

Grants Pass School District Standard Behavior Protocol

Grade Level(s)	Universal Screening Tools	Core Program	Tier II Interventions	Tier III Interventions
K – 1 st	<ul style="list-style-type: none"> Phoneme Segmentation Fluency Office Referrals Attendance Reports Suspension/Expulsion Data Teacher anecdotal information 	<ul style="list-style-type: none"> Effective academic support School rules and behavior expectations are explicitly taught to ALL students All students regularly and consistently acknowledged for demonstrating behavior expectations All students immediately and reliably corrected when behavior expectations are not demonstrated. Positive behavior expectation re-taught and reinforced immediately. School-wide social/emotional curriculum delivery (i.e. Kelso’s Choice, Second Steps, Steps to Respect) 	<ul style="list-style-type: none"> Re-teach expectations Check-in, Check-out programs Behavior contracts/plans Adult mentoring Skills groups Targeted social/emotional curriculum follow-up (i.e. Second Steps with small group of struggling students) 	<p>Follow Behavior Staffing Procedures</p> <ul style="list-style-type: none"> Core + Tier II and Functional Assessment Checklist for Teachers and Staff (FACTS) or Functional Behavior Assessment (FBA) and Individual Behavior Support Plans Individualized behavior goals and progress monitoring (IEP and 504)
2 nd – 5 th	<ul style="list-style-type: none"> Office Referrals Attendance Reports Suspension/Expulsion Data Teacher anecdotal information 		<ul style="list-style-type: none"> All of the above Strategic “positive referrals” for identified students working towards increased positive behavior Peer mentoring Advisory classes 	
6 th – 12 th	<ul style="list-style-type: none"> Office Referrals Attendance Reports Suspension/Expulsion Data American Drug and Alcohol Survey 			
Who Does this work?	Building PBIS Teams K – 5 th Grade RTIi Teams	ALL staff	Appropriate staff (classroom teacher, support staff, Intervention Specialist) as determined by RTIi team	Appropriate staff (classroom teacher, support staff, Intervention Specialist) as determined by RTIi team. Outside agency as available and appropriate.

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Decision Rules

1. Screening

K – 1

- ✓ Student is identified as “some risk”, “at risk”, or “deficit” on Phoneme Segmentation Fluency on the DIBELS are considered for 2nd Tier Behavior Interventions

K – 5

- ✓ Office discipline referral data reviewed monthly. If more than 1 referral per day per month for every 250 students, revisit the core and look for patterns in location, time, grade, type, and frequency of incidents.

6 – 12

- ✓ Office discipline referral data reviewed monthly. If more than 1 referral per day per month for every 200 students, revisit the core and look for patterns in location, time, grade, type, and frequency of incidents.

K – 12

- ✓ If more than 20% of all students received 2 or more referrals: revisit the core.
- ✓ More than 30% of referrals occur in a specific area of the school: re-teach specific common area behavior expectations, acknowledge/reward positive behavior, and correct inappropriate behavior immediately.
- ✓ More than 40% of referrals occur in classroom: re-teach classroom expectations, increase professional development in classroom management strategies, and/or revisit core instruction in specific classrooms.

2. Progress monitoring

K – 1:

- ✓ Progress monitor PSF once a week.
- ✓ Behavior intervention data

K – 12:

- ✓ Behavior data from check in/check out program
- ✓ More than 5 absences or more than 3 discipline referrals in a 30 day period
- ✓ Progress on individual behavior goals or Behavior Support Plan

3. Intensifying intervention

Students who receive 2 – 5 referrals should receive core plus 2nd Tier Intervention

If progress is below the expected rate after 6 to 8 weeks of 2nd Tier Intervention, student moves to 3rd Tier Interventions (consider performing a Functional Behavior Assessment and developing a Behavior Support Plan).

Students receiving 6 or more behavior referrals: perform an appropriate Functional Behavior Assessment and develop a Behavior Support plan.