

FK WHITE'S PBIS Handbook

PBIS Tier 1, Tier 2 & Tier 3 Plan

Tier 1

School-wide Proactive/Preventative Strategies

Targets 100% of Students and Staff

The Goal of our school is to build positive relationships between students and teachers while working together to enhance learning in an atmosphere where everyone feels safe and connected.

Our School has developed the behavior expectations of Be Safe
Be Responsible Be Respectful

These expectations are posted in all classrooms, hallways, cafeteria, buses, gym, library and restrooms with rules under each expectation. Our expectations and rules matrix for each setting is below

	Hallway	Cafeteria	Bathroom	Playground	Gym (Morning/Indoor Recess)
Be Ready	Be on the right side	Have your ID out	Take care of your business quickly	When called quickly line up	Eat breakfast, use restroom, and get ID before entering
Be Respectful	Keep hands and feet to yourself	Keep all food to yourself	Keep hands and feet to yourself	Keep hands and feet to yourself	Stay in your area and use appropriate language
Be Responsible	Keep all items with you	Throw away all trash and push in your chair	Throw away all trash	Throw away all trash	Keep all belongings with you

Teachers have lesson plans to teach these in each setting and will be teaching them during the first 2 weeks of school and every major holiday , or every first Monday of the month.

Discipline Policy

At FK WHITE MIDDLE School, we have definitions of minor infractions which are handled in the classroom and tracked. Our minor infractions are

Link to CPSB Code of Conduct

<https://www.cpsb.org/Page/412>

Prior to a minor infraction being issued, a student will be given a prompt to correct the behavior first. Minors are tracked and consequences are given at certain intervals throughout the year. Students are to be made aware when they receive a minor infraction. Teachers should reteach expectations to students when a student receives a minor infraction.

A Level 1 Discipline Pathway is used to track minor infractions.

Major infractions will be sent directly to the office to address. Our school's major infractions are:

Level 3B and Level 4 and after the fifth minor Level 1 or Level 2 infraction recorded by teacher

Our school follows minors and majors per the CPSB Student Code of Conduct

<https://www.cpsb.org/Page/412>

Administrators will be using restorative approaches when a student has an office referral. These practices can include but are not limited to: reflective assignments, restorative conferencing, conflict resolution, and restitution.

Classroom practices

Proactive/preventative strategies will be implemented by all teachers. Such as:

- Posting the expectations in a visible place in the classroom, teaching them, referring to them often, using them as pre-corrects.
- Teaching classroom procedures.
- Modeling the school wide expectations to the students.
- Being consistent with rewards and consequences.
- Greeting students at the door.

- Being aware of their tones of voice, speaking positively to the students.
- Structuring class time to allow for little or no “free” time.
- Maintaining constant supervision of students inside and outside.
- Adjusting seating arrangements as needed.
- Reprimanding students privately and quietly.
- Collaborating with all who teach the misbehaving child.
- Involving parents
- Incorporating social skills into academic lessons.
- Allowing students the opportunity to “save face”.
- Recognizing students who are displaying the school wide expectations.

Reward System

When students are seen demonstrating their school wide expectations, school staff will intermittently issue PBIS Reward Points

Teachers will state which expectation they saw the student doing when giving them the PBIS Reward Points. Once these are earned, they will not be taken away.

Students will have opportunities to spend their PBIS Reward Points on throughout the year in the PBIS school or individual classroom teacher stores.

Data

Discipline data will be collected and reviewed monthly by the School’s PBIS Team. They will share the data with the faculty once per month via email and discussed at teaming. Based on the data, the PBIS team will make decisions and develop action plans to address any concerns.

Surveys

Teachers, students, and families will have the opportunity to give feedback on our school’s PBIS process, climate, and culture through surveys twice per year.

Tier 2

Small Group/Targeted Intervention

Supports the 5-15% of students not responding to Tier 1

Screening

Students who will be screened for Tier 2 Supports may be

- Students with multiple referrals (4-6 major)
- Students who have 2 Out of School Suspensions
- Any student returning from the Alternative Site
- Students who receive several minor referrals
- Students who receive referrals in multiple setting
- Students with problem behaviors that are not dangerous or severe
- Students who find adult attention rewarding
- Students who need structure/additional instruction in social skills
- Students who have attendance issues
- Students who have academic deficits

Teachers and family members may also ask for their student to be screened, Parent PBIS/RTI Behavior referral form is found in the CPSB Student Code of Conduct and is provided to parents annually. Additional forms can be provided at FK WHITE.

The screening process will take place within 3 days of receipt of request. Our school has a request for assistance form that is located with the assistant principal for teachers to complete and turn in to the Tier 2 PBIS Team Coordinator.

Screening involves gathering information from all teachers that teach the student as well as the Student Intervention Matching Checklist and Targeted Intervention Guide to match the student to an appropriate and effective evidenced based intervention.

The Tier 2 interventions we offer at our school are:

Check in Check Out

Students check-in with designated CICO Facilitator/s before the beginning and at the end of each school-day to receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed,

basic school supplies. At the end of each class period, classroom teachers provide the student with positive behavioral feedback, based on the school-wide expectations, on a Daily Progress Report Card (DPR). Students will have a daily goal and will be rewarded for meeting their goal. Data will be collected to make decisions to fade or alter support. For a student to be considered as responding to this intervention they must meet their 6-8 weeks.

Mentoring -Student mentors/ Faculty mentors-

Mentoring involves an adult or student mentor meeting with one or more students at a time, one or more times per week, to provide pre-corrects and a positive connection with the school through a supportive relationship as well as goal setting. When a student has met their goal and has had no more major infractions, passing all classes and improved attendance after 6-8 weeks, they will be considered being successful.

Contracting-

Contracting is an adult on campus setting a goal with the student for a period of time and rewarding them for meeting their goal. When a student has met their goal and has a decrease in infractions, passing all classes, increased attendance, etc. after 6-8 weeks, they will be considered being successful.

Social Skills Groups-

Students will be supported in a small group for direct instruction of social skill deficits, social emotional learning, school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Successfully responding to this interventions will be measured by after 6-8 weeks, if a student has demonstrated improvement by increasing grades, attendance, and decreased office referrals.

Consulting with someone with behavior expertise, such as Pupil Appraisal School Contact person, for Brief Interventions to address student behavior-

Includes when a PBIS/RTI Behavior team member meets with a student or teacher to problem solve and provide alternative ways to handle situations. A student is considered successful if the strategies implemented improve student behavior resulting in a decrease in infractions. (insert your own)

Meeting with the school counselor-

Includes when a counselor meets with a student to problem solve and provide alternative ways to handle situations. It could also be situational when a student is struggling emotionally, or socially and sees the counselor for assistance. A student is considered successful if the strategies implemented improve student behavior resulting in a decrease in infractions.

Each student on Tier 2 will have full access to Tier 1 supports and rewards.

Tracking and Decision Making

Tier 2 Data will be collected weekly by our school's Tier 2 Coordinator with decisions made at the monthly school PBIS meeting to fade or alter support. Each month the number of students participating and responding to all interventions will be recorded and analyzed by the tier 2 team.

Fidelity

In order to ensure the fidelity of the Tier 2 interventions, the Tier 2 team will take monthly probes by observing an intervention in progress. Every intervention will be observed during the course of the year.

Tier 3

Individualized Intensive Intervention

To support the 1-5% of students not responding to Tier 2

Each student will have their own support team which includes the student, all teachers of the student, the parent, the school Tier 3 coordinator, and an administrator. The school will have a Tier 3 team who will review each tier 3 student's results and progress monthly.

Screening

Students may qualify for Tier 3 support when

- A student has 7 or more major office referrals
- Students have 3 Out of School Suspensions
- Students are not being successful with Tier 2 supports
- Students are in need of or are receiving mental health counseling or wrap around services.
- Students can be nominated by teachers or family members

The Tier 3 coordinator will conduct interviews with the student's support team members including assessing the student's quality of life indicators and academic, social, behavioral, mental health strengths and needs across life domains as well as assess for external agency support and resources, and document the findings on the Tier 3 plan.

When a student needs a behavior plan as part of the tier 3 plan:

The tier 3 coordinator will conduct a Functional Behavior Assessment (FBA). Based on the data gathered on the FBA, the tier 3 coordinator along with the child's individual support team will develop an individualized Behavior Plan.

This Behavior Plan will:

- only target one or two problem behaviors, operationally defined
- includes a hypothesis statement of where the behavior occurs, maintaining reinforcers, and behavior function
- includes prevention strategies
- teaching strategies for replacement behaviors
- strategies for removing rewards for problem behavior
- specific rewards for desired behavior
- safety elements when needed.
- a systematic process for assessing fidelity and impact
- an action plan for putting the behavior support plan in place.

Students on a Tier 3 plan will continue to have access to Tier 1 and 2 supports

The Tier 3 supports we offer at our school are:

Wraparound (Wrap) –

An identified team facilitator engages a child and their family in developing a unique team to support youth success at home, school and in the community. Facilitator arranges for frequent team meetings to develop, refine, and progress-monitor interventions and supports that address multiple life domains across settings (home, school, and community). Plans include highly individualized interventions and supports designed based on youth strengths and big needs (quality of life indicators) identified by youth, family, and other team members. Choices, FINS, Mental Health referrals. A student will be considered successful when after four weeks, the student has a 50% improvement rate in office discipline referrals, grades, attendance and/or daily progress reports

Individual counseling with the school counselor-

Individual sessions with the school counselor for a specified amount of time and frequency to address a certain issue or provide ongoing support. Success will be measured by after four weeks, youth has no new office discipline referrals and a 50% reduction in the identified problem behavior. In addition, student earns 80% of DPR points, and increase grades and attendance by 75%.

Individual Contract-

When a student serves a suspension or returns from alternative school site, they may be placed on a contract agreeing to be searched for weapons /drugs / tobacco products. Success is measured by meeting the goal on the contract for the duration agreed upon.

Ongoing Mental Health Outpatient Counseling-

When a student is receiving scheduled sessions with a mental health provider outside of the school system. Success is measured by student grades improving, compliance with attendance to school and treatment as well as the treatment plan set forth by counselor.

Behavior Intervention Plan—

An individualized student team is created specifically for one student at a time (includes family, community, and relevant school-based adults) to assess strengths, skills-deficits, and function of behavior, as well as to develop a comprehensive intervention plan. Plan addresses multiple settings and/or behaviors. Success will be measured by after three weeks, student demonstrates a 50% reduction in minors and ODRs and earns 80% of DPR points. In addition, 4 of 5 grades in core classes go from failing to passing and attendance increases by 50%

Tracking and Decision Making

The Tier 3 Coordinator will coordinate each student's individual monthly review with the student's individual support team and document the review along with decision to alter, fade, or continue support.

Results from each student's monthly review will be discussed at the monthly school Tier 3 PBIS Team meeting and tracked for effectiveness.