

PBIS / MTSS STAFF HANDBOOK 2022



ROAR TO SUCCESS!

Respect Overcome Aspire Rise

Table of Contents

General Information & Tier I	
Page 3 Page 4 - 5	EHS Core Values & Classroom Expectations Tier I Interventions & ROAR Cards Teacher vs. Office Managed Interventions
Tier II	
Page 6 - 8	Tier II Interventions / Check-in Check-Out Social/Academic/Restorative Justice Groups Mentoring
Tier III	
Page 9	Individualized team approach designed specifically for student strengths, skills-deficits, and function of behavior
Appendices	
	Minor and Major Offenses examples and forms (Appendix A) ROAR Card Teacher Guide (Appendix B) Reassignment Sheet (Appendix C) PBIS resources (Appendix D) Behavior Management Flowchart (Appendix E)

EASTSIDE HIGH SCHOOL CORE VALUES

RESPECTFUL TO SELF AND OTHERS

- Respect for other individuals
- Tolerance of individual differences
- Acceptance of diverse culture and belief systems

OVERCOME CHALLENGES

- Meet state and district standards
- Work effectively in a cooperative manner with others
- Pursue life-long personal and academic growth

ASPIRE

- Accept personal responsibility for actions and decisions
- Become respected citizens
- Make positive contributions

RISE

- Apply critical thinking skills in problem solving
- Apply knowledge and skills to life
- Use resources to gather, analyze, organize and present information

Classroom ROAR Core Value Expectations

1. Teach, model and practice each of the **ROAR CORE VALUES**.
2. Display and use the **ROAR posters** based upon school-wide core value expectations. (*ROAR posters are posted in EACH classroom.*)
3. Use the teacher-managed and office-managed referral steps. (see page 5)
4. Develop PBIS based strategies for recognizing students who exceed school-wide and classroom expectations using informal and formal recognition programs including the ROAR cards, Eastside Extra Shout outs, and ROAR Awards.
 - a. Informal strategies: standing at your door to greet students and verbally acknowledge them, positive reinforcement in the classroom throughout the period (5:1 positive to negative interactions), all classroom based recognition.
 - b. Formal strategies: school-wide ROAR cards, special recognition on the Eastside Extra, calling home with positive news and documenting this in PowerSchool.
5. Circulate among students inside AND outside the classroom to observe their academic and social progress in order to provide this recognition.

Tier I Interventions

Multi-tiered Systems of Support (MTSS)

In our efforts to establish **Eastside High School** as a successful, welcoming, and purposeful learning environment, we have a dedicated team of security personnel, classified and certificated staff, and administration who encourage students to achieve their academic and social potential while also behaving with good character.

At **Eastside High School** students are actively engaged in learning what success looks like for each of them in their classrooms, school-related activities, and in their communities.

Building & Sustaining a Culture of PRIDE through positive relationships

- Discipline procedures are not the answer to problematic behavior – it is the positive **relationships** we build as a learning community between students, families and staff that foster and allow positive behavior to occur.
- Children learn best in the context of positive relationships and a safe, comfortable atmosphere.
- By teaching students the necessary social skills for future success, we encourage students to be lifelong learners and successful citizens.
- It is our job to ensure that students learn the skills needed to survive and thrive in society.

Positive recognition (ROAR Card)

Teachers and staff can recognize and reward students for better-than-expected behavior. Staff can issue **ROAR Cards** to students when they observe them in the act of exceptional behavior.

The **ROAR Card** can be used to have the opportunity to win prizes in a raffle, purchase a variety of privileges from teachers and the library, and access to special activities at the end of each grading period.

Each teacher and staff member will receive 10 cards at the beginning of each semester. Teachers are encouraged to give more than the allotted cards. Teachers can find more in the Admin Building.

ROAR and Social Emotional Lessons

MTSS mentors created a series of lessons that connect to each of the core values: Respect, Overcome, Aspire, and Rise. We will also be offering Habitudes Social Emotional lessons. All of these lessons will be assigned throughout the school year.

Student Self Referral Form

Teachers should provide [THIS LINK](#) for students to self-referral themselves to receive help. Students can fill out the form if they are experiencing Academic or social-emotional issues, and the appropriate MTSS staff will respond to the student.

Classroom Management & Teacher-Student Relationship

The key to a positive and effective learning environment is effective classroom management that addresses all social, emotional, and learning needs. Routines should be taught to students at the beginning of the school year and revisited until it is automatic for students to enter, exist, and exit a class without crossing defined boundaries.

Without a doubt, the techniques used by educators for addressing student misbehavior are unique to each teacher. Although it is impossible to anticipate all possible situations, a general approach should be in place for dealing with any behaviors that detract from the learning environment and will be used consistently.

Some possible strategies to redirect misbehavior in class:

- 1. Redirection using the classroom expectation (voice level, movement around the classroom, activity to be working on, etc) to the entire class.***
- 2. Use close proximity to the student who is misbehaving***
- 3. Pull student aside for one-on-one behavior discussion***
- 4. Make parent contact to create a unified approach***
- 5. Reach out to Instruction Partners and/or MTSS Mentors for assistance***
- 6. Log into PowerSchool for each offense***
- 7. When problem behaviors persist-teachers should fill out the office managed referral form.***

Students who consistently repeat minor offenses may be escalated to a major offense.

*****Do not send students to the Student Support Center over incidents that can be resolved within the classroom or by sending them to a partner teacher room.*****

Please refer to the **Behavior Management Flowchart** (Appendix F) for the teacher and office managed behavior steps and examples. This is a **progressive system** that has helped greatly reduce our suspension rate in the current school year.

For teacher-managed behavior interventions use the Student Behavior Intervention entry system in PowerSchool - <https://ior.ad/7H0Z>

For office-managed behavior interventions use the MTSS Google Form link - https://docs.google.com/forms/d/e/1FAIpQLScukesjhZuL-t8r4gAuHgCNbPrtdF2eeK1TlcCLWvJacR_Hmg/viewform

Tier II Interventions

MTSS mentors and administrators review SWIS data trends and patterns to identify students who have been referred multiple times within a specified timeframe. The MTSS team then calls out specific students for targeted support based upon specific areas of concern. Mentoring involves one adult meeting with one or more students at a time, one or more times per week, to provide a positive connection with students and create a supportive relationship.

Check-In / Check-Out (CICO)

Students identified through SWIS during S1 check-in with MTSS mentors on an as-needed basis to receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. The MTSS mentors will contact teachers for progress checks as needed.

CICO includes the following practices:

- Increased positive adult contact
- Embedded social skills training
- Direct link to school-wide behavioral goals and expectations
- Frequent feedback
- Home-school communication
- Positive reinforcement contingent on meeting behavioral goals

Who can benefit?

- Students with low level, disruptive problem behavior across settings
- Students with a pattern of office referrals
- Students who receive a number of office referrals above data decision mark
- Students who find adult attention reinforcing
- Students experiencing hardships, which is causing low academic performance

When is the intervention not appropriate?

- Students with serious or violent behavior
- Students for whom referrals are context driven (e.g., unsupervised areas)
- When referrals come from one location

Basic approach:

- Define & teach behavioral expectations
- Build a regular cycle of checking in and checking out with adults
- Collect information for ongoing evaluation and adaptation

Students participating in a CICO intervention check in with an adult staff member who greets the student and provides positive prompts for the day.

Social / Academic / Restorative Justice Groups

Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback.

Additionally, the restorative justice aspect allows for students to understand how their behavior has an impact on others.

Groups include the following practices:

- Explicit teaching of social and/or organizational skills
- Opportunities for role playing and problem solving using learned social and/or organizational skills
- Increased positive adult contact
- Direct link to school-wide behavioral goals and expectations
- Frequent feedback
- Home-school communication
- Positive reinforcement contingent on meeting behavioral goals

Who can benefit?

Students who demonstrate skill deficits in specific areas (e.g., how to perform skills, when to perform a skill, etc.) can benefit from groups. Some of the most common skills students demonstrate difficulties with include the following:

- Active listening
- Following directions
- Staying calm when receiving feedback
- Problem solving
- Appropriate social interactions (e.g., greeting others, sharing, etc.)
- Asking for help
- Respectfully disagreeing

Basic approach:

- Define & teach skills based on identified deficits
- Build regular opportunities for role playing and feedback by all staff
- Collect information for ongoing evaluation and adaptation

Mentoring

Individualized CICO has most of the same features as the generic CICO but includes some fairly simple individualizations (i.e. change in location of CICO, addition of more Check-ins, etc.) without creating individual student goals or goal lines.

Who can benefit?

The following are indicators of students that may benefit from a structured mentoring program:

- **Behavioral:** Late to school, skipping class, absenteeism including excessive excused absences, late to class frequently, history of educational neglect, behavior ODRs, suspensions, frequent school moves
- **Academic:** Not completing assignments, failing classes, reading below grade level, low test scores, in danger of not graduating, incomplete assignments
- **Cognitive:** Minimal interest in school, resistance to learning, low academic self-efficacy and perceived competence
- **Affective:** Social isolation, feelings of not belonging to school, low expectation to graduate

Basic Approach:

- Meet regularly (e.g. weekly) to check-in with the student and review risk factors
- Record progress on monitoring form
- Record focus of contact with student in the monitoring form

Once selected for a Tier II support, the team will contact the parent(s)/guardian(s) to inform them of the reasons for selecting the intervention, obtain permission to begin the intervention, and explain their role in supporting the student. The Tier II team will monitor the progress of the intervention after implementation.

It is possible that students who have been identified to receive Tier II supports, may still exhibit behavior that is extreme enough to warrant assessment for Tier III supports. Tier I and Tier II teams will assess students' responses to interventions and make informed decisions to best serve the students. For some, additional support is warranted, for others who show success removal from Tier II supports will be granted.

Tier III Interventions

Identify Students for Tier III Interventions

Multiple methods are used to identify students for Tier III interventions. No single method is likely to identify all students who may need Tier III support. The most common way to identify Tier III students is after Tier I and Tier II supports were found non-effective. However, students can be identified for the need of Tier III supports through the same methods listed to identify students for Tier II interventions.

Behavior Plan

An individualized team is created specifically for one student at a time (includes family, community, and relevant school-based adults) to assess students' strengths, skills-deficits, and function of behavior, as well as to develop a comprehensive intervention plan. The plan addresses multiple settings and/or behaviors.

Procedure for Implementing the Tier III Intervention

Once a student has been identified as potentially in need of Tier III supports, the PBIS Team will select members to be part of the behavior plan team. The team will need to include, administrator, teachers, parent/guardian, school psychologist, and a member of the Tier III team. The behavior plan team will conduct a review of existing data on the student and develop the behavior plan. The following data can be used for review:

- o Referrals (type and quantity)
- o Environment where behavior is occurring
- o Interview teacher(s) of student
- o IEP/504
- o Tier II Intervention Data
- o Other existing records

Once the plan is developed a time period for progress monitoring will be established, the plan will be implemented, and distributed to key stakeholders (i.e. teacher; staff). The Tier III team will monitor the progress of the intervention after implementation.

Procedure for exiting students from Tier III Intervention

After the designated time, the Tier III team will review the student's progress. If progress is shown, the behavior team will develop a plan to continue or fade out Tier III interventions. If progress is not shown, the team will modify the plan and consider consulting Special Education services.

Appendix A

MINOR & MAJOR OFFENSES

Minor Offenses: Classroom Managed

- Tardy
- Calling Out
- Put Down / bullying
- Throwing objects
- Refusing to work
- Minor dishonesty
- Tone/Attitude
- Inappropriate comments/language (nonviolent, nonhabitual)
- Missing materials
- Electronic devices
- Food or drink
- Not coming to class prepared
- Missing homework
- Defiance/disrespect/insubordination (nonviolent, nonhabitual)

Notes:

- *Minor offenses are handled by the classroom teacher
- *The SSC room does NOT handle minor offenses
- *Minor offenses should be dealt with quickly and efficiently
- *Minor offenses need to be documented in PowerSchool
- *A specific number of minor offenses can lead to a major offense
- *Minor offenses should be followed up with parent/guardian contact

Minor Incident Report:

Record incident on [Student Behavioral Intervention](#) entry system in PowerSchool when student does not respond to pre-correction, re-direction, or verbal warning.

- Once written, notify parents with a phone call, email or letter.

Take concrete action to correct behavior (i.e. complete behavior reflections writing, clean desks, time out).

- Whenever possible, have the corrective action(s) correspond to the behavior being corrected.

Major Offenses: Office/Administrator Managed

- Weapons
- Fighting or aggressive physical contact
- Chronic minor infractions
- Aggressive language
- Threats
- Harassment of student/teacher

- Truancy (email CAW - Andrew Lyn)
- Smoking inside the building
- Vandalism (significant)
- Alcohol
- Controlled substances / Drugs
- Gambling
- Theft
- Lewd acts
- Habitual minor offenses

Teachers can call ext. 1184, to remove the student, and should fill out the [Office Managed Major Referral form](#) ASAP to notify MTSS mentors about the reason for the referral.

Appendix B

MTSS ROAR Card Teacher Guide

ROAR Cards are meant to reward good citizenship across campus, to help us give positive feedback to those students who set an example for their peers.

Good behaviors are what most EHS students demonstrate regularly, and should be encouraged and reinforced but are often effortless compliance.

Examples of Good Behaviors	Examples of ROAR Behaviors
Being On time. Cleaning up after oneself Putting Materials Away Following Class Procedures Following Instructions Submitting assignments	Demonstrating good leadership Going above and beyond to help a peer or teacher. Cleaning up after others Motivating peers Effective self- advocacy

ROAR isn't just for compliance, it is for honoring and encouraging behavior that effortfully seeks to make EHS a better place, no matter how big or small.

Please advise students to turn in their ROAR Cards to Ms.Cleveland, the activities secretary in the Admin Building for a gift and a chance for the GRAND PRIZE!

Reassignment Form



EASTSIDE HIGH SCHOOL

FULL DAY REASSIGNMENT WORK REQUEST DOCUMENT

NAME:	ID:	DATE:
--------------	------------	--------------

PERIOD	TEACHER	WORK TO BE COMPLETED
1		
2		
3		
4		
5		
6		

Appendix D

PBIS RESOURCES

www.pbis.org – Great overview of PBIS for all three tiers. Go to the “Training” tab at the top of the page for links to power points, worksheets, lesson plans, and more!

www.pbisworld.com – Great source of intervention strategies for specific behaviors in your classroom.

<http://www5.milwaukee.k12.wi.us/dept/rti/resources/behavior/#matrix>- Great website full of PBIS and Intervention resources for all levels and stakeholders.

www.sanjuan.edu- Go to “Departments” then to “Pupil Personnel Services” and then “PBIS.” This district PBIS page has many resources. Be sure to look at the Related Files and Related Links areas at the bottom of the web page.05.

<http://www.cccoe.net/social/skillslist.htm>- Great social skills lessons for topics such as “Listening to Others,” and “Ignoring Distractions.”

www.pbismaryland.com www.pbisillinois.com and

<http://flpbs.fmhi.usf.edu/> – These states have been doing PBIS at the statewide level for several years. Lots of resources, articles, research, and information you can use in the classroom; also several examples of PBIS “in action” and really working!

<http://uappbs.apbs.org/> - Online Academy for University of Kansas. A huge collection of online learning modules related to PBIS.

www.irised.com – Iris Educational Media. Has evidenced-based training and professional development, video-based curriculums that support PBIS and classroom behavior. Including FREE printable to support classroom management, social skills, working with parents, and more.

Eastside High School Behavior Management Flowchart

Observable Problem Behavior

Office or teacher-managed?



Office Managed behaviors *Use Google MTSS form

- Arson
- Aggressive Acts
- Assault
- Bullying, Harassment, Threat, Intimidation
- Chronic Teacher Managed Behaviors
- Controlled Substances
- Dress Code Violations
- Fighting
- Harassment
- Safety Threats
- Sexual incidents
- Theft
- Vandalism/Criminal acts
- Weapons

Teacher Managed behaviors *Use PS Student Behavior Intervention

- Academic Dishonesty
- Apathy (refusal to work)
- Classroom Bullying
- Classroom Disruption
- Defiance/Disrespect
- Electronic Device Misuse
- Tardies & Absences
- Food/Drink
- Inappropriate Language
- Lack of Preparation
- Sleeping

Call OCD (1184)

Log incident using MTSS Google Form

Contact parent/guardian

Security investigates, witness statements

MTSS mentor post discipline intervention

Log incident using PowerSchool SBI

Review other teachers' entries

Contact parent/guardian

Re-teach ROAR core values and classroom expectations

Major Problem Behavior referral form link:
<https://forms.gle/pzDXRbMGclVeWev7A>

PowerSchool SBI iorad link:
<https://ior.ad/7H0Z>

Teachers must contact parent/guardian when a student is sent from classroom.