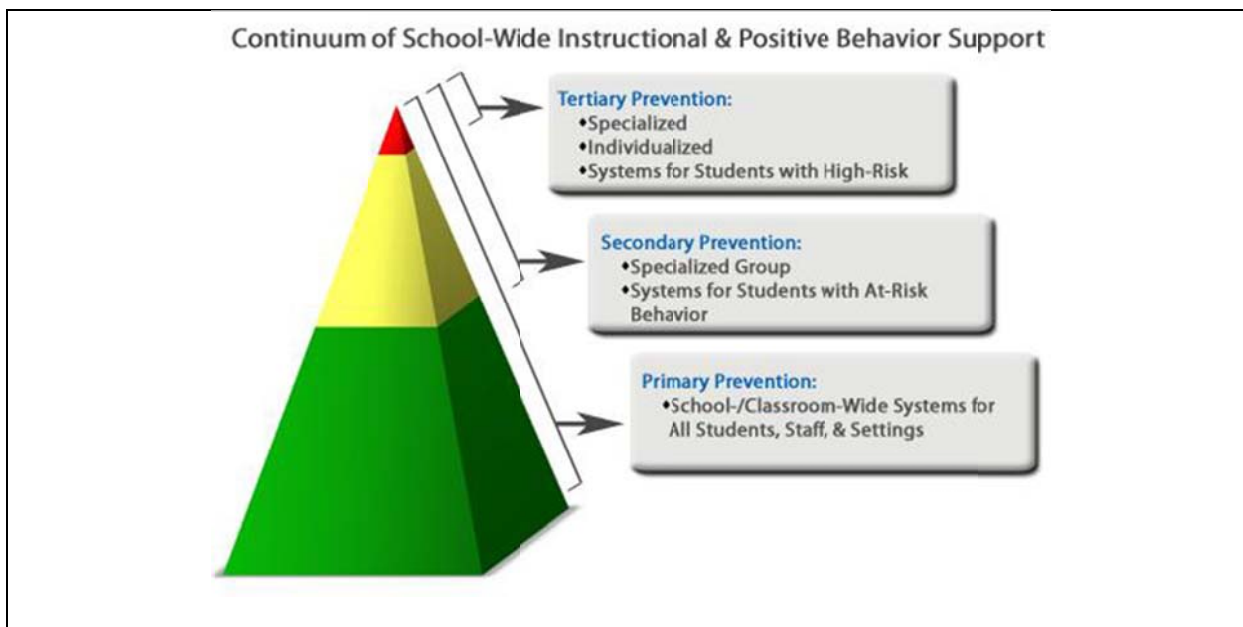
5. Staff personnel will use the MTSS team when working with students who fail to meet building-wide expectations.
6. Staff personnel will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations.

Behavior Interventionist Responsibilities

1. Behavior Interventionist will work collaboratively with staff to provide positive behavior intervention support for students and parents.
2. Behavior Interventionist will develop and implement individual, small group discussions and strategies to help student meet academic and social success.
3. Behavior Interventionist will monitor students’ behavior, attendance, and academic progress to make appropriate referrals for additional support/intervention.
4. Behavior Interventionist will implement conflict resolution and peer mediation programming.
5. Behavior Interventionist will comply with federal regulations and any guidelines established by the Michigan Department of Education

District PBIS Program Design

Schoolwide PBIS (SWPBIS) schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).



I. Criteria for Selecting Students that will receive PBIS (Tier II and Tier III

- A. Using the state-adopted Multi-Tier System of Support (MTSS), decisions regarding support for students will be based on the following criteria:
1. District data will be reviewed (Attendance, referral/suspensions, classroom grades, and assessment scores).
 2. Students will be identified for additional support based on their behavioral needs (typically students performing at 4 or more E's in the classroom, 10 or more suspensions, 18 or more absences, and/or below grade level on state and local assessments). A Request to the School Intervention Team form will be completed by the classroom teacher (see Appendix A).
 3. Students needing behavior intervention will begin with Tier I support from the classroom teacher.
 4. Tier I Interventions will be consistently delivered, with student progress monitoring data recorded and analyzed regularly by the classroom teacher to make ongoing instructional and behavioral analysis decisions.
 5. If the student is not experiencing success with initial behavior intervention(s), additional behavioral interventions should be provided.
 - a. Some recommended Tier I in-class interventions include but are not limited to:
 - i. Conferencing with the student
 - ii. Contacting a parent or guardian
 - iii. Proximity
 - iv. Relocating the students assigned seat
 - v. Holding a Restorative Conference
 - vi. Assigning the student a leadership role or prescribed task
 6. After multiple Tier I interventions have been provided and parent/guardians have been contacted, the student will be referred to the Restorative Center (RC) for Tier II interventions.
- B. A Restorative Reflection Form should be initiated and completed by the classroom teacher. Once the referred student reaches the Restorative Center, the student will also complete the Restorative Reflection Form. The RC Instructor will use the Restorative Reflection Form to determine the appropriate course of action (see Appendix B).
- C. All students eligible for Title I behavior intervention services (as determined by A & B above) will be served according to “greatest behavioral need.”
- D. A ranked order/priority list will then be established for each school. The Title I Director and Behavior Interventionists will each have a copy of this list.
- E. If there are more students needing Title I services than behavior interventionist are able to provide, a waiting list will be established. The waiting list will also be based on “greatest behavioral need” using the priority ranking.
- F. Students enrolling during the year who need Title I services (as determined by B above) should be added to the priority list.
- G. Decisions will be based on regular data analysis and the professional judgment of the Behavior Interventionist.

II. Dual Services

- A. Students who meet criteria to receive Title I services and who have an Individualized Educational Plan (IEP) can receive Title I services in areas that are **not** being serviced by an IEP.
- B. Students that receive special education services are able to access all of the extra supports provided in the general education classroom.

III. Scheduling of Tier III Students

- A. Students will be served and scheduled according to the students' behavioral needs with supplemental support from the Title I Behavior Interventionists.
- B. Behavior Intervention support provided:
 - Elementary: 1-2 sessions per week
 - Secondary: 1-2 sessions per week
 - Extended Day: Varies by building

Sessions include but are not limited to one-on-one, small group, restorative circles, etc.

- C. The Behavior Interventionists will work the contractual hours according to their bargaining unit.
- D. The Behavior Interventionist preparation time for facilitating restorative conferences and completing time and effort logs will be a part of the building intervention design.
- E. The building intervention design will take into consideration time for interventionist collaboration with classroom teachers and the RC instructor.

IV. Caseload Size

- A. Academic and Behavioral need(s) of student(s) should be taken into consideration when determining the caseload of the Behavior Interventionist or other MTSS team member (Title I counselor, MTSS Specialist, etc.).
- B. Tier II push-in group sizes are flexible and can range from whole class support to a small groups of students.
- C. Tier III pull-out class sizes are flexible based on student needs. Group size can vary, or are based on the recommendations of the MTSS team. Please consider that Restorative circles are most effective when kept to less than 25 participants.
- D. Decisions should be based on collaboration among the building principal, behavior interventionists, and Title I Director.

V. Exit Criteria

A. Criteria for “exiting” Title I behavior intervention program:

1. Students are able to successfully function in the classroom without Title I support determined by the following:
 - a. Students must show a trend of growth;
AND/OR
 - b. The MTSS Team agrees that the child can be dismissed from the program.
2. Parent(s) request that the child returns to the regular classroom. Parent must sign the Title I Program Services Form (see Appendix C).
3. Excessive absenteeism as defined by 10-15 days per semester due to truancy, continued suspension, or expulsion.

B. Procedure

Parents will be notified when the student is released from the program (see AppendixC).

VI. Sustained Effects

It is important to monitor the progress of those students who have shown growth and who were able to exit the Title I behavior intervention program.

Once a month, a MTSS team member (behavior interventionist, Title I counselor, social worker, etc.) will monitor academic and social success of students using a mid-term report and/or other records as determined by the MTSS team.

The MTSS Team will keep a list of students transitioning from receiving Tier II and Tier III services. The Transition Data form should be submitted to the Title I office by the last week of school.(see Appendix D)

Progress of students exiting Title I behavior intervention (as determined by exit criteria) are kept for the following five years.

Records are also maintained for students who are no longer receiving Title I services because they are low on the prioritized list. This data is used to determine if these students are maintaining grade level achievement.

VII. Program Improvement

A. PURPOSE

LEAs (Local Education Agencies) are now required to use evaluation results for program improvement purposes. The LEAs must annually identify any school building where the achievement of Title I children has shown inadequate improvement. To assure that existing and expanded services are effective, the law specifies that schools where Title I services are not resulting in gains are to be identified. Aggregate student achievement levels will receive technical assistance until gains occur and are sustained.

COMBINATION SIMULTANEOUS/SEQUENTIAL SELECTION PROCEDURE USING MULTIPLE CRITERIA

The selection for participation in the Title I behavior intervention program is based on the following criteria:

| Types of Data | Cut-off Criterion |
|--|---|
| 1. State and Local assessments or Informal Test scores Classroom grades Progress Monitoring Assessments Attendance Suspensions | Below grade level 4 or more E grades At or below the 25 th percentile 18 or more days 10 or more suspensions |
| 2. Additional Pertinent Information | Any pertinent information supporting placement of the child into the program |
| 3. Title I Referral Form | A positive recommendation for placement in the program (based on supporting data) |

Children who move into the district during the school year will be selected using the same criteria.

PARENT NOTIFICATION OF STUDENTS FOR TITLE I BEHAVIOR INTERVENTION

In order to promote positive parent-school relationships, the parents or guardians of students receiving Title I services must be informed of the services and should be involved in the planning of these services. Parent permission is not required for a student to receive Title I services, but parents or guardians must be notified once the child begins receiving Title I services. (See Appendix E)

MTSS PERSONNEL QUALIFICATIONS

Under the supervision of the Superintendent, Title I Director, and building Principal, the MTSS team will provide supplemental support for all students in the Title I compensatory activities. They will monitor student progress, keep accurate records of same, hold formal and informal conferences, participate annually in professional development activities, and perform all other necessary duties in teaching students and helping to evaluate the Title I program. MTSS staff will also participate in decisions regarding the intervention services to students and make recommendations for returning students to regular classes when their progress so warrants.

MTSS staff will maintain close communications with regular classroom teachers regarding the progress and problems of Title I students. MTSS staff will attend and participate in regularly scheduled Title I meetings with the Director of the program to discuss the program as a whole with a view toward improvements throughout the year.

Each MTSS staff member shall keep a daily schedule (logs). These logs must be submitted to the Title I office bi-weekly. MTSS staff may be required to submit other forms and data as requested by the Director. Each member shall be responsible for maintaining Title I pupil records as indicated by the Director.

All MTSS staff including behavior interventionists employed by SPSD must meet federal requirements and qualifications as specified on the Title I job posting. Parents may request to see the qualifications of MTSS personnel upon request.

DIRECTOR

The Title I Director shall be responsible for the administration and supervision of all phases of the approved Title I project. This person may attend the Program Directors' Workshop each year to keep current on their responsibilities.

Aside from implementing and coordinating all phases of the project with the Title I team, the Director shall be responsible for keeping accurate financial records and submitting financial reports. The Director shall maintain effective communication with the staff and parents, set up proper parent advisory councils, submit a complete project, and keep the Superintendent and Board informed in regards to the district's Title I program.

APPENDIX

PBIS FORMS

Request to the School Intervention Team

| | | |
|---|---|---------------------------|
| First Referral: Y N <small>(circle one)</small> | Repeat: Y N <small>(circle one)</small> | Student ID Number: |
| Student Name: | | Grade: |
| Teacher: | | School: |
| Person Requesting Referral: | | |

TO: Intervention Team Chair

I request that the above named student be reviewed by the intervention team to assist in providing interventions in an effort to improve his/her overall performance.

I have observed problems that interfere with his/her educational progress in the following areas: (check all that apply)

- Academic performance, low or failing grades
- Behavior and/or discipline
- Speech, articulation
- Language
- Medical
- Other, specify _____

| | Initial | Date |
|---|---------|------|
| ✓ Intervention Team Chair to initial and date receipt of referral | | |
| ✓ Referring teacher to initial receipt of the Student Data Form | | |
| Date for student to be brought to Intervention Team | | |

IT Meeting Checklist

(To be completed by referring staff)

| | Item | Notes |
|--------------------------|--|--------------|
| <input type="checkbox"/> | Completed Request to the School Intervention Team | |
| <input type="checkbox"/> | Date and method of parent contact | |
| <input type="checkbox"/> | Completed Intervention Summary Form | |
| <input type="checkbox"/> | Student work, results from any placement assessments from the selected intervention | |
| <input type="checkbox"/> | Progress monitoring graph documenting Tier II performance with at least 8-12 data points | |
| <input type="checkbox"/> | Assessment data | |
| <input type="checkbox"/> | Attendance data | |
| <input type="checkbox"/> | Behavior data (if applicable) | |

Please bring the following items to the meeting with you:

- 1. Student's CA-60**
- 2. Example of student work**
- 3. Any other information that will help the Intervention Team in assisting the student.**

Intervention Team Meeting Form

STUDENT _____ SCHOOL _____

GRADE _____ MEETING DATE _____

Team Member (signature)

Position

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

PROBLEM IDENTIFIED and PRESENT LEVEL OF PERFORMANCE

| Goal | Intervention Described <small>(include programs/materials/activities)</small> | Frequency/Duration | Person(s) Responsible |
|------|--|--------------------|-----------------------|
| | | | |

| Method of Measurement | Frequency of Measurement | Person Responsible |
|-----------------------|--------------------------|--------------------|
| | | |

Plan review date _____

Note: Measurement data must be attached to the plan (all copies) at the time of the Review.

Parent Notice Provision: Phone Contact Personal Contact Letter

Contacted by _____ Date _____



Elementary Office Discipline Referral and Restorative Reflection Form

***Staff making the referral must enter the student discipline data into SKYWARD by the end of the school day.

Student: _____ **Referring Staff:** _____

Grade: _____ **Date:** _____ **Time:** _____ GE 504 IEP

Location of Incident:

classroom hallway/stairwell bus/parking lot other (list below)
 restroom lunchroom school events _____

Others Involved:

no one peers teacher/staff substitute unknown other

Behavior Infraction:

| Minor Problem Behavior | Major Problem Behavior |
|---|--|
| <input type="checkbox"/> Defiance/Insubordination/Disrespect (3)(FAD) | <input type="checkbox"/> Abusive Language/Profanity/Inappropriate Communication (7)(PRF) |
| <input type="checkbox"/> Disruption/Educational Disruption (9)(EDD) | <input type="checkbox"/> Bullying (20)(BUL) |
| <input type="checkbox"/> Inappropriate Language/Profanity/Inappropriate Communication (7)(PRF) | <input type="checkbox"/> Disruption/Educational Disruption (9)(EDD) |
| <input type="checkbox"/> Physical Contact, i.e. Horseplay/Violation of Building Rules (11)(VIR) | <input type="checkbox"/> Harassment (10)(DHE, DHO, DHR, DHS, DIS) Type: _____ |
| <input type="checkbox"/> Technology Violation/Electronic Communication Device (17)(ECD) | <input type="checkbox"/> Insubordination /Disrespect (3)(FAD) |
| | <input type="checkbox"/> Physical Aggression/Fighting (31)(FGT) |
| | <input type="checkbox"/> Property Damage/Vandalism(22) (DAP) |

Possible Motivation:

Avoid Adults Avoid Peers Avoid Task(s) Obtain Adult Attention Obtain Peer Attention Obtain Item/Activity

What happened?

Consequences:

| Teacher Action taken prior to Referral: | Administrative Actions Taken: | |
|--|--|--|
| <input type="checkbox"/> Assigned time-out in the classroom | <input type="checkbox"/> Conference with Student | <input type="checkbox"/> Out-of-School Suspension (____days) |
| <input type="checkbox"/> Changed student's seat | <input type="checkbox"/> Conference with Parent | |
| <input type="checkbox"/> Conferred privately with student | <input type="checkbox"/> Detention/Time Out | <input type="checkbox"/> Bus Suspension (____days) |
| <input type="checkbox"/> Consulted with Counselor/Principal | <input type="checkbox"/> Loss of Privilege | |
| <input type="checkbox"/> Contacted parent or guardian | <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Other (explain): |
| <input type="checkbox"/> Provided individualized instruction | <input type="checkbox"/> Restitution | |
| <input type="checkbox"/> Sent previous report home | <input type="checkbox"/> Restorative Circle | |



Elementary Office Discipline Referral and Restorative Reflection Form

***Staff making the referral must enter the student discipline data into SKYWARD by the end of the school day.

Directions:

To be completed by the student as an intervention by the teacher due to minor problem behavior OR as an intervention by the behavior interventionist or administrator when referred for major problem behavior.

Student Reflection:

What happened? (What did I do?)

What was I thinking or feeling at the time?

Who was affected by what I did? How were they affected?

What will I do to make things right or repair the harm?

What have I thought about since?

Student Signature: _____

Faculty Action Taken:

- | | | |
|--|---|---|
| <input type="checkbox"/> Conference w/ Student | <input type="checkbox"/> Referred to Administrator | <input type="checkbox"/> Other Action Taken (explain) |
| <input type="checkbox"/> Restorative Conference | <input type="checkbox"/> Referred to Counselor | |
| <input type="checkbox"/> Notified Caseload Teacher | <input type="checkbox"/> Referred to Social Worker | |
| <input type="checkbox"/> Detention Assigned | <input type="checkbox"/> Referred to Behavior Interventionist | |
| <input type="checkbox"/> Parent Contacted | <input type="checkbox"/> Referred to Truancy Clerk/Officer | |



Secondary Office Discipline Referral and Restorative Reflection Form

***Staff making the referral must enter the student discipline data into SKYWARD by the end of the school day.

Student: _____ **Referring Staff:** _____

Grade: _____ **Date:** _____ **Time:** _____ GE 504 IEP

Location of Incident:

classroom hallway/stairwell bus/parking lot other (list below)
 restroom lunchroom school events _____

Others Involved:

no one peers teacher/staff substitute unknown other

Behavior Infraction:

| Minor Problem Behavior | Major Problem Behavior | |
|--|--|---|
| <input type="checkbox"/> Dress Code Violation/Appearance/ Dress (12)(DRE) | <input type="checkbox"/> Abusive Language/Profanity/ Inappropriate Communication(7)(PRF) | <input type="checkbox"/> Property Damage/ Vandalism(22) (DAP) |
| <input type="checkbox"/> Defiance/Insubordination/ Disrespect (3)(FAD) | <input type="checkbox"/> Bullying (20)(BUL) | <input type="checkbox"/> Theft (22)(THF) |
| <input type="checkbox"/> Disruption/Educational Disruption (9)(EDD) | <input type="checkbox"/> Disruption/Educational Disruption (9)(EDD) | <input type="checkbox"/> Truancy/Trepass (15)(TRE) |
| <input type="checkbox"/> Inappropriate Language/Profanity/ Inappropriate Communication (7)(PRF) | <input type="checkbox"/> Harassment (10)(DHE, DHO, DHR, DHS, DIS) Type: _____ | |
| <input type="checkbox"/> Physical Contact, i.e. Horseplay/ Violation of Building Rules (11)(VIR) | <input type="checkbox"/> Indecency (8)(IND) | |
| <input type="checkbox"/> Tardy/Trepass (15)(TRE) | <input type="checkbox"/> Insubordination /Disrespect (3)(FAD) | |
| <input type="checkbox"/> Technology Violation/Electronic Communication Device (17)(ECD) | <input type="checkbox"/> Physical Aggression/Fighting (31)(FGT) | |

Possible Motivation:

Avoid Adults Avoid Peers Avoid Task(s) Obtain Adult Attention Obtain Peer Attention Obtain Item/Activity

What happened?

Consequences:

| Faculty Interventions | Administrative Actions Taken | |
|---|--|---|
| <input type="checkbox"/> Conference with Student | <input type="checkbox"/> Conference with Student | <input type="checkbox"/> Detention |
| <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Parent Contact | <input type="checkbox"/> In-School Suspension |
| <input type="checkbox"/> Conference with Parent | <input type="checkbox"/> Conference with Parent | <input type="checkbox"/> Out-of-School Suspension |
| <input type="checkbox"/> Restorative Circle | <input type="checkbox"/> Restorative Circle | <input type="checkbox"/> Bus Suspension |
| <input type="checkbox"/> Individualized Instruction | <input type="checkbox"/> Alternative Placement | <input type="checkbox"/> Action Pending |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Loss of Privilege | <input type="checkbox"/> Expulsion |
| | <input type="checkbox"/> Restitution | <input type="checkbox"/> Other _____ |



Secondary Office Discipline Referral and Restorative Reflection Form

***Staff making the referral must enter the student discipline data into SKYWARD by the end of the school day.

Directions:

To be completed by the student as an intervention by the teacher due to minor problem behavior OR as an intervention by the behavior interventionist or administrator when referred for major problem behavior.

Student Reflection:

What happened? (What did I do?)

What was I thinking or feeling at the time?

Who was affected by what I did? How were they affected?

What will I do to make things right or repair the harm?

What have I thought about since?

Student Signature: _____

Faculty Action Taken:

- | | | |
|--|---|---|
| <input type="checkbox"/> Conference w/ Student | <input type="checkbox"/> Referred to Administrator | <input type="checkbox"/> Other Action Taken (explain) |
| <input type="checkbox"/> Restorative Conference | <input type="checkbox"/> Referred to Counselor | |
| <input type="checkbox"/> Notified Caseload Teacher | <input type="checkbox"/> Referred to Social Worker | |
| <input type="checkbox"/> Detention Assigned | <input type="checkbox"/> Referred to Behavior Interventionist | |
| <input type="checkbox"/> Parent Contacted | <input type="checkbox"/> Referred to Truancy Clerk/Officer | |

Title I Program Services Form

A thorough assessment of _____, grade _____, has been conducted in the area of **reading / math** (circle one). **Based on the attached data**, it is our recommendation that this student (select all that apply):

- ____ Move to Tier II due to accelerated progress in reading/math
- ____ Receive consideration for the special education referral process
- ____ Return to Tier II due to parental wishes
- ____ Receive a plan for behavioral intervention
- ____ Discontinue Tier III due to excessive absenteeism

At this time, the student will:

- ____ Continue Tier III Services
- ____ Discontinue Tier III Services

Additional information/data that impact this decision:

I acknowledge the change in services as outlined above for this student.

Parent Signature: _____ Date: _____

Classroom Teacher Signature: _____ Date: _____

Title I Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Date _____

Re: Title I Parent Notification

Dear Parent(s)/Guardian(s),

Your student, _____, has been selected to receive Title I services. He/she will receive small group instruction or one on one instruction from the Title I teacher in the area of Reading Math. Services may be provided in the classroom or in a separate location.

If you have any questions, please contact _____ at _____.

Thank you.

Sincerely,

Title I Teacher

**ADDITIONAL
SUPPLEMENTAL
PBIS FORMS**

School Expectations Matrix

| LOCATION | Schoolground | Bus | Hallway/ Stairwell | Lunchroom | Restroom | School Events |
|---|---|---|---|---|---|--|
| EXPECTATION | | | | | | |
| Show Positive Attitude | Use positive verbal and non-verbal language | Use positive verbal and non-verbal language | Use positive verbal and non-verbal language | Use positive verbal and non-verbal language | Use positive verbal and non-verbal language | Show Good sportsmanship |
| | Show good sportsmanship | Use appropriate language | Use appropriate language | Wait patiently in lunch line | | Show Pride in School |
| | | Be considerate of others including the bus driver | Show pride in your school | Use good manner words such as Please, thank you & excuse me | | Cheer Appropriately |
| Take Responsibility | Walk quietly in and out of building | Stay behind yellow line | Keep personal items in assigned lockers | Clean up after yourself | Use Time appropriately | Walk quietly in and out of event |
| | Follow directions | Obey bus rules | Walk directly to your assigned area | Wait quietly in line | Leave bathroom clean | Stay in your seat |
| | Clean-up Area | | | Socialize Quietly | | Exhibit patience |
| | Follow directions 1st time given | | | | | |
| Act Safely | Keep arms, hands, feet and objects to self | Keep arms, feet, and objects to self | Keep arms, hands, feet and objects to self | Keep food, arms, hands, feet and objects to self | Keep arms, hands, feet, and objects to self | Keep arms, hands, feet, and objects to self |
| | Use equipment properly | Sit in seat at all times | Walk on the right side | Walk in an orderly way | Wash hands with soap and water | Ignore inappropriate behavior |
| | Walk in Orderly way | Enter, Exit and wait safely | Have hall pass visible | | | |
| | | Walk in an orderly way | | | | |
| Respect Self, Others, and Property | Interact and Play fairly with all students | Use quiet voices | Walk quietly | Use good manners | Use quiet inside voices | Keep school property <i>free</i> from litter and vandalism |
| | Treat others with kindness | Treat others with kindness | Treat others with kindness | Talk with quiet inside voices | Wait quietly and patiently for your turn | Exhibit School Pride |
| | Clean-up Area | Clean-up Area | Clean-up Area | Treat others with kindness | Treat others with kindness | Adhere to school rules at all events |
| | Keep school property free from litter and vandalism | Keep school property free from litter and vandalism | Keep school property free from litter and vandalism | Keep school property free from litter and vandalism | Keep school property free from litter and vandalism | Respect all speakers, performers and opponents |



Academic/ Behavior Progress Report

Student's Name: _____ Grade: _____ Week of: _____

| Hour | Academic Subject | Teacher | Grade | # of Missing Assignments | Attitude | Attendance Abs./Tardy | Comments |
|-----------------|------------------|---------|-------|--------------------------|----------|-----------------------|----------|
| 1 st | | | | | | | |
| 2 nd | | | | | | | |
| 3 rd | | | | | | | |
| 4 th | | | | | | | |
| 5 th | | | | | | | |
| 6 th | | | | | | | |
| 7 th | | | | | | | |

Attitude is on a 0 to 4 scale (poor = 0, fair = 1, good = 3, excellent = 4)

Comment codes: (1) All assignments/homework complete. (2) Is working up to ability. (3) Subject is too difficult for student. (4) Absent/Tardy too much. (5) Fails to do homework. (6) Low test scores. (7) Does not work in class. (8) Fails to bring textbook or materials. (9) Disruptive in class. (10) Talks too much. All other comments can be written in.

Referral Expectations

| In Classroom | Restorative Center | Principal's Office |
|---|--|--|
| <ul style="list-style-type: none"> • Sleeping • Horseplay • Tardiness • Not bringing materials to class/not following directions • Not completing homework • Not working • Profanity • Inappropriate communication • Cell phone – turn phone into main office. Do not send student from class unless there is a refusal to turn over the device. | <ul style="list-style-type: none"> • Throwing objects not considered dangerous • Excessive talking or outbursts • Disrupting the educational process of others • Repetitive inappropriate language directed toward classmates or out loud in class • Acting out or not seriously involved in classroom responsibilities • Dress Code • Truancy • Inappropriate behavior during sub teacher instruction | <ul style="list-style-type: none"> • Fighting • Bullying/Harassment • Truancy • Profanity directed toward the teacher • Smoking • Theft • Drugs or drug paraphernalia • Weapons • Ethnic slurs • Vandalism • Sexual Harassment • Disrespectful to staff • Throwing dangerous objects • Indecency |



Interventions

| In Classroom | Restorative Center | Principal's Office |
|--|--|--|
| <ul style="list-style-type: none"> • Warning • Proximity • Seating change • Hallway conference • Phone call home • Dialogue strategies with team members • Parent conference • Restorative circle • Other classroom interventions | <ul style="list-style-type: none"> • Reflection before returning to class • Behavior Interventionist or Counselor or Social Worker • Behavior Interventionist, Counselor, Social Worker classroom student observation • Restorative circle • Parent meeting | <ul style="list-style-type: none"> • Mediation • Parent meeting • Restorative circle • Behavior contract |

